

NATIVE AMERICAN LEGISLATIVE LIASON COMMITTEE ISSUES

Statutory options based on what other states have implemented in public education K-12 for Native American students

1. Require the State Board of Education (SBOE) to report annually to NAALC on what it is doing to help improve Indian educational attainment.
 - i. There is one person at State Office of Education that is the Indian education specialist.
 - ii. Having him and/or the superintendent report to NALLC would communicate to SBOE that the legislature is serious about seeing progress on this issue.
 - iii. Currently, the below listed agencies are required to report annually to NALLC.
 1. Division of Indian Affairs
 - a. Division activities of the previous year
 - b. Report of the Native American Remains Review Committee
 2. Department of Health – Indian health report
 3. Department of Workforce Services
 - a. Uintah Basin Revitalization Report
 - b. Navajo Revitalization Report
2. Create an education commission or advisory committee on Indian Education
 - i. Montana has a Montana Advisory Council on Indian Educationⁱ
 - ii. Oregon has a Legislative Commission on Indian Servicesⁱⁱ
 - iii. Oklahoma has a Oklahoma Advisory Council on Indian Educationⁱⁱⁱ
3. Create an Education Plan
 - i. Oregon has an Indian State Education Plan
 - ii. Montana has an American Indian achievement gap payment program
4. Amend NALLC
 - i. to become an Indian Education Commission
 - ii. or at least have some oversight role relative to Indian education

5. Make the Indian education specialist position at the State Office of Education a statutory position and give it specific statutory responsibilities.
 - i. Goal setting
 - ii. Reporting requirements
 - iii. An Indian education plan to improve Indian state test averages

6. Other Issues that could be addressed
 - i. Provide funding to support school district Indian education coordinators
 - ii. Provide grants to prepare Indian teachers
 - iii. Address teacher education licensing for Indian language and cultural education
 - iv. Address parent and community participation through advisory councils or programs
 - v. Address curriculum issues

ⁱ The Montana Advisory Council on Indian Education is an organization established by the Board of Public Education in 1984. The council is composed of seventeen members with representatives from all the major tribes, representatives of urban Indians, representatives of higher education, and representatives of the Board of Public Education. Their responsibilities include distributing “research-based measureable criteria,” collecting and analyzing data, evaluating the effectiveness of existing K-16 programs, making budgetary recommendations, and advocating legislation consistent with the purpose of the council. (*Montana Advisory Council on Indian Education Constitution and Bylaws*)

ⁱⁱ Oregon’s commission on Indian Affairs is similar to the NALLC with a couple of key differences. Whereas NALLC is composed solely of legislators, Oregon’s commission is comprised of legislators (two from the House and two from the Senate) and representatives of all the nine major tribes in the state. The council compiles information related to “education and training programs, work programs, housing programs, health programs, mental health programs including alcohol and drug services, and welfare programs from local, state and federal sources and through private agencies”. The commission reports biennially to the Governor and the Legislative Assembly on “matters of concern to Indians” and makes appropriate recommendations. (O.R.S. § 172.120)

ⁱⁱⁱ In Oklahoma, the Oklahoma Advisory Council on Indian Education (OACIE) was established by statute and will remain in service until 2020. The OACIE meets at least every quarter and has eighteen members. Most of these members are representatives of the tribes. The rest are representatives of teacher organizations, the State Department of Education, and other executive departments. The OACIE is charged with the task of improving Indian education and promoting educational opportunities for Indian students. Among its duties, this body facilitates communication between the educational agencies and the tribes, distributes “research-based, measureable criteria” to assess the effectiveness of different programs, analyzes data, and makes recommendations to the State Board of Education to further the purposes of the council. (70 Okl. St. Ann. § 3-173).

Contacts or Sources of Information

Oregon

Contacts: April Campbell (Indian Education Specialist), Karen Quigley, Executive Director of the Commission on Indian Services. The commission consists of 13 members with four legislators and representatives of all nine tribes

- Reports Biennially to Governor and Legislature
- Compiles information on education and health programs

Oklahoma

Contact: Dwight Pickering (Indian Education Specialist)

Oklahoma Advisory Council on Indian Education is established by statute with 18 members, most these members represent the major tribes

- Distributes research-based, measurable criteria
- Evaluates the effectiveness of existing programs
- Collects and analyses data

Montana

Montana Advisory Council on Indian Education was established by the State Board of Public Education and consists of 17 members. Most members represent the tribes.

- Distributes research-based, measurable criteria
- Advocates legislation
- Evaluates the effectiveness of existing programs

