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July 7, 2021

Secretary Miguel Cardona  
Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Secretary Cardona,

In accordance with President Biden's January 20<sup>th</sup> Executive Order 13985 on Advancing Racial Equity and Support for Underserved Communities Through the Federal Government, we respectfully submit draft language for reestablishment of the five White House Initiatives (Initiatives) that have existed at the US Department of Education (ED) at varying points in time. The Initiatives have and can continue to serve as a driving force for engagement with communities being directly impacted by federal education policies. They will also serve as organizing entities for interagency work supporting the educational achievement of the American Public from cradle to career, with an explicit application of a racial equity lens to recommending, analyzing, and evaluating policies intended to bridge equitable access to opportunity.

To ensure the Initiatives are fully functional and equipped to meet the directive of these orders, it is our strong recommendation a Deputy Assistant Secretary of Equity and Engagement be established at ED. This role would serve as a conduit between the White House, the Secretary's Office of named agencies and the leadership of the Initiatives. Additionally, it is recommended each Initiative be staffed with a SES level appointee as Executive Director, along with a deputy director, chief of staff, confidential assistant and no less than two analysts responsible for completing their work. A corresponding budget supporting their engagement beyond staffing of no less than \$350,000 should be allocated to support travel, convenings, consultants and other activities supporting advancing the goals of their executive orders.

We believe the orders will go a long way in support of developing policies with communities versus doing policy to community without their direct input. We also remain available for technical assistance in reestablishing and supporting the efforts of the Initiatives inter and intra-governmental efforts.

Sincerely,

A handwritten signature in blue ink, appearing to read "Khalilah M. Harris". The signature is fluid and cursive, with the first name being the most prominent.

Khalilah M. Harris, EdD, JD  
Acting Vice President, K12 Education  
Center for American Progress

CC: Donna Harris-Aikens, Jessica Cardichon, Melanie Muenzer

# The White House Initiative on Educational and Racial Justice for Asian Americans and Pacific Islanders

Executive Order - Equitable Educational Opportunity and Justice for Asian Americans and Pacific Islanders

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

## Section 1. Policy

The more than 18.9 million Asian Americans and Pacific Islanders (AAPIs) across our country have helped build a strong and vibrant America. The AAPI communities represent many ethnicities and languages that span generations, and their shared achievements are an important part of the American experience. They have started businesses and generated jobs, including founding some of our Nation's most successful and innovative enterprises. The AAPI communities have made important contributions to science and technology, culture and the arts, and the professions, including business, law, medicine, education, and politics.

While we acknowledge the many contributions of the AAPI communities to our Nation, we also recognize the challenges still faced by many AAPIs. There has been a steady increase in hate-based crimes against the AAPI community over the last four years. Further, a failure to disaggregate data collected about the community has resulted in uneven and weakened priorities and policies supporting this group of Americans. Of the more than almost two million AAPI-owned businesses, many firms are small sole-proprietorships that continue to need assistance to access available resources such as business development counseling and small business loans. The AAPI community also continues to face barriers to employment and workplace advancement. Specific challenges experienced by AAPI subgroups include lower college-enrollment rates by Pacific Islanders than other ethnic groups and high poverty rates among Hmong Americans, Cambodian Americans, Malaysian Americans, and other individual AAPI communities. Additionally, one in five non-elderly AAPIs lacks health insurance.

The purpose of this order is to establish a President's Advisory Commission on Educational and Racial Justice for Asian Americans and Pacific Islanders and a White House Initiative on Educational and Racial Justice for Asian Americans and Pacific Islanders. Each will work to improve the quality of life and opportunities for Asian

Americans and Pacific Islanders through increased access to, and participation in, Federal programs in which they may be underserved. In addition, each will work to advance relevant evidence-based research, data collection, and analysis for AAPI populations and subpopulations.

Sec. 2. President's Advisory Commission on Educational and Racial Justice for Asian Americans and Pacific Islanders.

There is established in the Department of Education the President's Advisory Commission on Educational and Racial Justice for Asian Americans and Pacific Islanders (Commission).

(a) Mission and Function of the Commission. The Commission shall provide advice to the President, via at least one annual meeting, and shall be coordinated through the Secretaries of Education and Commerce, as Co-Chairs of the Initiative described in section 3 of this order, on: (i) the development, monitoring, and coordination of executive branch efforts to improve the quality of life of AAPIs through increased participation in Federal programs in which such persons may be underserved; (ii) the compilation of research and data related to AAPI populations and subpopulations; (iii) the development, monitoring, and coordination of Federal efforts to improve the economic and community development of AAPI businesses; and (iv) strategies to increase public and private sector collaboration, and community involvement in improving the health, education, environment, and well-being of AAPIs.

(b) Commission Membership and Chair. The Commission shall consist of no less than 15 and not more than 25 members appointed by the President. The President shall designate one member of the Commission to serve as Chair, and, may also designate a co-chair. The Executive Director of the Initiative shall also serve as the Executive Director of the Commission and administer the work of the Commission. The Chair of the Commission shall work with the Executive Director to convene regular meetings – no less than two annually - of the Commission, determine its agenda, and direct its work, consistent with this order. The Commission shall include members who: (i) have a history of involvement and advocacy with the AAPI communities; (ii) are from the fields of education (early childhood education, elementary and secondary education, higher education, career and technical education, and adult education), commerce, business, health, human services, housing, environment, arts, agriculture, labor and employment, transportation, justice, veterans affairs, and economic and community development; (iii) are from civic associations representing one or more of the diverse AAPI communities; or (iv) have

such other experience as the President deems appropriate. The President shall designate one member of the Commission to serve as Chair, who shall convene regular meetings of the Commission, determine its agenda, and direct its work.

(c) Administration of the Commission. The Secretary of Education, in consultation with the Secretary of Commerce, shall designate an Executive Director for the Commission. The Department of Education shall provide funding and administrative support for the Commission to the extent permitted by law and within existing appropriations. Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (the "Act"), may apply to the administration of the Commission, any functions of the President under the Act, except that of reporting to the Congress, shall be performed by the Secretary of Education, in accordance with the guidelines issued by the Administrator of General Services.

(d) Termination Date. The Commission shall terminate 2 years from the date of this order, unless renewed by the President.

### Sec. 3. White House Initiative on Educational and Racial Justice for Asian Americans and Pacific Islanders

There is established the White House Initiative on Educational and Racial Justice for Asian Americans and Pacific Islanders (Initiative), which will manage a Federal interagency working group whose members shall be selected by their respective agencies. The Secretary of Commerce and the Secretary of Education shall serve as the Co-Chairs of the Initiative. The Executive Director of the Commission established in section 2 of this order shall also serve as the Executive Director of the Initiative and shall report to the Secretary of Education on Initiative matters, while working in coordination with the Domestic Policy Council and Office of Management and Budget.

(a) Mission and Function of the Initiative. The Initiative shall work to improve the quality of life of AAPIs through increased participation in Federal programs in which AAPIs may be underserved. It shall identify public private sector partnerships to advance opportunity for the AAPI community, and make recommendations on policies supporting educational, economic and racial justice for the AAPI community. It will also advise the Co-Chairs on the implementation and coordination of Federal programs as they relate to AAPIs across executive departments and agencies.

(b) Interagency Working Group. In addition to the Co-Chairs, the Executive Director shall manage an interagency working group consisting of senior officials from the following executive branch departments, agencies, and offices:

- (i) the Department of State;
- (ii) the Department of the Treasury;
- (iii) the Department of Defense;
- (iv) the Department of Justice;
- (v) the Department of the Interior;
- (vi) the Department of Agriculture;
- (vii) the Department of Labor;
- (viii) the Department of Housing and Urban Development;
- (ix) the Department of Transportation;
- (x) the Department of Energy;
- (xi) the Department of Health and Human Services;
- (xii) the Department of Veterans Affairs;
- (xiii) the Department of Homeland Security;
- (xiv) the Office of Management and Budget;
- (xv) the Environmental Protection Agency;
- (xvi) the Small Business Administration;
- (xvii) the Office of Personnel Management;
- (xviii) the Social Security Administration;
- (xix) the White House Office of Cabinet Affairs;
- (xx) the White House Office of Intergovernmental Affairs and Public Engagement;
- (xxi) the National Economic Council;
- (xxii) the Domestic Policy Council;
- (xxiii) the Office of Science and Technology Policy; and
- (xxiv) other executive branch departments, agencies, and offices as the President may, from time to time, designate.

At the direction of the Executive Director, the interagency working group may establish subgroups consisting exclusively of working group members or their designees under this section, as appropriate.

(c) Administration of the Initiative. The Department of Education shall provide funding and administrative support for the Initiative to the extent permitted by law and within existing appropriations. The Executive Director shall hold a senior role in the

Department of Education, reporting directly to the Secretary of Education. The Co-Chairs shall convene regular meetings of the Working Group – no less than two annual, determine its agenda, and direct its work.

(d) Federal Agency Plans and Interagency Plan. Each executive department and agency designated by the Initiative shall prepare a plan (agency plan) for, and shall document, its efforts to improve the quality of life of Asian Americans and Pacific Islanders through increased participation in Federal programs in which Asian Americans and Pacific Islanders may be underserved. Where appropriate, this agency plan shall address, among other things, the agency's efforts to:

(i) identify Federal programs in which AAPIs may be underserved and improve the quality of life for AAPIs through increased participation in these programs;

(ii) identify ways to foster the recruitment, career development, and advancement of AAPIs in the Federal Government;

(iii) identify high-priority action items for which measurable progress may be achieved within 2 years to improve the health, environment, opportunity, and well-being of AAPIs, and implement those action items;

(iv) increase public-sector, private-sector, and community involvement in improving the health, environment, opportunity, and well-being of AAPIs;

(v) foster evidence-based research, data collection, and analysis on AAPI populations and subpopulations, including research and data on public health, environment, education, housing, employment, and other economic indicators of AAPI community wellbeing; and

(vi) solicit public input from AAPI communities on ways to increase and improve opportunities for public participation in Federal programs considering a number of factors, including language barriers.

Each agency, in its plan, shall provide appropriate measurable objectives and, after the first year, shall provide for the assessment of that agency's performance on the goals set in the previous year's plan. Each agency plan shall be submitted to the Co-Chairs by a date to be established by the Co-Chairs. The Co-Chairs shall review the agency plans and develop for submission to the President a Federal interagency plan to improve the quality of life of AAPIs through increased participation in Federal programs in which such persons may be underserved. Actions described in the Federal interagency plan shall address improving access by AAPIs to Federal programs and fostering advances in relevant research and data.

(e) Collaboration Among White House Initiatives. The Initiative may collaborate with the White House Initiatives on Educational and Racial Justice for Native American and Alaska Natives, Educational and Racial Justice for Latin Americans, Educational and Racial Justice for African Americans, and Historically Black Colleges and Universities, whenever appropriate in light of their shared objectives.

#### Sec. 4. General Provisions

(a) This order supersedes Executive Order 13125 of June 7, 1999, Executive Order 13339 of May 13, 2004, Executive Order 13515 of October 14, 2009, Executive Order 13872 of May 13, 2017 and section 1(s) of Executive Order 13811 of September 29, 2017.

(b) The heads of executive departments and agencies shall assist and provide information to the Commission, consistent with applicable law, as may be necessary to carry out the functions of the Commission. Each executive department and agency shall bear its own expenses of participating in the Commission.

(c) Nothing in this order shall be construed to impair or otherwise affect:

- (i) authority granted by law to an executive department, agency, or the head thereof; or
- (ii) functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(d) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(e) For purposes of this order, the term "Asian American and Pacific Islander" includes persons within the jurisdiction of the United States having ancestry of any of the original peoples of East Asia, Southeast Asia, or South Asia, or any of the aboriginal, indigenous, or native peoples of Hawaii and other Pacific Islands.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

# The White House Initiative on Educational and Racial Justice for African Americans

Executive Order – Equitable Educational Opportunity and Justice for African Americans

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

## Section 1. Policy

The more than 41.99 million African Americans across our country have helped build a strong and vibrant America since its inception. Over the course of America's history, African American people have strengthened our Nation, including by leading reforms, overcoming obstacles, and breaking down barriers. African American communities have made important contributions to science and technology, culture and the arts, and the professions, including business, law, medicine, education, and politics.

However, substantial obstacles to educational, economic and health opportunities still remain barriers for the upward mobility. African Americans face disparities in access to quality schools, good jobs, quality affordable housing, transportation and fair engagement with the criminal legal system. Enhanced educational outcomes lead to more productive careers, improved economic opportunity, and greater social well-being for all Americans.

To reach the ambitious education and economic goals we have set for our Nation, as well as to ensure equitable access and opportunity for all, we must provide the support that will enable African American people to improve their level of educational achievement, economic mobility, and health outcomes requires targeted supports. Significantly improving the educational outcomes, economic opportunity and fair access to the American legal system for African Americans will provide substantial benefits for our country by, among other things, increasing college completion rates, productivity, home ownership, health outcomes and employment rates.

The purpose of this order is to establish a President's Advisory Commission on Educational and Racial Justice for African Americans (Commission) and a White House Initiative on Educational and Racial Justice for African Americans (Initiative). Each will

work to improve the quality of life and opportunities for African Americans through increased access to, and participation in, Federal programs in which they may be underserved. In addition, each will work to advance relevant evidence-based research, data collection, analysis and innovations for the African American population.

## Sec. 2. President's Advisory Commission on Educational and Racial Justice for African Americans

There is established in the Department of Education the President's Advisory Commission on Educational and Racial Justice for African Americans.

(a) Mission and Function of the Commission. The Commission shall provide advice to the President, via at least one annual meeting, and shall be coordinated through the Secretaries of Education and Housing and Urban Development, as Co-Chairs of the Initiative described in section 3 of this order, on educational attainment, economic opportunity and alleviation of barriers in the legal justice system of the African American community, including through: (i) the development, implementation, and coordination of educational programs and initiatives at the Department and other agencies to improve educational opportunities and outcomes for African Americans of all ages; (ii) efforts to increase the participation of the African American community and institutions that serve the African American community in programs across federal agencies where they may be underrepresented; (iii) efforts to engage the philanthropic, business, nonprofit, and education communities in a national dialogue on the mission and objectives of this order; and (iv) the establishment of partnerships with public, private, philanthropic, and nonprofit stakeholders to meet the mission and policy objectives of this order.

(b) Commission Membership and Chair. (i) The Commission shall consist of no less than 15 and not more than 25 members appointed by the President. The President shall designate one member of the Commission to serve as Chair, and, may designate a co-chair. The Executive Director shall administer the work of the Commission. The Chair of the Commission shall work with the Executive Director to convene regular meetings – no less than two annually - of the Commission, determine its agenda, and direct its work, consistent with this order; (ii) The Commission may include individuals with relevant experience or subject-matter expertise that the President deems appropriate, as well as individuals who may serve as representatives

of a variety of sectors, education sector (early childhood education, elementary and secondary education, higher education, career and technical education, and adult education), labor organizations, research institutions, the military, corporate and financial institutions, public and private philanthropic organizations, and nonprofit and community-based organizations at the national, State, regional, or local levels; (iii) In addition to the 25 members appointed by the President, the Commission shall also include two members from the President's Commission on Historically Black Colleges and Universities, designated by the President. In turn, the HBCU Commission will henceforth include two members from the President's Commission on Educational and Racial Justice for African Americans, designated by the President. This reciprocal arrangement will foster direct communication and vital consultations that will benefit both bodies; and, (iv) The Executive Director of the Commission shall be a non-voting, ex officio member of the Commission and liaison to the Interagency Working Group of the Initiative.

(c) Commission Administration. The Secretary of Education, in consultation with the Secretary of Housing and Urban Development, shall designate an Executive Director for the Commission. The Department of Education shall provide funding and administrative support for the Commission to the extent permitted by law and within existing appropriations. Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (the "Act"), may apply to the administration of the Commission, any functions of the President under the Act, except that of reporting to the Congress, shall be performed by the Secretary of Education, in accordance with the guidelines issued by the Administrator of General Services.

(d) Termination Date. The Commission shall terminate 2 years from the date of this order, unless renewed by the President.

### Sec. 3. White House Initiative on Educational and Racial Justice for African Americans

There is established the White House Initiative on Educational and Racial Justice for African Americans (Initiative), which will manage a Federal interagency working group whose members shall be selected by their respective agencies. The Secretary of Education and the Secretary of Housing and Urban Development shall serve as the Co-

Chairs of the Initiative. The Executive Director of the Commission established in section 2 of this order shall also serve as the Executive Director of the Initiative and shall report to the Secretary of Education on Initiative matters, while working in coordination with the Domestic Policy Council and Office of Management and Budget.

(a) Mission and Function of the Initiative.

(1) The Initiative shall work to improve the quality of life of African Americans through increased participation in Federal programs in which African Americans may be underserved. It shall identify public private sector partnerships to advance opportunity for the African American community, and make recommendations on policies supporting educational, economic and racial justice for the African American community. It will also advise the Co-Chairs on the implementation and coordination of Federal programs as they relate to African Americans across executive departments and agencies.

(b) Interagency Working Group.

(1) There is established the Federal Interagency Working Group on Educational and Racial Justice for African Americans (Working Group), which shall be convened and Co-Chaired by the Secretaries of Education and Housing and Urban Development. The Executive Director shall manage and staff the efforts of the Initiative described in subsection (b) of this section.

(2) Interagency Working Group. In addition to the Co-Chairs, the Executive Director shall manage an interagency working group consisting of senior officials from the following executive branch departments, agencies, and offices:

- (i) the Department of State;
- (ii) the Department of the Treasury;
- (iii) the Department of Defense;
- (iv) the Department of Justice;
- (v) the Department of the Interior;
- (vi) the Department of Agriculture;
- (vii) the Department of Labor;
- (viii) the Department of Housing and Urban Development;
- (ix) the Department of Transportation;
- (x) the Department of Energy;
- (xi) the Department of Health and Human Services;
- (xii) the Department of Veterans Affairs;
- (xiii) the Department of Homeland Security;

- (xiv) the Office of Management and Budget;
- (xv) the Environmental Protection Agency;
- (xvi) the Small Business Administration;
- (xvii) the Office of Personnel Management;
- (xviii) the Social Security Administration;
- (xix) the White House Office of Cabinet Affairs;
- (xx) the White House Office of Intergovernmental Affairs and Public Engagement;
- (xxi) the National Economic Council;
- (xxii) the Domestic Policy Council;
- (xxiii) the Office of Science and Technology Policy; and
- (xxiv) other executive branch departments, agencies, and offices as the President may, from time to time, designate.

At the direction of the Executive Director, the interagency working group may establish subgroups consisting exclusively of working group members or their designees under this section, as appropriate.

(c) Administration of the Initiative. The Department of Education shall provide funding and administrative support for the Initiative to the extent permitted by law and within existing appropriations. The Executive Director shall hold a senior role in the Department of Education, reporting directly to the Secretary of Education and work in collaboration with the Domestic Policy Council and Office of Management and Budget. The Co-Chairs shall convene regular meetings of the Working Group – no less than two annually – determine its agenda, and direct its work.

(d) Federal Agency Plans and Interagency Plan. Each executive department and agency designated by the Initiative shall prepare a plan (agency plan) for, and shall document, its efforts to improve the quality of life of African Americans through increased participation in Federal programs in which African Americans may be underserved. Where appropriate, this agency plan shall address, among other things, the agency's efforts to:

- (i) identify Federal programs in which African Americans may be underserved and improve the quality of life for African Americans through increased participation in these programs;
- (ii) identify ways to foster the recruitment, career development, and advancement of African Americans in the Federal Government;
- (iii) identify high-priority action items for which measurable progress may be achieved within 2 years to improve the health, environment, educational

opportunity, and well-being of African Americans, and implement those action items;

(iv) increase public-sector, private-sector, and community involvement in improving the health, environment, opportunity, and well-being of African Americans;

(v) foster evidence-based research, data collection, and analysis on African American populations and subpopulations, including research and data on public health, environment, education, housing, employment, and other economic indicators of African American community wellbeing; and

(vi) solicit public input from African American communities on ways to increase and improve opportunities for public participation in Federal programs considering a number of factors, including language barriers.

Each agency, in its plan, shall provide appropriate measurable objectives and, after the first year, shall provide for the assessment of that agency's performance on the goals set in the previous year's plan. Each agency plan shall be submitted to the Co-Chairs by a date to be established by the Co-Chairs. The Co-Chairs shall review the agency plans and develop for submission to the President a Federal interagency plan to improve the quality of life of African Americans through increased participation in Federal programs in which such persons may be underserved. Actions described in the Federal interagency plan shall address improving access by African Americans to Federal programs and fostering advances in relevant research and data.

(e) Administration. The Department shall provide funding and administrative support for the Initiative and the Working Group, to the extent permitted by law and within existing appropriations. To the extent permitted by law, other agencies and offices represented on the Working Group may detail personnel to the Initiative, to assist the Department in meeting the objectives of this order.

(f) Collaboration Among White House Initiatives. The Initiative may collaborate with the White House Initiatives on Educational and Racial Justice for American Indian and Alaska Natives, Educational and Racial Justice for Latin Americans, Educational and Racial Justice for Asian Americans and Pacific Islanders, and Historically Black Colleges and Universities, whenever appropriate in light of their shared objectives.

#### Sec. 4. General Provisions

(a) This order supersedes Executive Order 13621 of July 26, 2012 and section 1(s) of Executive Order 13811 of September 29, 2017.

(b) The heads of agencies shall assist and provide information to the Initiative as may be necessary to carry out the functions of the Initiative, consistent with applicable law.

(c) Nothing in this order shall be construed to impair or otherwise affect:

(1) the authority granted by law to an executive department, agency, or the head thereof; or

(2) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(d) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(e) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

# The White House Initiative on Historically Black Colleges and Universities

## EXECUTIVE ORDER

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### PROMOTING EXCELLENCE, INNOVATION, AND SUSTAINABILITY AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

By the authority vested in me as President by the Constitution and the laws of the United States of America, in order to advance the development of the Nation's full human potential and to advance equal opportunity in higher education, strengthen the capacity of historically black colleges and universities to provide the highest quality education, increase opportunities for these institutions to participate in and benefit from Federal programs, and ensure that our Nation has the highest proportion of college graduates in the world by the year 2030, it is hereby ordered as follows:

Section 1. Policy. Historically black colleges and universities (HBCUs) have made historic and ongoing contributions to the general welfare and prosperity of our country. Established by visionary leaders, America's HBCUs, for over 150 years, have produced many of the Nation's leaders in business, government, academia, and the military and have provided generations of American men and women with hope and educational opportunity. The Nation's 107 HBCUs are located in 20 States, the District of Columbia, and the U.S. Virgin Islands and serve more than 300,000 undergraduate and graduate students. These institutions continue to be important engines of economic growth and community service, and they are proven ladders of intergenerational advancement for men and women of all ethnic, racial, and economic backgrounds, especially African Americans. These institutions also produce a high number of baccalaureate recipients who go on to assume leadership and service roles in their communities and who successfully complete graduate and professional degree programs.

Sec. 2. White House Initiative on HBCUs.

# The White House Initiative on Educational and Racial Justice for Latin Americans

Executive Order – Equitable Educational Opportunity and Justice for Latin Americans

By the authority vested in me as President by the Constitution and the laws of the United States of America, to restore the country to its role as the global leader in education, to strengthen the Nation by expanding educational opportunities and improving educational outcomes for Latinos of all ages, and to help ensure that all Latinos receive an education that properly prepares them for college, productive careers, and satisfying lives, it is hereby ordered as follows:

## Section 1. Policy.

At more than 60.5 million strong, including 3.28 million in Puerto Rico, Latinos constitute the country's largest and fastest growing minority group. They have had a profound and positive impact on our country through, among other things, their community's strong commitment to family, faith, hard work, and service. Many Latinos contribute to this Nation bilingually in the English and Spanish languages -- a true asset for our country in an increasingly global, interdependent world.

Latino students are the largest minority group in our Nation's schools, numbering more than 13 million in our public elementary and secondary school system, and constituting more than 26 percent of all pre-K–12 students. Latino students face educational challenges of crisis proportions. Fewer than half of all Latino children participate in early childhood education programs, and far too few Latino students graduate from high school; of those who do complete high school, many are not adequately prepared for college. Only 11 percent of adult Latinos have a bachelor's degree, and just 3 percent have completed graduate or professional degree programs. At the same time, large numbers of Latino adults lack the education or literacy skills they need to advance their careers; they also are less likely than members of other groups to have taken job- or career-related courses, with the exception of basic education classes, such as English as a second language.

Our country was built on and continues to thrive on its diversity, and there is no doubt that the future of the United States is inextricably linked to the future of the

Latino community. To reach the ambitious education goals we have set for our Nation, as well as to ensure equality of opportunity for all, we must provide the opportunities that will enable Latino students to raise their educational attainment at every level of the American education system. America's future competitiveness in our global economy will be substantially enhanced by improving educational outcomes for Latinos.

## Sec. 2. President's Advisory Commission on Educational and Racial Justice for Latino Americans

There is established the President's Advisory Commission on Educational Excellence for Latinos (Commission) in the Department.

(a) Commission Mission and Scope. The Commission shall advise the President and the Secretary on matters pertaining to the educational attainment of the Latino community, including: (i) developing, implementing, and coordinating educational programs and initiatives at the Department and other agencies to improve educational opportunities and outcomes for Latinos of all ages; (ii) increasing the participation of the Latino community and Hispanic Serving Institutions (HSI) in the Department's programs and in education programs at other agencies; (iii) engage in efforts to increase the participation of the Latin American community and institutions that serve the Latin American community in programs across federal agencies where they may be underrepresented (iv) engaging the philanthropic, business, nonprofit, and education communities in a national dialogue regarding the mission and objectives of this order; and, (5) establishing partnerships with public, private, philanthropic, and nonprofit stakeholders to meet the mission and policy objectives of this order.

(b) Commission Membership and Chair. Commission Membership and Chair. (i) The Commission shall consist of no less than 15 and not more than 25 members appointed by the President. The President shall designate one member of the Commission to serve as Chair, and, may designate a co-chair. The Executive Director shall administer the work of the Commission. The Chair of the Commission shall work with the Executive Director to convene regular meetings – no less than two annually - of the Commission, determine its agenda, and direct its work, consistent with this order; (ii) The Commission may include individuals with relevant experience or

subject-matter expertise that the President deems appropriate, as well as individuals who may serve as representatives of a variety of sectors, education sector (early childhood education, elementary and secondary education, higher education, career and technical education, and adult education), labor organizations, research institutions, the military, corporate and financial institutions, public and private philanthropic organizations, and nonprofit and community-based organizations at the national, State, regional, or local levels; (iii) The Executive Director of the Commission shall be a non-voting, ex officio member of the Commission and liaison to the Interagency Working Group of the Initiative.

(c) Commission Administration. The Executive Director of the Initiative described in section 3 shall also serve as the Executive Director of the Commission and administer the work of the Commission. The Department shall provide funding and administrative support for the Commission, to the extent permitted by law. Members of the Commission shall serve without compensation but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (Act), may apply to the administration of the Commission, any functions of the President under the Act, except that of reporting to the Congress, shall be performed by the Secretary, in accordance with the guidelines issued by the Administrator of General Services.

(d) Termination Date. The Commission shall terminate 2 years from the date of this order, unless renewed by the President.

### Sec. 3. White House Initiative on Educational and Racial Justice for Latinos.

There is established the White House Initiative on Educational and Racial Justice for Latin Americans (Initiative), which will manage a Federal interagency working group whose members shall be selected by their respective agencies. The Secretary of Education and the Secretary of Health and Human Services shall serve as the Co-Chairs of the Initiative. The Executive Director of the Commission established in section 2 of this order shall also serve as the Executive Director of the Initiative and shall report to the Secretary of Education on Initiative matters, while working in coordination with the Domestic Policy Council and the Office of Management and Budget.

(a) Establishment. There is established the White House Initiative on Educational Excellence for Latinos (Initiative), to be housed in the Department of Education (Department). The mission of the Initiative shall be to help restore the United States to its role as the global leader in education and to strengthen the Nation by expanding educational opportunities and improving educational outcomes for Latinos of all ages and by helping to ensure that all Latinos receive a complete and competitive education that prepares them for college, a career, and productive and satisfying lives.

(b) Initiative Administration. There shall be an Executive Director of the Initiative, to be appointed by the Secretary of Education (Secretary) in partnership with the Secretary of Health and Human Services. The Initiative shall be advised by the Commission established under section 2 of this order and supported by the Working Group established under subsection (c) of this section. The Department shall provide the staff, resources, and assistance for the Initiative and the Working Group. To the extent permitted by law, departments, agencies, and offices represented on the Working Group shall provide resources, including personnel detailed to the Initiative, to assist the Department in meeting the objectives of this order.

(c) Interagency Working Group.

(1) There is established the Federal Interagency Working Group on Educational and Racial Justice for Latin Americans (Working Group), which shall be convened and Co-Chaired by the Secretaries of Education and Health and Human Services. The Executive Director shall manage and staff the efforts of the Initiative described in subsection (d) of this section.

(2) Interagency Working Group. In addition to the Co-Chairs, the Executive Director shall manage an interagency working group consisting of senior officials from the following executive branch departments, agencies, and offices:

- (i) the Department of State;
- (ii) the Department of the Treasury;
- (iii) the Department of Defense;
- (iv) the Department of Justice;
- (v) the Department of the Interior;
- (vi) the Department of Agriculture;
- (vii) the Department of Labor;

- (viii) the Department of Housing and Urban Development;
- (ix) the Department of Transportation;
- (x) the Department of Energy;
- (xi) the Department of Health and Human Services;
- (xii) the Department of Veterans Affairs;
- (xiii) the Department of Homeland Security;
- (xiv) the Office of Management and Budget;
- (xv) the Environmental Protection Agency;
- (xvi) the Small Business Administration;
- (xvii) the Office of Personnel Management;
- (xviii) the Social Security Administration;
- (xix) the White House Office of Cabinet Affairs;
- (xx) the White House Office of Intergovernmental Affairs and Public Engagement;
- (xxi) the National Economic Council;
- (xxii) the Domestic Policy Council;
- (xxiii) the Office of Science and Technology Policy; and
- (xxiv) other executive branch departments, agencies, and offices as the President may, from time to time, designate.

At the direction of the Executive Director, the interagency working group may establish subgroups consisting exclusively of working group members or their designees under this section, as appropriate.

(3) The Initiative's Executive Director may establish subgroups of the Working Group to focus on different aspects of the educational system or educational challenges facing Latinos, such as early childhood education, K–12 education, higher education, career and technical education, language acquisition, and adult education.

(d) Initiative Objectives.

(1) To expand educational opportunities, improve education outcomes, and deliver a complete and competitive education for all Latinos, the Initiative shall, consistent with law, promote, encourage, and undertake efforts designed to meet the following objectives:

- (i) increasing general understanding of the causes of the educational challenges faced by Latino students;

(ii) increasing the percentage of Latino children who enter kindergarten ready for success by improving access by Latinos to high-quality programs and services that encourage the early learning and development of children from birth through age 5;

(iii) implementing successful and innovative education reform strategies and practices in America's public schools to ensure that Latino students, like their peers, receive a rigorous and well-rounded education, and have access to student support services that will prepare them for college, a career, and civic participation;

(iv) ensuring that all Latino students have access to excellent teachers and school leaders, in part by supporting efforts to improve the recruitment, preparation, development, and retention of successful Latino teachers and school leaders and other effective teachers and school leaders responsible for the education of Latino students;

(v) reducing the dropout rate of Latino students and helping Latino students graduate from high school prepared for college and a career, in part by promoting a positive school climate and supporting successful and innovative dropout prevention and recovery strategies that better engage Latino youths in their learning, help them catch up academically, and provide those who have left the educational system with pathways to reentry;

(vi) increasing college access and success for Latino students and providing support to help ensure that a greater percentage of Latinos complete college and contribute to the goal of having America again lead the world in the proportion of college graduates by 2020, in part through strategies to strengthen the capacity of Latino-Serving Institutions, community colleges, and other institutions of higher education serving large numbers of Latino students; and

(vii) enhancing the educational and life opportunities of Latinos by fostering positive family and community engagement, improving the quality of, and expanding access to, adult education, literacy, and career and technical education, as well as increasing opportunities for education

and career advancement in the fields of science, technology, engineering, and mathematics.

(2) In working to fulfill its mission and objectives, the Initiative shall, consistent with law:

(i) help ensure that Federal programs and initiatives administered by the Department and other agencies are serving and meeting the needs of Latino children, youths, and adults;

(ii) work closely with the Executive Office of the President on key Administration priorities related to the education of Latinos;

(iii) increase the Latino community's participation in, and capacity to participate in, the Department's programs and education-related programs at other executive departments and agencies;

(iv) advise Department officials and, through the Working Group, other agency officials on issues related to the Latino community and the educational attainment of Latino students;

(v) advise the Secretary on the development, implementation, and coordination of educational programs and initiatives at the Department and other agencies designed to improve educational opportunities and outcomes for Latinos of all ages;

(vi) encourage and develop partnerships with public, private, philanthropic, and nonprofit stakeholders to improve Latinos' readiness for school, college, and career, as well as their college persistence and completion; and

(vii) develop a national network of individuals, organizations, and communities to share and implement best practices related to the education of Latinos.

(3) The Initiative shall periodically publish reports on its activities. The Secretary and the Executive Director of the Initiative, in consultation with the Interagency Working Group and the Chair of the Commission established under section 3 of this order, may develop and submit to the President

recommendations designed to advance and promote educational opportunities and attainment for Latinos, including recommendations for short- and long-term initiatives.

(e) Collaboration Among White House Initiatives. The White House Initiatives on Educational and Racial Justice for Latinos, Educational and Racial Justice for African Americans, Historically Black Colleges and Universities, Educational and Racial Justice for Native Americans and Alaska Natives, and Educational and Racial Justice for Asian-American and Pacific Islanders shall work together whenever appropriate in light of their shared objectives.

#### Sec. 4. General Provisions.

(a) This order supersedes Executive Order 13935 of July 9, 2020 (White House Hispanic Prosperity Initiative), 13555 of October 19, 2010 (White House Initiative on Educational Excellence for Hispanics), and 13230 of October 12, 2001 (White House Initiative on Educational Excellence for Hispanics).

(b) The heads of agencies shall assist and provide information to the Initiative as may be necessary to carry out the functions of the Initiative, consistent with applicable law.

(c) Nothing in this order shall be construed to impair or otherwise affect:

(1) the authority granted by law to an executive department, agency, or the head thereof; or

(2) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(d) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(e) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

- (a) Establishment. There is established the White House Initiative on Historically Black Colleges and Universities (Initiative), to be housed in the Department of Education (Department).
- (b) Mission and Functions. The Initiative shall work with executive departments, agencies, and offices, the private sector, educational associations, philanthropic organizations, and other partners to increase the capacity of HBCUs to provide the highest-quality education to a greater number of students, and to take advantage of these institutions' capabilities in serving the Nation's needs through five core tasks: (i) strengthening the capacity of HBCUs to participate in Federal programs; (ii) fostering enduring private-sector initiatives and public-private partnerships while promoting specific areas and centers of academic research and programmatic excellence throughout all HBCUs; (iii) improving the availability, dissemination, and quality of information concerning HBCUs to inform public policy and practice; (iv) sharing administrative and programmatic practices within the HBCU community for the benefit of all; and (v) exploring new ways of improving the relationship between the Federal Government and HBCUs.
- (c) Administration. There shall be an Executive Director of the Initiative. The Department of Education shall provide funding and administrative support for the Initiative to the extent permitted by law and within existing appropriations. The Executive Director shall hold a senior role in the Department of Education, reporting directly to the Secretary of Education and work in collaboration with the Domestic Policy Council and Office of Management and Budget.
- (d) Federal Agency Plans. (1) Each executive department and agency designated by the Secretary of Education (Secretary) shall prepare an annual plan (agency plan) of its efforts to strengthen the capacity of HBCUs through increased participation in appropriate Federal programs and initiatives. Where appropriate, each agency plan shall address, among other things, the agency's proposed efforts to:
- (i) establish how the department or agency intends to increase the capacity of HBCUs to compete effectively for grants, contracts, or cooperative agreements and to encourage HBCUs to participate in Federal programs;
  - (ii) identify Federal programs and initiatives in which HBCUs may be either underserved or underused as national resources, and improve HBCUs' participation therein; and

(iii) encourage public-sector, private-sector, and community involvement in improving the overall capacity of HBCUs.

(2) Each department and agency, in its agency plan, shall provide appropriate measurable objectives and, after the first year, shall annually assess that department's or agency's performance on the goals set in the previous year's agency plan.

(3) The Secretary shall establish a date by which agency plans shall be submitted to the Secretary. The Secretary and the Executive Director shall review the agency plans in consultation with the President's Board of Advisors on HBCUs, established in section 3 of this order, and shall submit to the President an annual plan to strengthen the overall capacity of HBCUs.

(4) To help fulfill the objectives of these plans, the head of each department and agency identified by the Secretary shall provide, as appropriate, technical assistance and information to the Executive Director for purposes of communicating with HBCUs concerning program activities of the department or agency and the preparation of applications or proposals for grants, contracts, or cooperative agreements.

(5) To help fulfill the goals of this order, each executive department and agency identified by the Secretary shall appoint a senior official to report directly to the department or agency head with respect to that department's or agency's activities under this order, and to serve as liaison to the President's Board of Advisors on HBCUs and to the Initiative.

(e) Interagency Working Group. There is established the Interagency Working Group, which shall be convened by the Executive Director and that shall consist of representatives from agencies designated by the Secretary, to help advance and coordinate the work of Federal agencies pursuant to this order, where appropriate.

### Sec. 3. President's Commission on HBCUs.

(a) Establishment. Commission Membership and Chair. (i) The Commission shall consist of no less than 15 and not more than 25 members appointed by the President. The President shall designate one member of the Commission to serve as Chair, and, may designate a co-chair. The Executive Director shall

administer the work of the Commission. The Chair of the Commission shall work with the Executive Director to convene regular meetings – no less than two annually - of the Commission, determine its agenda, and direct its work, consistent with this order; (ii) The Commission may include individuals with relevant experience or subject-matter expertise that the President deems appropriate, as well as individuals who may serve as representatives of a variety of sectors, education sector (secondary education, higher education, career and technical education, and adult education), labor organizations, research institutions, the military, corporate and financial institutions, public and private philanthropic organizations, and nonprofit and community-based organizations at the national, State, regional, or local levels; (iii) In addition to the 25 members appointed by the President, the Commission shall also include two members from the President's Commission on Educational and Racial Justice for African Americans, designated by the President. In turn, the Commission on Educational and Racial Justice for African Americans will henceforth include two members from the President's Commission on HBCUs, designated by the President. This reciprocal arrangement will foster direct communication and vital consultations that will benefit both bodies; and, (iv) The Executive Director of the Commission shall be a non-voting, ex officio member of the Commission and liaison to the Interagency Working Group of the Initiative.

(b) Mission and Functions. Through the Initiative, the Board shall advise the President and the Secretary on all matters pertaining to strengthening the educational capacity of HBCUs. In particular, the Board shall advise the President and the Secretary in the following areas:

- (i) improving the identity, visibility, and distinctive capabilities and overall competitiveness of HBCUs;
- (ii) engaging the philanthropic, business, government, military, homeland-security, and education communities in a national dialogue regarding new HBCU programs and initiatives;
- (iii) improving the ability of HBCUs to remain fiscally secure institutions that can assist the Nation in reaching its goal of having the highest proportion of college graduates by 2030;
- (iv) elevating the public awareness of HBCUs; and
- (v) encouraging public-private investments in HBCUs.

(c) Administration. The Executive Director of the Initiative shall also serve as the Executive Director of the Commission. The Department shall provide funding and administrative support for the Commission to the extent permitted by law and within existing appropriations. Members of the Commission shall serve without compensation, but shall be reimbursed for travel expenses, including per diem in lieu of subsistence, as authorized by law. Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.), may apply to the Board, any functions of the President under that Act, except for those of reporting to the Congress, shall be performed by the Secretary, in accordance with guidelines issued by the Administrator of General Services.

(d) Report. As part of the annual report of the Initiative, the Commission shall report to the President and the Secretary on their progress in carrying out its duties under this section.

#### Sec. 4. General Provisions.

(a) This order supersedes Executive Order 13779 of February 27, 2017, 13532 of February 26, 2010, Executive Order 13256 of February 12, 2002 and section 1(s) of Executive Order 13811 of September 29, 2017.

(b) For the purposes of this order, "historically black colleges and universities" shall mean those institutions listed in 34 C.F.R. 602.8.

(c) This order shall apply to executive departments and agencies designated by the Secretary. Those departments and agencies shall provide timely reports and such information as is required to effectively carry out the objectives of this order.

(d) The heads of executive departments and agencies shall assist and provide information through the White House Initiative to the Board, consistent with applicable law, as may be necessary to carry out the functions of the Board. Each executive department and agency shall bear its own expenses of participating in the Initiative.

(e) Nothing in this order shall be construed to impair or otherwise affect:

- (i) the authority granted by law to an executive department, agency, or the head thereof; or

(ii) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(f) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(g) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

# The White House Initiative on Educational and Racial Justice for Native Americans and Alaska Natives

Executive Order – Equitable Educational Opportunity and Justice for Native Americans and Alaska Natives

By the authority vested in me as President by the Constitution and the laws of the United States of America, I hereby order as follows:

## Section 1. Policy.

The United States has a unique political and legal relationship with the federally recognized Native American and Alaska Native (NA/AN) tribes across the country, as set forth in the Constitution of the United States, treaties, Executive Orders, and court decisions. For centuries, the Federal Government's relationship with these tribal nations has been guided by a trust responsibility, a long-standing commitment on the part of our Government to protect the unique rights and ensure the well-being of our Nation's tribes, while respecting their tribal sovereignty. In recognition of that special commitment and in fulfillment of the solemn obligations it entails, Federal agencies must help improve educational, economic and health opportunities of NA/AN people.

The commitment of the Federal Government includes expanding opportunity for students attending public schools in cities and in rural areas, students attending schools operated and funded by the Department of the Interior's Bureau of Indian Education (BIE), and students attending postsecondary institutions including Tribal Colleges and Universities (TCUs). Additionally, the rates of suicide and impacts of the global pandemic on tribal nations, limited economic opportunities available to members of the tribes, and problematic encounters with the legal system are widely different from their non-NA/AN counterparts. This is an urgent need.

It is the policy of this Administration to support activities that will strengthen the Nation by expanding educational opportunities and improving educational outcomes for all NA/AN students in order to fulfill our commitment to furthering tribal self-determination and to help ensure that NA/AN students have an opportunity to

learn their Native languages and histories and receive complete and competitive educations that prepare them for college, careers, and productive and satisfying lives.

## Sec. 2. Definitions.

(a) "Agency" means any executive department or agency designated by the Secretary of Education and the Secretary of the Interior to participate in this order.

(b) "Indian tribe" means a Native American or Alaska Native tribe, band, nation, pueblo, village, or community that the Secretary of the Interior acknowledges to exist as an Indian tribe pursuant to the Federally Recognized Indian Tribe List Act of 1994, 25 U.S.C. 479a.

(c) "Native American and Alaska Native" means a member of an Indigenous tribe, as membership is defined by the tribe.

(d) "Public school" means a Head Start center or a pre kindergarten, elementary, or secondary school that is predominantly funded by public means through the Federal Government, a State, a local educational agency, or an Indian tribal government, including a school operated directly by or through contract or grant with the BIE, an Indigenous tribe, or a State, county, or local government.

(e) "Tribal Colleges and Universities" are those institutions that are chartered by their respective Indigenous tribes through the sovereign authority of the tribes or by the Federal Government, and defined in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c).

(f) "BIE" refers to the Board of Indian Education.

## Sec. 3. White House Initiative on Educational and Racial Justice for Native Americans and Alaska Natives.

(a) Establishment. There is hereby established the White House Initiative on Educational and Racial Justice for Native Americans and Alaska Natives (Initiative). The Secretary of Education and the Secretary of the Interior will co-chair the Initiative. The Secretary of Education shall appoint an Executive Director, with consultation from the Secretary of the Interior, who shall be responsible for overseeing implementation of the Initiative. This individual shall be a senior level,

Department of Education official who shall serve as the Secretary of Education's senior policy advisor on Federal policies affecting NA/AN education.

The Executive Director shall work closely with the BIE Director and shall provide periodic reports to the Secretaries of Education and the Interior regarding progress achieved under the Initiative. The Executive Director shall coordinate frequent consultations with tribal officials and shall provide staff support for the National Advisory Council on Indian Education (NACIE), authorized by section 7141 of the Elementary and Secondary Education Act of 1965 (ESEA) (20 U.S.C. 7471).

(b) Mission and Functions. (1) The Initiative shall help expand educational opportunities and improve educational outcomes for all NA/AN students, including opportunities to learn their Native languages, cultures, and histories and receive complete and competitive educations that prepare them for college, careers, and productive and satisfying lives, by:

- (i) working closely with the Executive Office of the President to help ensure NA/AN participation in the development and implementation of key Administration priorities;
- (ii) strengthening the relationship between the Department of Education, which has substantial expertise and resources to help improve Indian education, and the Department of the Interior and its BIE, which directly operates or provides grants to tribes to operate an extensive primary, secondary, and college level school system for NA/AN children and young adults;
- (iii) coordinating, in consultation with the Department of Education's Director of Indian Education, programs administered by the Department of Education and other executive branch agencies regarding NA/AN education;
- (iv) serving as a liaison with other executive branch agencies on NA/AN issues and advising those agencies on how they might help to promote NA/AN educational opportunities;
- (v) reporting on the development, implementation, and coordination of education policy and programs that affect NA/AN students;

- (vi) furthering tribal sovereignty by supporting efforts, consistent with applicable law, to build the capacity of tribal educational agencies and TCUs to provide high quality education services to NA/AN children;
- (vii) developing in partnership with tribal educational agencies a more routine and streamlined process for entering into agreements for educational studies conducted on tribal lands;
- (viii) developing sufficient data resources to inform progress on Federal performance indicators, in close collaboration with the Department of Education's National Center for Educational Statistics;
- (ix) encouraging and coordinating Federal partnerships with public, private, philanthropic, and nonprofit entities to help increase the readiness of AI/AN students for school, college, and careers, and to help increase the number and percentage of NA/AN students completing college; and
- (x) developing a national network of individuals, organizations, and communities to share best practices in NA/AN education and encouraging them to implement these practices.

(2) In order to help expand educational opportunities and improve education outcomes for NA/AN students, the Initiative shall promote, encourage, and undertake efforts, consistent with applicable law, to meet the following objectives:

- (i) increasing the number and percentage of NA/AN children who enter kindergarten ready for success through improved access to high quality early learning programs and services, including Native language immersion programs, that encourage the learning and development of NA/AN children from birth through age five;
- (ii) supporting the expanded implementation of education reform strategies that have shown evidence of success in enabling NA/AN students to acquire a rigorous and well-rounded education and increasing their access to the support services that prepare them for college, careers, and civic involvement;

(iii) increasing the number and percentage of NA/AN students who have access to excellent teachers and school leaders, including effective science, technology, engineering, and mathematics (STEM), language, and special education teachers, in part by supporting efforts to improve the recruitment, development, and retention of effective NA/AN teachers and other effective teachers and school leaders, particularly through TCUs;

(iv) reducing the NA/AN student dropout rate and helping a greater number and percentage of those students who stay in high school to be ready for college and careers by the time of their graduation and college completion, in part by promoting a positive school climate and supporting successful and innovative dropout prevention and recovery strategies that better engage NA/AN youths in their learning and help them catch up academically;

(v) providing pathways that enable those who have dropped out to reenter educational or training programs and acquire degrees, certificates, or industry recognized credentials and obtain quality jobs, and expanding access to high quality education programs leading to career advancement, especially in the STEM fields, by supporting adult, career, and technical education;

(vi) increasing college access and completion for NA/AN students through strategies to strengthen the capacity of postsecondary institutions, particularly TCUs; and

(vii) helping to ensure that the unique cultural, educational, and language needs of NA/AN students are met.

(3) To facilitate a new partnership between the Department of Education and the Department of the Interior, to improve NA/AN education, the Executive Director shall work with the BIE Director and develop a Memorandum of Understanding (MOU) between the two Departments that will take advantage of both Departments' expertise, resources, and facilities. The MOU shall be completed within 120 days of the date of this order. Among other things, the MOU shall address how the Departments will collaborate in carrying out the policy set out in section 1 of this order.

(c) Funding and Administrative Support. Subject to the availability of appropriations, the Department of Education shall fund the Initiative, including NACIE. The Department shall also provide administrative support for the Initiative to the extent permitted by law and within existing appropriations.

(d) Interagency Working Group. There is established the Interagency Working Group on NA/AN education and TCUs, which shall be convened by the Initiative's Executive Director. The Working Group shall consist of senior officials from the Department of Education and the Department of the Interior and officials from the Departments of Justice, Agriculture, Labor, Health and Human Services, and Energy, the Environmental Protection Agency, and the White House Domestic Policy Council, as well as such additional agencies and offices as the Secretaries of Education and the Interior may designate. Senior officials shall be designated by the heads of their respective agencies and offices. The Secretaries of Education and the Interior shall serve as the co chairs of the Interagency Working Group.

(e) Federal Agency Plans. (1) Each agency designated by the co chairs as a member of the Interagency Working Group shall develop and implement a two part, 4 year plan of the agency's efforts to fulfill the purposes of this order, with part one of the plan focusing on all AI/AN students except for those attending TCUs, and part two focusing on AI/AN students attending TCUs. Each agency plan shall include:

(i) annual performance indicators and appropriate measurable objectives with which the agency will measure its success in meeting the goals of this order;

(ii) information on how the agency intends to increase the capacity of educational agencies and institutions, including our Nation's public schools and TCUs, to deliver high-quality education and related social services to all NA/AN students; and

(iii) agency efforts to enhance the ability of these educational agencies and institutions serving NA/AN students to compete effectively for grants, contracts, cooperative agreements, and other Federal resources with which to serve the education needs of NA/AN students, and to encourage eligible schools and colleges serving those students to apply for Federal grants and participate in Federal education programs, as

appropriate. Agency plans may also emphasize access to high quality educational opportunities for NA/AN students, consistent with requirements of the ESEA, the Individuals with Disabilities Education Act, and other applicable Federal education statutes; the preservation and revitalization of tribal languages and cultural traditions; and innovative approaches to more seamlessly align early learning, elementary, and secondary education programs with the work of TCUs.

(2) Submission. Each agency shall submit its plan to the Initiative by a deadline established by the co chairs. In consultation with NACIE, the Initiative shall then review agency plans and develop, for submission to the President, a synthesized interagency plan to achieve the aims of this order.

(3) Annual Performance Reports. Each agency shall submit to the Initiative an Annual Performance Report that measures the agency's performance against the objectives set forth in its plan. In consultation with NACIE, the Initiative shall review and combine Annual Performance Reports from the various agencies into one annual report, which shall be submitted to the Secretaries of Education and the Interior for review.

(f) Private Sector. In consultation with NACIE, and consistent with applicable law, the Interagency Working Group, led by the Executive Director, shall encourage the private sector to assist State- and locally-operated public schools that serve large numbers of NA/AN students, including those attending our Nation's public schools, publicly funded preschools, and TCUs, through increased use of such strategies as:

(i) Providing funds to support the preservation and revitalization of Native languages and cultures;

(ii) Providing funds to support increased institutional endowments;

(iii) Helping these schools develop expertise in financial and facilities management, information systems, and curricula; and

(iv) Providing resources for the hiring and training of effective teachers and administrators.

Sec. 4. Study. In carrying out this order, the Secretaries of Education and the Interior shall study and collect information on the education of NA/AN students.

Sec. 5. General Provisions. (a) NACIE shall serve as the Initiative's advisory committee.

(b) Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.), may apply to the Initiative, any functions of the President under that Act, except for those of reporting to the Congress, shall be performed by the Secretary of Education, in consultation with the Secretary of the Interior, in accordance with the guidelines issued by the Administrator of General Services.

(c) This order supersedes Executive Order 13270 of July 3, 2002, Executive Order 13336 of April 30, 2004, section 1(n) of Executive Order 13585 of September 30, 2011, Executive Order 13592 of December 2, 2011 and section 1(s) of Executive Order 13811 of September 29, 2017.

(d) The heads of agencies shall assist and provide such information to the Initiative as may be necessary to carry out its functions, consistent with applicable law.

(e) Nothing in this order shall be construed to impair or otherwise affect:

(i) authority granted by law to an executive department, agency, or the head thereof; or

(ii) functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.