

State Advisory Council on Indian Education

In 1988, the State Board of Education (SBE) adopted an Indian education policy to provide a process for identifying issues pertaining to the education of American Indian students in grades K-12. In the same year, the N.C. General Assembly enacted Article 13A (NCGS § 115C-210 *et seq*) to establish a fifteen member State Advisory Council on Indian Education to serve as the mechanism for advocating on the behalf of American Indian students. Membership consists of American Indian parents and educators, legislative members from the N.C. Senate and House of Representatives, representatives from the UNC Board of Governors, and the the North Carolina Commission of Indian Affairs.

The Council serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. More specifically, the Council is charged with the following duties:

- to advise the SBE on effective educational practices for American Indian students;
- to explore programs that raise academic achievement and reduce the dropout rate among American Indian students;
- to advise the SBE and the Department of Public Instruction on ways to improve coordination and communication for the benefit of American Indian students affected by state and federal programs administered at the state level;
- to prepare and present an annual report to the SBE, tribal organizations, and to conferees at the annual North Carolina Indian Unity Conference; and
- to advise the SBE on any other aspect of American Indian education when requested by the State Board, educators, parents, students, business leaders, and other constituents.



Title VII Indian Education Programs

Indian Education Programs, initially created by the Indian Education Act in 1972, are designed to meet the unique educational and culturally related academic needs of American Indians and Alaskan Natives (AI/AN) so that these students can achieve to the same challenging state standards as all students. The programs are committed to connecting families of AI/AN students with culture, community and education. The No Child Left Behind Act of 2001 amended Indian education programs as Title VII, Part A of the Elementary and Secondary Education. There are 17 Title VII Indian Education programs currently in North Carolina. The statewide membership of American Indian students enrolled in public school is approximately 20,700.



NORTH CAROLINA TRIBES AND ORGANIZATIONS

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- Coharie**
(Harnett and Sampson)
 - Eastern Band of Cherokee**
(Graham, Jackson and Swain)
 - Haliwa-Saponi**
(Halifax and Warren)
 - Lumbee**
(Hoke, Robeson and Scotland)
 - Meherrin**
(Hertford)
 - Occaneechi Band of Saponi Nation**
(Alamance and Orange)
 - Sappony**
(Person)
 - Waccamaw-Siouan**
(Bladen and Columbus)
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- Cumberland County Association of Indian Affairs**
(Fayetteville)
 - Guilford Native American Association**
(Greensboro)
 - Metrolina Native American Association**
(Charlotte)
 - Triangle Native American Society**
(Raleigh)

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Associate State Superintendent/Chief Academic Officer
Office of Innovation and School Transformation
6368 Mail Service Center | Raleigh, NC 27699-6301
Telephone: 919-807-3200 | Fax: 919-807-4065

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Indian Education Liaison
Office of Deputy State Superintendent
301 N. Wilmington Street | Raleigh, NC 27601
Telephone: 919-807-3441

STRATEGIC PATHWAY

For Strengthening American Indian Education



STATE ADVISORY COUNCIL ON INDIAN EDUCATION

 Public Schools of North Carolina
State Board of Education | Department of Public Instruction

Strategic Pathway for Strengthening American Indian Education

Mission:

The mission of the State Advisory Council on Indian Education is to create a system that engages state policy leaders, public school personnel, parents, tribal leaders and communities in providing educational experiences and cultural opportunities that promote high expectations and accountability for the academic achievement of American Indian students, thus preparing students for success in a globally competitive environment.

Vision:

Every American Indian student in North Carolina will graduate from academically rigorous and culturally relevant high schools as well-prepared lifelong learners globally competitive for work and postsecondary education.

SBE GOAL 1: NC PUBLIC SCHOOLS WILL PRODUCE GLOBALLY COMPETITIVE STUDENTS.

SACIE Pathway Goal 1.1: American Indian students will have quality instruction sensitive to their diverse learning styles and cultural uniqueness, enabling them to graduate from high school with globally competitive skills that focus on high levels of literacy and mathematical competence and also self-motivation and self-direction.

SACIE Pathway Goal 1.2: American Indian students will be exposed to curricula that integrate interdisciplinary themes and relevant learning projects into core curriculum in order to engage and assist students in acquiring essential skills and improving their academic performance.

SACIE Pathway Goal 1.3: American Indian students will have the opportunity to explore careers through internships, vocational education and real-world opportunities.

Pathway Objective 1(a): By 2013, 95% of American Indian high school students will graduate from public high schools with a regular diploma.

Year	Actual Performance
2006-07	55.6% (Baseline)

Pathway Objective 1(b): By 2013, 95% of American Indian high school students will successfully complete graduation projects that show mastery of critical thinking and problem-solving skills and preparedness for work and/or postsecondary education.

Year	Actual Performance
	Baseline data will be available in 2009-10

Pathway Objective 1(c): By 2013, 95% of American Indian students will score at or above proficiency on reading, math and science state assessments.

Year	Actual Math Performance (Grades 3-8 EOG Test Composite)
2006-07	54.1% (Baseline)
	Actual Reading Performance (Grades 3-8 EOG Test Composite)
2006-07	78.8% (Baseline)
	Science Performance (Grades 3-8 EOG Test Composite)
	Baseline data will be available Fall 2009

Pathway Objective 1(d): By 2013, the percentage of American Indian high school students enrolled in Advanced Placement (AP) courses will be proportional to that of the overall state student population enrolled in AP courses, which is currently 16%.

Year	Actual Performance
2006-07	5.57% (343 students) (Baseline)

Pathway Objective 1(e): By 2013, 95% of American Indian students will score at or above proficient on CTE Technical Attainment.

Year	Actual Performance
2006-07	46% (Baseline)

SBE GOAL 2: NC PUBLIC SCHOOLS WILL BE LED BY 21ST CENTURY PROFESSIONALS.

SACIE Pathway Goal 2.1: Teachers and school professionals will be knowledgeable about American Indians in North Carolina and will provide students with culturally responsive instruction.

SACIE Pathway Goal 2.2: Teachers and school professionals will be highly qualified using diverse assessment measures to identify the needs of American Indian students to inform classroom instruction and improve teaching and learning.

SACIE Pathway Goal 2.3: Teachers and school professionals will engage parents, tribal leaders and communities in creating effective partnerships that enhance educational experiences and cultural opportunities.

Pathway Objective 2(a): Through 2013, there will be an annual increase in the percentage of teachers and school professionals participating in quality professional development that prepares for culturally sensitive instruction and provides tribal and cultural knowledge.

Year	Actual Performance
	Baseline data will be available in 2009-10

Pathway Objective 2(b): By 2013, 99% of teachers in local school districts with significant populations of American Indian students (significant defined as enrollment of 15 or greater) will be highly qualified.

Year	Actual Performance
2006-07	97.49% (Baseline)

Pathway Objective 2(c): By 2013, 85% of American Indian parents, tribal leaders and communities will indicate satisfaction with their students' public school experience.

Year	Actual Performance
	Baseline data will be available in 2009-10

SBE GOAL 3: HEALTHY, RESPONSIBLE STUDENTS FOR THE 21ST CENTURY

SACIE Pathway Goal 3.1: American Indian students will have learning environments that are culturally inviting, healthy, supportive and respectful, thereby empowering them to be responsible citizens.

SACIE Pathway Goal 3.2: American Indian students will develop strong cultural and personal identities and character through participation in unique educational and counseling programs.

Pathway Objective 3(a): By 2013, a decrease of 50% in the number of public schools using American Indian sport mascots, logos and demeaning imagery.

Year	Actual Performance
2007-08	41 Public Schools (Baseline)

Pathway Objective 3(b): By 2013, increase the ratio of American Indian students served by Title VII Indian education programs to 0.950, which is 19 out of 20 students.

Year	Actual Performance
2007-08	0.847 (Baseline)

Pathway Objective 3(c): By 2013, an increase of 100% in the number of high schools serving a significant population of American Indian students offering an American Indian Studies course.

Year	Actual Performance
2007-08	5 (Baseline)

SBE GOAL 4: LEADERSHIP WILL GUIDE INNOVATION IN NC PUBLIC SCHOOLS.

SACIE Pathway Goal 4.1: American Indian students will participate in innovative educational opportunities.

Pathway Objective 4(a): By 2013, the percentage of American Indian students enrolled in NC Virtual High School and Science, Technology, Engineering & Mathematics (STEM) High Schools will be at least proportional to that of the overall state American Indian high school student population.

Year	Actual Performance NC Virtual High School
	Baseline data availability to be determined

Year	Actual Performance STEM High Schools
2007-08	0.9% (Baseline)

Pathway Objective 4(b): By 2013, increase the number of local school districts receiving federal funding for Title VII Indian Education programs by 50%.

Year	Actual Performance
2007-08	17 (Baseline)

