



## LEGISLATIVE SPECIFICATIONS AND JUSTIFICATIONS FOR RECONSIDERATION OF EQUITY BASED AMENDMENTS NOT INCLUDED IN THE AGRICULTURE ACT OF 2014 February 2015

- (1) Provide all designated land-grant institutions eligibility to compete for grant funds administered as Smith Lever 3(d), particularly the Children, Youth, and Families at Risk (CYFAR) program and Federally Recognized Tribes Extension Program (FRTEP).

Section 533 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note; Public Law 103-382) is amended—

- (1) in subsection (a)(2)(A)(ii) by striking “(as added by section 534(b)(1) of this part)” and inserting “(7 U.S.C. 343(b)(3)) and for programs for children, youth, and families at risk and for Federally recognized Tribes implemented under section 3(d) of such Act (7 U.S.C. 343(d))”; and
- (2) in the first sentence of subsection (b), by striking “2012” and inserting “2017”.

*CONFORMING AMENDMENT.-- Section 3(d) of the Act of May 8, 1914 (commonly known as the “Smith-Lever Act”; 7 U.S.C. 343(d)), is amended in the second sentence by inserting “and in the case of programs for children, youth, and families at risk and for Federally recognized Tribes the 1994 Institutions (as defined in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note; Public Law 103-382)),” before “may compete for”.*

**Justification:** The 1994 Land Grant Institutions need to be recognized as full members of the nation’s land grant system. Currently, they are not. Funding for these institutions greatly lags behind the funds afforded programs expressly for the 1862 and 1890 land grant partners. One step toward rectifying this inequity and recognizing the 1994 Institutions as true partners in the Land Grant system would be to afford them eligibility to compete for grant funding administered as Smith Lever 3(d) programs, particularly the Children, Youth, and Families at Risk (CYFAR) program; and (2) Federally Recognized Tribes Extension Program (FRTEP).

- **CYFAR:** Native American teens suffer the highest rates of suicide in the nation. In some of our tribal communities, suicide among Native youth is nine to 19 times as frequent as among other youth. Native youth have more serious problems with mental disorders, including substance abuse and depression, than other youth, and Native youth are more affected by gang involvement than any other racial group. American Indians also have the highest high school drop-out rates in the nation and some of the highest unemployment and poverty rates as well. Yet, our Native children and youth are the only group in the country essentially excluded from participation in the CYFAR program because 1994 institutions are the only members of the land-grant family that cannot even apply to compete for CYFAR grants. The CYFAR program “supports comprehensive, intensive, community-based programs developed with active citizen participation in all phases. CYFAR promotes building resiliency and protective factors in youth, families, and communities.” The 34 Tribal Colleges and Universities land grant institutions (1994 institutions) are truly community-based institutions. Our governing boards are majority tribal members

and we provide public libraries, tribal archives, career centers, computer labs, community gardens, summer and after school programs, and child and elder care centers to our communities. We are not asking for additional funding, a set-aside or other special treatment, although our children and communities clearly need it. We are simply asking for the right to *compete* for this vitally needed funding and that the prohibition on 1994 eligibility for CYFAR be removed.

- **FRTEP:** The U.S. Department of Agriculture Federally-Recognized Tribes Extension Program (FRTEP) is open to 1862 and 1890 Land Grant Institutions. The programs stated purpose is: “supports extension agents on American Indian reservations and tribal jurisdictions to address the unique needs and problems of American Indian tribal nations. Emphasis is placed on assisting American Indians in the development of profitable farming and ranching techniques, providing 4-H and youth development experiences for tribal youth, and providing education and outreach on tribally-identified priorities (e.g., family resource management and nutrition) using a culturally sensitive approach.” Ironically, the 1994 Land Grant Institutions, which are chartered by and directly serve federally recognized American Indian tribes and are located on or near Indian reservations are the only land-grant institutions that are not eligible to compete for these program funds. This apparent oversight in eligibility rights needs to be rectified.
- (2) **Amendment to allow McIntire Stennis funding for 1994 Institutions with baccalaureate degree programs in forestry:** This amendment would establish eligibility for Tribal Land-Grant Institutions that offer a bachelor’s degree in forestry, to receive a share of the state’s McIntire Stennis Act formula funding.

**Legislative Language:** The McIntire Stennis Act of 1962 (16 U.S.C. 582a, et seq. Public Law 87-788) is amended --

*In the second sentence of Sec. 2, after “Hatch Act of March 2, 1887 (24 Stat. 440), as amended,” insert “and land-grant colleges established under the Equity in Educational Land-Grant Status Act of 1994, as amended, offering a baccalaureate degree in forestry, “*

**Justification:** In 2008, McIntire Stennis was amended to include Tribal lands in the formula calculation for funding of *state* forestry programs. However, the 1994 institutions, which are the Tribal Land-Grant colleges, were not included in the funding formula, nor were states required to include them in funding distributions. This oversight is significant because 75 percent of Tribal land in the U.S. is either forest or agriculture holding. In response to the severe under-representation of American Indian professionals in the forestry workforce in Montana and across the United States, Salish Kootenai College (SKC) launched a Forestry baccalaureate degree program in 2005. In 2013, SKC became the first tribal college land-grant to join the National Association of University Forest Resource Programs, a consortium of 85 forestry schools, the vast majority of which receive McIntire Stennis funding. However, when SKC recently sought specialty accreditation for its program, the college was told that it was “one forestry researcher short” of the optimum number needed. Participation in the McIntire Stennis program, even with the required 1-1 match, would help SKC secure the researcher it needs to gain accreditation. Yet, it cannot participate in the program. Once again, TCU land-grants are prohibited from participating as full-partners in the land-grant system. And although currently, only SKC has a baccalaureate degree in forestry, considering the wealth of forested land on American Indian reservations, others such programs could arise at the nation’s other Tribal College Land-Grant institutions, to further the effort to grow the Native workforce in this vital area.

- (3) **Amendment to provide agriculture and food sciences facilities and equipment at 1994 Land-Grant Institutions, consistent with existing programs for non-Tribal Land-Grant Institutions:**

This amendment would establish a modest, yet greatly needed, agriculture and food sciences resource program for the 1994 Land-Grant institutions, similar to existing programs for 1890 institutions, the District of Columbia Land-Grant, and the Insular Area Land-Grant institutions. These resources are badly needed by the 1994s as 75 percent of Indian Country is either agriculture or forested land.

**Legislative Language:** The Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note; Public Law 103–382) is amended by inserting the following new section at the end thereof:

*“SEC. 537. GRANTS TO UPGRADE AGRICULTURE AND FOOD SCIENCES FACILITIES AND EQUIPMENT AT 1994 LAND-GRANT INSTITUTIONS.*

*“(a) PURPOSE.—It is the intent of Congress to assist 1994 land-grant institutions in efforts to acquire, alter, or repair facilities or relevant equipment necessary for conducting agricultural research.*

*“(b) METHOD OF AWARDING GRANTS.—Grants awarded pursuant to this section shall be made in such amounts and under such terms and conditions as the Secretary determines necessary to carry out the purposes of this section.*

*“(c) REGULATIONS.—The Secretary may promulgate such rules and regulations as the Secretary considers to be necessary to carry out this section.*

*“(d) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section \$15,000,000 for each of fiscal years 2014 through 2018.”.*

**Justification:** Nearly all of the remaining tribal land in North America is forest or agricultural land. In fact, of the 72.8 million acres that composes American Indians reservations, more than 75 percent are agricultural and forestry holdings. Yet, the 1994s are the only Land-Grant institutions without this type of program, which is essential for conducting up-to-date research and developing strong agriculture and natural resource workforces. The proposed program is similar to respective long-standing programs for the 1890 Institutions, District of Columbia, and Insular Area Land-Grant Institutions. Once again, this is a matter of equity.