

CHIEF DULL KNIFE COLLEGE

Culturally Influenced Education

www.cdkc.edu

CHIEF DULL KNIFE COLLEGE: Priorities for the 118th Congress

(February 2023)

Tribal Colleges and Universities (TCUs) provide rigorous postsecondary education and research opportunities for American Indians and Alaska Natives (AIANs) and other rural community residents. TCUs offer higher education that is uniquely Tribal, founded on Native languages, culture and philosophy with strong student support systems and community engagement. Unfortunately, federal education completion metrics fail to consider the unique nature of TCUs and our students. Federal completion rates focus on first-time, full-time students. But success at TCUs is defined holistically and most students attend part-time or are transfer students. Our shared vision: Strong Sovereign Nations Through Excellence in TRIBAL Higher Education.

CDKC AT A GLANCE:

- Enrollment Trends (Spring 2020/Fall 2022): 29% increase
- Affordable Tuition: \$70/credit hour
- Student to Faculty Ratio: 13:1
- Completion Rate: 37%
- Highest level of degree/program available: A.A. & A.S.
- TRIO Programs: Student Support Services
Student Senate, Campus Visits, Math & Writing Labs
- Named one of The Best Community Colleges in Montana in 2023



Chief Dull Knife College Student Services organizes clothing drives, supports students through tutoring and transition counseling, and matches them with Emergency Grant funding. Our student population benefits from other student services activities that emphasize culture, create belonging and build support systems through our Student Senate and other groups that meet on campus.



CHIEF DULL KNIFE COLLEGE: 1994 Land-Grant Programs

1994 Land-grant Institutions: The Equity in Educational Land-Grant Status Act created the “1994 Land-grants” more than 25 years ago. Since then, funding for the 1994 Land-grant programs and resources have remained inadequate to address the growing agricultural needs and opportunities in Indian Country.

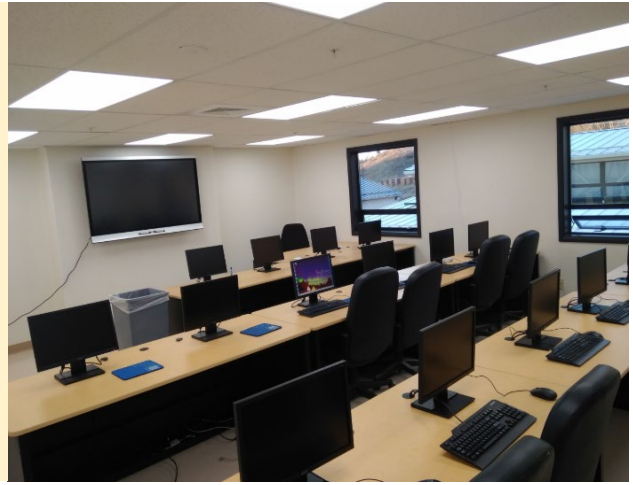
For the past 25 years, Chief Dull Knife College Extension Services staff has worked extensively with the Northern Cheyenne community and its stakeholders to envision and implement strategies to strengthen the social and economic base of the Northern Cheyenne Indian Reservation. CDKC Extension Service staff have developed programs that positively impact and enhance youth development, socio-economic conditions, agriculture, food production and capacity building for the Northern Cheyenne communities. It is our goal and hope that in the next 25 years, the Northern Cheyenne communities will be healthy, sustainable, and individuals/families will extend quality of life that reflect the rich history and culture for our community members.

- People’s Partners for Community Development
- Volunteer Income Tax Assistance Program
- Life-time Learning Education Workshops
- KID Kollege

REQUEST: \$40 million TCU IT Service Fund

USDA – Rural Utility Service

The ongoing pandemic has exacerbated the digital divide and underscored the lack of broadband access across Indian Country. To address these deficiencies that could leave Indian Country – and AIAN students – behind the rest of the U.S. for generations, Congress must act to establish a *permanent TCU IT Service Fund within the USDA-Rural Utilities Service Program*. An annual \$40 million set-aside for TCUs, which are 1994 land-grant institutions served by USDA, would help cover rapidly increasing network, connectivity, and equipment costs, maintenance, infrastructure expansion, and IT staffing.



CHIEF DULL KNIFE COLLEGE: Broadband and IT Progress & Challenges:

- Chief Dull Knife College does not have adequate fiber/broadband capability at the college itself. As distance education and virtual work/study environments become more necessary, the draw on college bandwidth is ever increasing to accommodate these new forms of connectivity.
- High speed broadband is prohibitively expensive as its lines cross into the reservation. Fiber is available from previous projects but tends to stop at the reservation borders.
- Homes have limited access to wireless, DSL, or fiber connections. Homes in the area house most of our student population.
- The college has continued to supply students and community members with computers, but without adequate connections they are ineffective devices.
- Many students reside in outlying rural areas where broadband service is even more difficult. Connectivity to these outlying communities is critical for access. Some have costly satellite access, but this is rare.



REQUEST: \$3.2 billion TCU Construction Fund

DOI – Bureau of Indian Education

A July 2021 AIHEC survey of TCUs revealed many chronic unmet facilities and infrastructure needs, including lack of student and faculty housing, inadequate classroom space, insufficient libraries, and outdated laboratories.

- TCU deferred maintenance/rehabilitation: \$400 million (total)
- TCU completion of master plans: \$2.7 billion (total)
- TCU operation and maintenance: \$20 million (annual, recurring need)

AIHEC strongly urges Congress to fund dedicated TCU facilities programs through DOI-BIE to modernize current facilities and build safer 21st century campuses.

CHIEF DULL KNIFE COLLEGE: Construction, Maintenance, Rehabilitation

Chief Dull Knife College's Main Campus building was not originally designed for educational purposes. It was originally constructed as a BIA treatment center and has been remodeled piecemeal over the past forty-eight years. During the Indian Technical Assistance portion of our existence, portions of the building were built/remodeled by the students in the program. Additional campus structures were adapted or added over the past forty-eight years. The Library was originally the Tribal commodities warehouse; our Cultural Center was constructed when we were gifted a complete log house kit; our current Student Activities Center was originally built as a day care center by Penn State as a straw-bale construction project. We do have a campus facility master plan and have designed a new academic facility that would house our academic programs, faculty offices, student spaces, and administrative services. This would allow the repurposing of the current facility into vocational/certificate programs and science research.

- New Academic Facility
- Regrade property to correct drainage issues
- Main building needs to be rewired
- Remove old water pump houses
- Update plumbing/water system
- Pave unpaved roads and parking areas
- Upgrade and repair sidewalks and ramps
- Exterior upgrade/residing for main building