



2018 Fall AIHEC Meeting

Hartford, CT

TRIBAL Colleges: *Educating, Engaging, Innovating, Sustaining, Honoring*

AIHEC BOARD OF DIRECTORS

October 10, 2018





Fall 2018 Board of Directors Meeting
Wednesday, October 10, 2018 8:00 AM (EDT)
Connecticut Convention Center, Room 15

I. BOARD OF DIRECTORS MEETING - David Yarlott, Board Chair

- A. Call to Order - David Yarlott
- B. Opening Prayer: Honoring Those Whose Land We Are On
- C. Roll Call - Maggie Grandon
- D. Introduction of Guests and Participants

II. Review and Approval of the Agenda - David Yarlott

MOTION to Approve

III. Review & Approve: Summer 2018 BoD Minutes - Leander McDonald, Secretary

MOTION to Approve

IV. Review and Acceptance of Executive Committee Meeting Minutes - Leander McDonald

MOTION to Accept: Committee meeting minutes for June, July, and September 2018.

V. Report of the Treasurer - Justin Guillory, Treasurer, & Tina Cooper

- AIHEC Investments Report

Todd C. Early, Chief Investment Officer, of Sovereign Finance LLC will provide the Board with an overview and update of AIHEC's investments.

VI. Annual Review of the AIHEC Code of Conduct - Carrie Billy

By AIHEC Board motion, all Board members are directed to review and sign the AIHEC Code of Conduct annually.

VII. Election of AIHEC Officers - Carrie Billy

The AIHEC Board elects Chair, Vice Chair, Secretary, Treasurer, and a Member-at-Large at the fall meeting of every even numbered year. Terms are for two years. New terms are effective immediately following the fall meeting. The Chair is limited to two consecutive terms. (Chair Yarlott has served one term.)

VIII. Presentations to the Board

- A. White House Initiative on AI/AN Education - Ron Lessard, DoE
- B. Bureau of Indian Education - Katherine Campbell, BIE
- C. USDA 1994 Land-grant Issues - Lawrence Shorty, USDA
- D. Strengthening the Pipeline: Native Attorneys from Pre-Law to Practice - Helen B. Padilla & Rodina Cave Parnall
- E. World Indigenous Nations Higher Education Consortium Update - Carrie Billy & Elmer Guy
- F. TCU Best Practices: Salish Kootenai College & the FEHB - Rachel Andrews-Gould, Salish Kootenai College

Ms. Andrews-Gould is SKC's Human Resources/Inter Campus Director, THRC. Her presentation explores the process SKC used to join the Federal Employees Health Benefits (FEHB) program and the cost savings the college achieved.

IX. Honoring for President James Davis

President Davis is retiring from Turtle Mountain Community College at the end of October 2018

X. Working Lunch

Due to the many items on the agenda, the Board will have a working lunch, standing in recess for approximately 15-20 minutes. President Roessel will provide an overview of his college's 50th anniversary celebrations.

XI. AIHEC Affiliate Reports

A. AIHEC Student Congress - Estabon Hayes (NWIC), ASC President

B. American Indian College Fund - Cheryl Crazy Bull, A*CF CEO

C. FALCON-Land Grant

A written report is included in the board book.

D. AIHEC Tribal College and Universities Librarian Association

A written report is included in the board book.

XII. AIHEC Central Office Report - Carrie Billy & Patrese Atine

Please see the Board Book for the Central Office Report, provided as an update of AIHEC's work to achieve the goals and objectives of the AIHEC Strategic Plan.

A. Legislative & Executive Branch Update - Carrie Billy & Patrese Atine

The legislative and executive update was provided on Tuesday during the opening Plenary Session. Documents related to the discussion are included below to ensure that the official AIHEC record is complete.

B. AIHEC Quarterly Update: Strategic Plan Priorities

Update on AIHEC programmatic activities. A written report is included in the board book.

C. Upcoming AIHEC Meetings

1. 2019 Winter Mtg: 40th Anniversary of the Tribally Controlled Colleges/Universities Act

This will be the first session of the 116th Congress -- a new Congress with the potential for many changes.

2. AIHEC's 50th Anniversary: Planning Committee Needed

AIHEC's 50th anniversary will be in 5 years (2023). Presidents, assistants, and TCU organizers/planners are needed to volunteer to serve on a committee to raise funds and organize activities at the local, regional, and national levels.

3. 2019 AIHEC Summer Board Meeting: Host TCU needed

D. General Information

TCU Presidents Contact List; AIHEC Staff Directory

XIII. Committee Reports & Motions

A. Research Committee - Leander McDonald, Chair

B. Membership & Accreditation Committee - Robert Bible, Chair

C. Student Activities Committee - Robert Martin, Chair

D. Tribal College Journal Advisory Board - Pearl Brower, Chair

XIV. New Business - David Yarlott

A. Iisagvik College: Master Plan for New Campus - Pearl Brower

B. Other

XV. Adjournment & Closing Prayer - David Yarlott

A photo presentation of the summer meeting will run at various times during the day

**DRAFT MINUTES OF THE AIHEC 2018 SUMMER BOARD OF DIRECTORS MEETING
DR. TOM ALBERT CONFERENCE HALL- IĻISAĠVIK COLLEGE, BARROW, AK
WEDNESDAY, JUNE 27, 2018**

- I. **CALL TO ORDER & OPENING PRAYER:** AIHEC Board Chair, David E. Yarlott, Jr., called the 2018 AIHEC Summer Board of Directors meeting to order at 2:00 pm AKDT. President Leander McDonald offered an opening prayer, acknowledging respect and gratitude to the Iñupiat people, on whose land we meet.

ROLL CALL Carrie Billy, AIHEC President & CEO, called the roll with the following results:

Regular Members Present

Bay Mills Community College
Chief Dull Knife College
College of Menominee Nation
College of the Muscogee Nation
Diné College
IĻisaĠvik College
Leech Lake Tribal College
Little Big Horn College
Navajo Technical University
Northwest Indian College
Nueta Hidatsa Sahnish College
Oglala Lakota College
Saginaw Chippewa Tribal College
Salish Kootenai College
Sinte Gleska University
Sisseton Wahpeton College
Sitting Bull College
United Tribes Technical College

Represented By

Michael Parish
Richard Littlebear
Paul Trebian
Robert Bible
Charles M. Roessel
Pearl Brower
Raymond Burns
David Yarlott, Jr.
Elmer Guy
Justin Guillory
Twyla Baker
Thomas Shortbull
Carla Sineway
Sandra Boham
Lionel Bordeaux
Randy Smith
Laurel Vermillion
Leander R. McDonald

Regular Members Absent

Aaniiih Nakoda College
Blackfeet Community College
Cankdeska Cikana Community College
Fond du Lac Tribal & Community College
Fort Peck Community College
Haskell Indian Nations University
Institute of American Indian Arts
Keweenaw Bay Ojibwa C. College
Lac Courte Oreilles Community College
Little Priest Tribal College
Nebraska Indian Community College
Red Lake Nation College
Southwestern Polytechnic Institute

Carole Falcon-Chandler
Carol Murray
Cynthia Lindquist
Stephanie Hammitt
Haven Gourneau
Venida Chenault
Robert Martin
Lori Sherman
Russell Swagger
Maunka Morgan
Michael Oltrogge
Dan King
Sherry Allison

Stone Child College
Tohono O'odham Community College
Turtle Mountain Community College
White Earth Tribal/Community College

Cory Sangrey-Billy
Paul Robertson
James Davis
Waylon Baker

Official Representatives Present

Stephen Prue, Haskell Indian Nations University
Larry Mirabel, Institute of American Indian Arts

18 Regular Members being present, a quorum was established.

II. REVIEW AND APPROVAL OF THE MINUTES

Chair Yarlott reviewed the proposed agenda for the 2018 Summer Board of Directors meeting.

MOTION:

President Guy moved [seconded by President Roessel] to approve the 2018 Summer Board of Directors meeting agenda.

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW AND APPROVE SPRING 2018 MEETING MINUTES

President McDonald, AIHEC Board Secretary, presented the minutes of the 2018 Spring Board of Directors meeting for consideration and approval.

MOTION:

President McDonald moved [seconded by President Boham] to approve the minutes of the March 11, 2018 Spring Board of Directors meeting, as presented.

President Brower noted that the hard copies of the spring meeting minutes did not include the even-numbered pages. The motion was tabled while new copies were printed and made available for review.

OUTCOME:

The motion was agreed to by voice vote.

IV. REPORT OF THE EXECUTIVE COMMITTEE

President McDonald presented the minutes for the March-May 2018 Executive Committee meeting minutes for review and acceptance.

MOTION:

President McDonald moved [seconded by President Guy] to accept the minutes of the Executive Committee as presented.

OUTCOME:

The motion was agreed to by voice vote.

Announcements

Chair Yarlott made brief announcements:

- Stone Child College governing board has named Cory Sangrey-Billy as president of Stone Child College. Blackfeet Community College has not yet named a new president.
- The 2019 AIHEC Student Conference will be held in Billings, MT. on March 17-19. (Registration and coach's meeting on March 16.) The Montana Tribal Colleges have chosen as the theme for the conference: *Sustaining the Vision of our Ancestors: Celebrating over 50 Years of Tribal College and Universities and 25 Years of Land-grant Status.*

To the confusion of all, several hotels in Billings, including those contracted for the conference, recently have changed ownership and names. Any reservations made prior to the name changes are still valid, but due to ownership changes, your hotel name may have changed.

V. REPORT OF THE TREASURER

AIHEC FY2019 Final Budget

President Guillory, AIHEC Board Treasurer, presented AIHEC's final budget for fiscal year 2019, noting few changes from the draft budget that was presented at the spring meeting earlier this year.

MOTION:

President Guillory moved [seconded by President Bible] to approve AIHEC's FY2019 final budget.

DISCUSSION:

President McDonald inquired about the Indirect Expense line, which has two different numbers (\$271,000 and \$205,000, respectively), as well as the connection of this variance with the Bureau of Indian Education (BIE)-AIHEC contract. AIHEC Vice-President of Finance and Administration, Tina Cooper, clarified that \$271,000 is the credit received from federal awards and contracts managed by AIHEC. However, there is a reduction in the credit amount due to the BIE's technical assistance payment of \$66,000. Thus, the total indirect amount allocated to operations is \$205,000.

President Roessel inquired about the \$45,000 allocation to the *Tribal College Journal* (TCJ). President Guillory stated that AIHEC subsidizes TCJ expenses because the magazine is not self-sufficient, and without additional support, it would operate at a deficit. \$45,000 is the projected TCJ deficit that AIHEC will cover at the end of the year. President Roessel asked whether a yearly comparison was used to determine the amount. More specifically, if the TCJ is losing money every year, what is the trend?

Ms. Billy stated that prior to 2008, the AIHEC contribution to TCJ ranged from \$65,000-\$78,000 per year, which clearly impacts other AIHEC programs and activities. AIHEC has implemented a number of cost containment strategies over the years, and staff have attempted to increase revenues. But readership and advertising continue to drop, so the TCJ continues to operate at a loss. The TCJ deficit was \$37,000 in FY 2017. (The FY 2018 deficit will not be determined until the end of the fiscal year.) However, the deficit was \$58,000 in FY 2016 and \$53,000 in FY 2015.

Although the FY 2017 loss was less than the previous year, it is a serious concern, as staff have stated many times in the past. Ms. Cooper further clarified that the \$45,000 allocation to TCJ in the budget is not a cap. Whatever the TCJ deficit, AIHEC is responsible to pick up the cost. As the deficit grows, AIHEC must cut other programs and activities to balance the budget. Ms. Billy said that Ms. Cooper monitors the TCJ budget, and staff attempt to take corrective action as expenses grow. In fact, staff are currently working on a series of new measures that will enable AIHEC to better monitor the TCJ budget and contain costs. However, so much has been cut already that there is little room for additional savings without accepting more dramatic changes to the TCJ.

In response to a question regarding readership, TCJ Managing Editor Brad Shreve stated that readership is about 12,000¹.

Several presidents voiced concern that without financial support from AIHEC's operating budget, TCJ operates at a deficit. President Baker discussed some of the changes that the AISES board adopted to cut the costs of its publication, *Winds of Change*, including bringing the publication in-house and reducing it to two publications per year. President McDonald added that UTTC has discontinued the print newsletter. Instead, UTTC's new online newsletter/blog pulls together stories that faculty and staff have already written and shares these with a larger audience. Ms. Billy reiterated that as AISES and UTTC recognize, concern over this issue is real, and all fiduciaries have a responsibility to address this ongoing deficit. The print media industry remains volatile and the downward trend shows no sign of changing.

OUTCOME:

The motion was agreed to by voice vote.

MOTION:

President McDonald moved [seconded by President Roessel] that the Tribal College Journal shall not exceed the budget subsidy from AIHEC of \$45,000, as set forth in the AIHEC FY 2019 final budget.

DISCUSSION:

President Roessel opined that the TCJ may have an identity crisis: academic journal, recruiting tool, or print magazine. These are all different, with different audiences. AIHEC needs to figure out TCJ's purpose, identity, and readership. The TCJ needs to develop an action plan to accomplish the objectives of the publication. The TCJ needs to know what the vision is and who the readers are, then operate accordingly. Ms. Billy remarked that AIHEC and the board went through a process some years ago to define or redefine the TCJ identity, and a pro-active report was commissioned; but ultimately the board decided against some of the report's key recommendations, including moving from a print publication to a larger online publication for students. Perhaps staff need to revisit and update the plan, or develop an entirely new one. President Yarlott inquired whether the TCJ Advisory Board could assist in this effort. Mr. Shreve clarified that the board's purpose is to provide guidance on editorial content, rather than finances.

¹ Following the board meeting, AIHEC confirmed the following: TCJ print subscriptions: 600-800, including unpaid (e.g. Congressional delegation); e-newsletter: 7,500-8,000 emails; website/newsletter: appx, 20,000 views/month; print journals shipped to TCUs: appx. 3,500 copies quarterly.

President Brower, chair of the TCJ Advisory Board, shared that conversations similar to today's discussion have taken place among board members over the past several years. Board members are doing their due diligence to find alternative means to save money and increase advertisement revenue; staff have tightened up wherever they can. She stated that the TCJ is an incredible publication with an important and unique message and should be supported in any way possible. She reminded members of her request at the spring meeting that TCUs look into the possibility of sharing faculty/staff and student email addresses with the TCJ, while being mindful of any privacy issues.

President Guillory requested clarification on the motion on the floor. President McDonald responded that his motion is that the TCJ will not exceed the \$45,000 supplement provided by AIHEC. In response to President Roessel's concerns, President Guillory suggested that staff prepare a presentation on the status of the TCJ for the full board to provide a better understanding of these concerns.

President Bordeaux stated that a large number of readership still comes from the print magazine, and the print publication is his personal preference as well. He expressed opposition to President McDonald's motion that a limitation be put on AIHEC's supplement to TCJ. In response to the discussion, Chair Yarlott clarified that the motion does not terminate the print publication, but keeps TCJ operating within a defined budget. President Boham stated that the TCJ serves an important purpose on multiple levels, but asked whether this action by the board is what is needed to solve the problem. Ms. Billy said that the AIHEC supplement to TCJ is currently \$45,000. However, if TCJ spends beyond that amount, the extra funds must come from elsewhere to make up the difference. The motion is a directive, but the reality is that if the TCJ exceeds its budget, AIHEC still will have to cover it. Ms. Billy stressed that it is most important that there is transparency, and that the board is aware that this issues exists. The long term solutions are not going to be easy ones.

OUTCOME:

The motion was agreed to by voice vote with one no vote [President Bordeaux].

President Bordeaux stressed that a review of the issue should continue. Chair Yarlott reiterated that presidents can help support TCJ by sharing their staff and student email addresses with the TCJ. This could help increase online viewership and possible advertisement revenues. Ms. Billy commended Mr. Shreve for his excellent work as editor of the TCJ and highlighted some of his recent work.

AIHEC Grants Report

President Guillory briefly noted that a report of all active grants is included in the board book, and he thanked the board for the discussion.

VI. AIHEC AFFILIATE REPORTS

American Indian College Fund (A*CF)

Carrie Basgall, A*CF Executive Assistant to President and CEO, provided highlights of the report included in the board book:

- Indigenous Higher Education Equity Initiative: The College Fund is embarking on a 2-year call-to-action initiative beginning in August 2018, with an invitation-only planning meeting to be held in Denver, CO. A*CF President Cheryl Crazy Bull launched this effort in response to an

incident at Colorado State University, where police were called when two American Indian youth joined a campus tour for prospective students.

- Native Students: The College Fund has distributed just under \$9 million of direct support to TCU students through internships and scholarships.
- Native Pathways to College Project: AICF is working with high schools to foster pathways to college and assist with the college admissions process.

President Roessel asked how the steps that A*CF is taking are different from the other organizations that are working to create equity among people and students of color; more specifically, what is the ultimate purpose or end goal that distinguishes A*CF from other organizations that carry out similar programs? He stated that his sense is that A*CF is taking advantage of the situation to raise money for the organization.

FALCON-Land Grant: A written report is included in the board book.

AIHEC Tribal College and Universities Librarian Association: A written report is included in the board book.

VII. AIHEC CENTRAL OFFICE REPORT

Legislative & Executive Branch Report

Patrese Atine, AIHEC's Director of Congressional and Federal Affairs, provided an update on legislative activity since the AIHEC spring meeting. The update included an overview of proposed FY 2019 House and Senate appropriation levels for TCU programs; House and Senate legislation to reauthorize the Agriculture Act of 2014 (Farm Bill); and Senate legislation to reauthorize the Carl D. Perkins Career and Technical Education Act. These updates are included in the AIHEC Quarterly Report in the board book.

In reference to the Farm Bill, President Bordeaux inquired about the current status and ability of 1994 Land-grant institutions to reacquire former Tribal land, similar to the land that states received when the state Land-grant program was created. Sinte Gleska University (SGU) is interested in working with local land owners to potentially reacquire former Tribal lands in the Black Hills. He stated that recent conversations with local land leasees/owners have been positive. It was suggested that the South Dakota Congressional delegation may be in support of legislation regarding 1994 land transfers.

Congressional Democrats & HEA Principles: As the House and Senate continue to seek stakeholder input for future HEA legislation, AIHEC has compiled a list of potential issues and themes currently being discussed. Ms. Billy and Ms. Atine led a discussion to review the ongoing issues and provided a forecast of potential disagreements between Republicans, Democrats, and the Trump Administration.

Central Office Update: A written report is included in the board book outlining AIHEC activities pursuant to AIHEC's Strategic Plan goals: *Sustaining, Educating, Engaging, Innovating, and Honoring*. In the interest of time, Ms. Billy encouraged presidents to review the written report and made a few announcements:

- Western Interstate Commission for Higher Education (WICHE) Passport: AIHEC is working with WICHE to determine whether TCUs and their students could benefit from this partnership, which involves a number of state institutions. The goal of the effort is to enhance students' ability to transfer entire blocks of credits from one institution to another, whether TCU or mainstream institutions. A presentation on WICHE passport will be included in the TCU CAO annual meeting, as part of the TCU Summer Meeting at SKC.
- GISS-TCU 4.0 Workshop for TCU Governing Boards: the fourth annual TCU governing board training, AIHEC-ACCT Governance Institute for Student Success 4.0, will be held on September 5, 2018 as part of United Tribes Tribal Leader Summit in Bismarck, ND. President McDonald added that registration, meals, and full access to the Summit is included in participation in the GISS session for up to 125 people. All TCU governing boards are encouraged to attend this event.
- The Wells Fargo Foundation has invited AIHEC to submit two letters of interest (LOI) to the foundation's new initiative focused on American Indians and Alaskan Natives. Following foundation review of the LOIs, AIHEC may be invited to submit full proposals. The areas for which AIHEC has been invited are economic empowerment/financial capability and Native culture and language revitalization. Ms. Billy requested a motion of support to continue working with the Wells Fargo Foundation on these initiatives.

MOTION:

President Roessel moved [seconded by President Bordeaux] that the Board supports AIHEC's work with the Wells Fargo Foundation on economic empowerment/financial capability and Native language revitalization.

OUTCOME:

The motion was agreed to by voice vote.

VIII. NEW BUSINESS

- **Continuing Education Units:** President Guillory requested an update on the BIE-CEU issue, based on the CEU task force that had been created to ensure that all TCUs are abiding by the same CEU standards and guidelines. (The issue involves developing one standard of practice for including continuing education credits in the calculation of operating funding for TCUs funded under Title I of the Tribally College Colleges and University Assistance Act). Ms. Billy stated that the BIE and AIHEC invited a representative of the International Association for Continuing Education and Training (IACET), the CEU accrediting body, to give a presentation and hold a discussion with TCU staff and presidents at the annual HLC conference in April. Prior to and following the discussion at the HLC conference, AIHEC had several conversations with BIE staff and made an assumption, which turned out to be incorrect, that the BIE would mandate that any TCU including CEU credits in its Indian Student Count must have IACET accreditation, once a threshold number of credits was met. BIE staff did propose this, but AIHEC has received unofficial confirmation that Department of the Interior solicitors have determined that accreditation will *not* be required for TCUs. Instead, BIE staff will monitor CEU compliance at the TCUs, consistent with IACET training. As a result, Ms. Billy suggests rejuvenating the taskforce committee. President Guillory stated that it is important that that AIHEC and the TCUs establish our own firm process of what will be used to monitor and count CEUs.

AIHEC has the list of who is on the taskforce committee but would like others who understand how to monitor and count CEUs to be part of the task force as well. Several Presidents spoke about the confusion and frustration among the TCUs because of interactions with the BIE and their lack of full comprehension of CEU counting procedures.

- Stephen Prue, on behalf of President Chenault, thanked AIHEC for advocating for forward funding for Haskell and SIPI and all Tribal Colleges, which has finally come to pass.
- In response to an earlier inquiry, Ms. Billy reported that BIE staff have informed her that the academic year 2018-19 payments, which will use prior-prior year ISC, will be released very soon.
- **AIHEC Self-Accreditation & Increased Funding:** President Bordeaux provided comments on two issues he had discussed at the 2018 spring Board of Directors meeting in Bismarck, ND. The first issue involved the AIHEC accreditation model development. President Bordeaux recently received a contract from Mr. Steve Emory, who previously presented to the Board on this topic, proposing to work on changing federal law to authorize TCU self-accreditation. A copy of the proposed contract was provided to Ms. Billy today. The second issue involved a motion on possible options to increase funding for AIHEC. He wondered if the Presidents need to amend the AIHEC legislation to increase formula funding or whether the Board should present to the Indian gaming community and ask for some level of support, such as scholarships or funding for operational costs.

Chair Yarlott shared that before AIHEC can sign a contract that includes a sum of money over a certain threshold, AIHEC's financial policies and procedures require that a formal Request for Proposals (RFP) be developed and that AIHEC must secure at least three bids in response to the RFP. Chair Yarlott added that while he appreciates Mr. Emory's draft contract, to move forward, proper protocol must be followed. President Bordeaux requested that a letter be sent to Steve Emory explaining the situation. Chair Yarlott said he would sign a letter so stating.

President Roessel asked whether an RFP would be put out regarding this request and stated that a definite plan, with funding, must be in place. Chair Yarlott stated that originally, all TCUs had been asked to make voluntary contributions to this effort. Some months later, the Board voted to require mandatory contributions for the AIHEC accreditation effort, to be effective on a future date (fall 2017). Prior to the effective date, the Board reconsidered the mandatory assessment and the motion was rescinded. Thus, the AIHEC accreditation effort returned to a voluntary initiative, and at this point, there probably is not enough funding to proceed with full self-accreditation. Ms. Billy added that AIHEC was directed to ask A*CF to match the contributions, but their matching stipulations were not met (at least half of the TCUs making voluntary contributions to the accreditation effort), so no funding was provided. President Roessel inquired whether those TCUs that provided contributions previously could receive their funds back since the money is not being used in the originally anticipated method. Chair Yarlott agreed. Ms. Billy informed the Board that the contributions are being held in a separate account with the hope that additional TCUs will contribute to the effort and that the funding will eventually be used. Chair Yarlott stated that future accreditation is important, but presently, he

is faced with more pressing issues, such as the inability to fully pay his staff. Ms. Billy suggested that AIHEC prepare and disseminate an RFP and see whether any bids fall within the parameters that AIHEC can afford now. President Bordeaux shared his frustration that there appears to be a lack of movement toward self-accreditation, which goes against the initial founder's objective of owning American Indian education. He stated that self-accreditation was a founding principle of AIHEC, and he feels we should be further in the process of creating AIHEC's own accreditation process.

IX. ADJOURNMENT

MOTION:

President Boham moved [seconded by President Smith] that the 2018 AIHEC Summer Board of Directors meeting be adjourned.

President Guy offered a closing prayer.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 4:54 pm AKDT.

Minutes prepared by AIHEC staff.

Executed and acknowledged by the undersigned being the Secretary of the Board of the Corporation.

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

2018 Fall BoD Meeting

Executive Committee Minutes:

June, July, and September 2018

MINUTES OF THE AIHEC JUNE 2018 EXECUTIVE COMMITTEE MEETING

Convened by conference call Thursday, June 21, 2018

I. CALL TO ORDER AND ROLL CALL

AIHEC Acting Board Chair, Leander R. McDonald (Secretary), called the June 2018 meeting of the AIHEC Executive Committee meeting to order at 12:10 pm EDT. The roll call was taken with the following results:

Members Present:

Leander R. McDonald, Secretary & Research Committee Chair
Justin Guillory, Treasurer
Robert Bible, Membership & Accreditation Chair
Robert Martin, Student Activities Committee Chair
Cynthia Lindquist, Member-at-Large

Members Absent:

David Yarlott, Chair
Elmer Guy, Vice-Chair

A quorum was established.

AIHEC Staff: Carrie Billy, Patrese Atine, and Maggie Grandon

II. REVIEW & APPROVAL OF THE MEETING AGENDA

Acting Chair McDonald presented the agenda for the June 2018 committee meeting and asked for approval.

MOTION:

President Bible moved [seconded by President Lindquist] to approve the meeting agenda as amended.

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW AND APPROVAL OF THE MAY 2018 COMMITTEE MINUTES

MOTION:

President Martin moved [seconded by President Guillory] to approve the minutes of the May 2018 Executive Committee meeting, as presented.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

AIHEC Strategic Goal: Sustaining

A. FY 2019 Appropriations

Ms. Atine and Ms. Billy provided an overview of Congressional appropriations committee action related to fiscal year 2019 funding. Most of the 26 House and Senate appropriations bills (13 per chamber) have been

made public and reported by the relevant appropriations subcommittees, with the exception of the Labor, Health, and Human Services, Education, and Related Agencies (LHHS) appropriations bills. Both the House and Senate draft versions of the LHHS funding bills are expected to be made public next week. To date, TCU related funding levels remain consistent with FY2018 increases.

B. Authorizing Legislation: Reauthorizations of the Carl Perkins Career & Technical Education Act, Farm Bill, and Higher Education Act

Draft legislation to reauthorize the Carl Perkins Career & Technical Education Act (Perkins CTE) is now moving forward in the Senate, one year after the House passed its version of the bill. When the House passed its Perkins CTE bill in summer 2017, all opened ended appropriation authorizations were replaced with specific funding levels, per a new House rule. Some of the House proposed funding levels – which are the starting point for the Senate’s draft bill – are now outdated. Specifically, the House authorization levels for Tribally Controlled Postsecondary Career and Technical Institutions (section 117), which fund Navajo Technical University and United Tribes Technical College, are lower than current appropriations and AIHEC target levels. AIHEC is working with several Senate staff to achieve the highest funding authorizations possible for this program before the bill is reported by the Health, Education, Labor, and Pensions (HELP) Committee to the full Senate.

AIHEC is continuing to work vigorously to secure several key provision in legislation to reauthorize the Farm Bill. The Senate Committee on Indian Affairs included three important provisions for 1994 Land-grant institutions in the bipartisan CROPS Act. These provisions would (1) update the 1994 list; (2) amend eligibility requirements to participate in the Children, Youth, and Families at Risk (CYFAR) and Federally Recognized Tribal Extension (FRTEP) programs so that 1994s are eligible to compete; and (3) amend McIntire-Stennis eligibility so that 1994 institutions offering baccalaureate degrees in forestry may participate in forestry research funding. AIHEC submitted a statement of support for the CROPS Act, and we are appreciative of Senators Hoeven and Udall for their leadership on these important changes.

On June 8, the Senate Committee on Agriculture released its draft Farm Bill reauthorization, which included two of the three TCU-advocated provisions: the updated 1994 list and McIntire-Stennis eligibility for 1994 institutions. After the release of the draft Senate bill, AIHEC worked with Senate staff and negotiated with the Association of Public and Land-grant Universities (APLU) to secure the addition of the TCU CYFAR and FRTEP provisions, prior to the Senate Committee on Agriculture’s markup of the bill, which occurred on June 13. All three key TCU provisions are included in the Senate passed Farm Bill.

Legislation to reauthorize the Higher Education Act (HEA) has stalled, and most experts believe that HEA reauthorization will be an issue for the next Congress to finalize. Nonetheless, AIHEC continues to stress with Congressional members and staff the need for permanency in the Title III-Part F program

C. Executive Branch: Bureau of Indian Education

President Guillory requested an update on a decision by the Bureau of Indian Education regarding the potential need for TCUs to receive specialty accreditation to continue to include continuing education units (CEUs) in their Indian Student Count formula, for purposes of determining annual operating funding. Ms. Billy reported that Ms. Katherine Campbell, BIE Program Officer, has told staff that formal accreditation will not be required. Rather, BIE staff will continue to assess TCU compliance. AIHEC has not received written notification of this decision.

Although specialty accreditation will not be required by the Department of the Interior, President Guillory requested that AIHEC continue to seek consensus among TCUs on a set of clear standards, such as those put forth by the international CEU accrediting body. This would serve as a quality assurance measure and would help ensure consistency in TCU federal reporting. AIHEC staff will following up by convening the TCU

CEU working group by conference call and will try to schedule a working meeting at the TCU Meeting at SKC, if representatives from the working group will be in attendance.

Ms. Billy provided an update on the transition by the BIE to the use of Prior-Prior enrollment data for TCU Title I funding. Ms. Billy reported that several TCUs have not submitted signed letters stating their support for this change, and therefore, academic year 2018-19 payments most likely will not be made on July 1. BIE has received the vast majority of TCU letters, along with the AIHEC board motion, so AIHEC will continue to press the agency to move forward with AY 2018-19 funding.

V. TCU and AIHEC Central Office Updates & Issues

A. Upcoming Meeting: Summer 2018

- President Shortbull has agreed to provide an overview of his efforts to establish and grow the Oglala Lakota College endowment into the largest TCU endowment in history.
- A Department of Education led session on HEA-Title IX, the Cleary Act, and related compliance issues is also schedule, per the Committee's request.
- The final session will focus on equity minded leadership, as part of a new partnership on equity and diversity in leadership and on college campuses between the American Council on Education (ACE) and AIHEC.
- As reported via email, the Nalukataq (whaling festival) will no longer occur during our planned time in Barrow. However, Iḷisaḡvik College has arranged alternative activities.
- Ms. Billy clarified that all TCU summer meeting participants are welcome to attend all of the board sessions. The term "executive sessions" was used simply to indicate that the sessions were focused on professional development for TCU leadership teams. The schedule of events has already been changed to refer to the sessions as "Session I" and so forth.

B. Central Office Updates

AIHEC Strategic Goal: Engagement: Student Success – Technical Assistance and Opportunities

- The Western Interstate Commission on Higher Education (WICHE) has invited AIHEC and the Tribal Colleges to take part in their multi-state college credit program, Interstate Passport. This program allows for the block transfer of approved lower-division general education credits between institutions. TCU chief academic officers will participate in a presentation on Interstate Passport to learn more about its potential benefits.
- The next federal TRIO program competition, for Student Support Services (SSS) grants, will occur in 2019. However, AIHEC is working with the Council on Education (COE) to provide interested TCUs with the opportunity to begin preparing early for this highly competitive competition. AIHEC and COE are planning to offer a TRIO-SSS grant preparation one-day workshop at the TCU Summer meeting at SKC, at no cost to the TCUs.

AIHEC Strategic Goals: Engagement & Sustainability

- AIHEC and ACCT will host the fourth annual GISS–TCU Institute for Tribal College governing boards on September 6-7, in Bismarck, North Dakota in conjunction with the annual UTTC Tribal Leaders Summit. A second institute may be held in Arizona in early December for those TCU governing boards unable to attend the Bismarck event. President McDonald stated that he is working with the planning committee for the Tribal Leaders Summit to ensure that TCU participants can also attend Summit sessions. This opportunity is provided with no registration fee to TCUs.

AIHEC Strategic Goal: Innovating – Strengthening Tribal Communities

- AIHEC is discussing with the Northwest Area Foundation (NWAf) TCU economic development and apprenticeship issues and will submit a proposal to NWAf to explore this issue further. At

NWAF's request, the grant would focus first on the Montana TCUs, which have existing apprenticeship programs through NWAF and the State of Montana Department of Labor. The goal is to determine best practices for economic development in Indian Country. Apprenticeships will be examined carefully, to determine the key elements needed to make apprenticeships work in Indian Country, or to propose economic development alternatives if apprenticeships do not work well in Indian Country.

AIHEC Strategic Goal: Sustaining

- Ms. Billy provided an update on a fall 2017 committee discussion regarding the possibility of submitting an amicus brief to a federal district court that is considering a case involving Salish Kootenai College. The case raises issues of the extension of tribal sovereignty to Tribal Colleges. In December, the Native American Rights Fund (NARF) agreed to prepare an amicus brief on AIHEC's behalf. The brief focuses on connection between a tribe and its Tribal College. The brief was filed in early May, at the appropriate time in the legal process. The Committee expressed great appreciation to NARF for their work on this important matter.

C. TCU Updates & Announcements

Dr. Russell Swagger is the new President of Lac Courte Oreilles Ojibwa Community College. He began on Monday, June 18. Stephanie Hammitt begins her new role as Interim President at Fond du Lac Tribal & Community College on June 30, which is the retirement date of President Larry Anderson. Ms. Billy attended President Anderson's retirement celebration on June 6 and presented a blanket and gift to him on behalf of the TCUs.

VI. ADJOURNMENT

MOTION:

President Guillory moved [seconded by President Martin] that the June meeting of the AIHEC Executive Committee be adjourned.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 12:57 pm EDT.

Minutes prepared by AIHEC staff.

Executed and acknowledged by the undersigned being the Secretary of the Board of the Corporation.

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

MINUTES OF THE AIHEC JULY 2018 EXECUTIVE COMMITTEE MEETING

Convened by conference call Thursday, July 19, 2018

I. CALL TO ORDER AND ROLL CALL

AIHEC Board Chair, David Yarlott, called the July 2018 meeting of the AIHEC Executive Committee meeting to order at 12:05 pm EDT. The roll call was taken with the following results:

Members Present:

David Yarlott, Chair
Elmer Guy, Vice-Chair
Robert Bible, Membership & Accreditation Chair
Robert Martin, Student Activities Committee Chair
Cynthia Lindquist, Member-at-Large

Members Absent:

Leander R. McDonald, Secretary & Research Committee Chair
Justin Guillory, Treasurer

A quorum was established.

AIHEC Staff: Carrie Billy, Patrese Atine, and Maggie Grandon

II. REVIEW & APPROVAL OF THE MEETING AGENDA

Chair Yarlott presented the agenda for the July 2018 committee meeting and asked for approval.

MOTION:

President Martin moved [seconded by President Guy] to approve the meeting

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW AND APPROVAL OF THE JUNE 2018 COMMITTEE MINUTES

Chair Yarlott presented the minutes of the June 2018 Executive Committee meeting for review and approval.

MOTION:

President Martin moved [seconded by President Bible] to approve the minutes of the June 2018 Executive Committee meeting, as presented.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

A. FY 2019 Appropriations

Ms. Atine provided an update of the status of Congressional appropriations for fiscal year (FY) 2019. All 12 House and Senate appropriations bills have been approved by the respective House and Senate subcommittees as previously reported during the June Committee meeting and Summer Board

meeting. The appropriations committees are working to combine individual funding bills into several “minibus” measures (as opposed to an “omnibus” appropriations bill that would fund the entire federal government) in an effort to enact as many appropriations bills as possible before funding expires on September 30, 2018. In early June, the House and Senate Appropriations Committees both approved a minibus comprising the three funding bills for (1) Energy and Water, (2) Legislative Branch, and (3) Military and Veterans Affairs. A second House minibus was created by combining funding bills for (1) Interior and Environment, and (2) Financial Services. The proposed increase for the Department of Interior TCU operating funding is contained in the new House minibus. Most importantly, the Senate bill does not include an increase; thus, the Senate must take up and pass the House Interior-Financial Services minibus. Meanwhile, the Senate proposed increase for Higher Education Act, Title III-Part A (section 316) is moving forward at a slower pace, as is typical for the appropriations bill for the Departments of Labor, Health and Human Services, and Education.

B. Authorizing Legislation: Farm Bill, Carl Perkins Career & Technical Education Act; and Higher Education Act

Farm Bill Reauthorization

As reported during earlier meetings, the Senate and House both introduced and passed legislation to reauthorize the Agriculture Act of 2014, more commonly known as the Farm Bill. Through TCU advocacy, the Senate passed Farm Bill included important TCU provisions (McIntire-Stennis Forestry program eligibility; Children, Youth, and Families at Risk program eligibility; Federally Recognized Tribal Extension program eligibility; 1994 Land-grant institution list updates). On July 18, the House formally rejected the Senate version of the Farm Bill and voted to go to conference with the Senate to reconcile the differences between the House and Senate bills. In a somewhat surprising move, 47 House conferees were named. The Senate has not yet named conferees to participate in the formal conference negotiations. Prior to the formal conferee announcement, AIHEC met with Members and staff of the six House offices that represent TCUs and were rumored to be conferees.

In June, AIHEC staff discovered that the House and Senate bills contain different versions of a new provision that could be problematic for TCUs. Authored by Congresswoman Kristi Noem (R-SD) and Senator John Thune (R-SD), the provision would authorize a new competitive discretionary grant program entitled “New Beginnings for Tribal Students” which would provide funding to certain Land-grant institutions to develop wrap around services for Tribal students pursuing degrees in agriculture. Upon careful review of House and Senate language and discussions with staff of the South Dakota delegation, AIHEC confirmed that 1994 Land-grant institutions would be *ineligible* to compete for this new funding under the Senate provision, but that the 1994 institutions are included in the House version. AIHEC staff met with staff from the program sponsors, and had several additional conversations with staff, as well as leadership from interested Land-grant institutions, to flag this inequity and requested that 1994 Land-grants institutions be included. Further, staff drafted a letter for signature by the four South Dakota TCUs to Senator Thune on this issue. Senator Thune’s office has now agreed to work through the conference process to amend the provision to include 1994 Land-grant institutions as eligible institutions.

Carl D. Perkins Career and Technology Education

In summer 2017, the House introduced and quickly passed legislation to reauthorize the Carl D. Perkins Career and Technology Education Act of 2006 (CTE Act). The Senate, however, did not begin to take action on the CTE Act until this summer, when Health, Education, Labor, and Pensions (HELP) committee staff began drafting their own version of CTE Act reauthorization. Concerned about the low funding authorizations contained in the House-passed bill, AIHEC staff have been working with Senate staff to advocate for increased funding for the “Tribally Controlled postsecondary Career and Technical Institutions” section of the CTE Act that provides operating funding for United Tribes Technical College and Navajo Technical University. Under current law, the authorization for appropriations for Tribally

Controlled Career and Technical Institutions is “such sums as may be necessary,” consistent with many federal program authorizations; however, House leadership has adopted a position requiring nearly all authorizations for appropriations to contain specific dollar amounts, rather than leaving final funding levels to the discretion of appropriators.

The Senate’s initial draft CTE legislation would establish specific (dollar amount) funding authorizations for the next six years using the FY2017 funding level as a baseline, which are actually lower than the level currently appropriated. AIHEC staff discussed this issue with Senate staff and advocated for the highest funding level possible. Members have not yet announced whether they are likely to conference the CTE Act reauthorization, or whether the House will accept the Senate version of the bill; however, CTE legislation is anticipated to be enacted by this fall.

Higher Education Act (HEA) Reauthorization

House Democrats plan to introduce their version of legislation to reauthorize the Higher Education Act early next week. This comes after repeated reports that House Education and Workforce Committee Chairwoman Virginia Foxx would like to bring the PROPER Act (HR 4508) to the House floor for a vote soon, despite lacking sufficient support for passage. The higher education community has widely criticized the PROSPER Act, which was introduced in December 2017. During the PROSPER Act markup earlier this year, Representative Alma Adams (D-NC), a former educator and HBCU graduate, introduced an amendment that would permanently authorize HEA Title III-Part F funding for TCUs, as well as HBCUs and Hispanic Serving Institutions. Ultimately, the amendment failed, but according to a bill summary shared with AIHEC staff, the provision is included in the House Democrats’ bill.

There is not enough time left in the 115th Congress for formal consideration of the Democrats bill. Rather, the bill is intended to serve as a marker bill for the next Congress. AIHEC plans to provide a statement of support for this bill, based on the summary.

On July 12, the Senate Committee on Indian Affairs hosted a roundtable on “School Infrastructure Needs in Indian Country” to discuss the needs of all schools, elementary to TCUs, on and near Tribal lands. President Yarlott participated in the roundtable on behalf of AIHEC, advocating for TCU infrastructure funding (facilities maintenance, new construction, broadband expansion, and E-rate eligibility). While in Washington, President Yarlott also met with several key members of Congress to advocate for TCU Farm bill provisions, HEA Title III (Part F) permanent authorization, and other funding priorities.

On July 18, Ms. Atine participated in the Committee on Education Funding (CEF) Hill Day. CEF is a coalition of more than 100 education advocacy groups, including AIHEC, with the common goal to increase federal funding for education. During the CEF Hill Day, representatives from member organizations were divided into groups and met with various Congressional offices to advocate for increased funding for education overall. This served as an opportunity for outreach to Congressional districts that do not have TCUs or large AI/AN populations.

C. Federal Issues & Updates

AIHEC is working with BIE to schedule a Continuing Education Unit (CEU) meeting at the annual TCU Summer Meeting at Salish Kootenai College. The goal of the meeting is to begin to formalize a process, similar to international CEU group, to count CEU credits offered by TCUs.

Department of Education Secretary DeVos announced new political appointments in the office of postsecondary education. Ms. Diane Jones, who worked with AIHEC during the George W. Bush administration, is returning to the Department of Education as the Acting Under Secretary for Education

and has been delegated powers of the Assistant Secretary for Postsecondary Education. Jim Manning will continue his work at the Department as Chief Operating Officer of Federal Student Aid.

V. TCU and AIHEC Central Office Updates & Issues

A. Upcoming Meeting: Fall 2018

- AIHEC is proposing a full-day meeting for the research committee on October 8, 2018, with travel for research committee members on October 7. A committee business meeting will take place during the morning. AIHEC has invited staff from the National Congress of American Indians (NCAI) to host its Research Futures Game in the afternoon. NCAI developed the Research Future Game to explore tribal relations with research institutions. The game investigates the decision making process and the impact of those decisions in the long term. The Research Future Game is open to all board members.
- The fall meeting takes place in conjunction with NIEA's Convention and Trade Show. NIEA's opening reception will be held on the evening of October 10, 2018.
- AIHEC is working with NIEA to schedule a breakfast on October 9 or 10 for NIEA's executive committee and AIHEC's board.
- ***President Bordeaux's Directive: National Tribal Policy Planning (4-day Meeting or Pre-Planning)***: Ms. Billy requested guidance on how AIHEC staff should move forward with President Bordeaux's summer board meeting directive. During the summer meeting, President Bordeaux stated that AIHEC should host a 4-day convening of national American Indian and Alaskan Native organizations such as AIHEC, NCAI, NIGA, and others that would serve to develop a plan to address the future, including a National Tribal Policy, or create a Manifesto similar to the 20 point American Indian Movement Manifesto. If a 4-day meeting is not possible, he requested a pre-planning meeting for a larger event. President Lindquist inquired whether the board had passed a motion on President Bordeaux's directive. Ms. Billy responded that a motion had not been put forth, but that President Bordeaux had requested follow-up from staff. Committee members stated their appreciation for the ideas put forth, but stated that there likely is not sufficient time to plan such an event for the fall board meeting. It was suggested that AIHEC staff meet with the other tribal organizations and inquire whether one of them is interested in taking the lead and moving forward. For example, NCAI may be a more appropriate organization to lead this directive, with AIHEC serving as a supplemental partner. AIHEC staff will follow-up with NCAI and others accordingly.

President Yarlott inquired whether the signing of the USDA memorandum of agreement will take place during the fall meeting. Ms. Billy said that although USDA staff made a commitment to sign the MOA, no formal plans have been announced at this point. AIHEC will continue to follow-up with USDA staff.

B. AIHEC Accreditation: Specialty Accreditation Effort

During the summer board meeting, President Bordeaux presented a proposal/contract from Mr. Steve Emory, which he requested that AIHEC sign. President Yarlott apologized for the confusion and clarified that for contracts over a certain size, AIHEC is required to conduct a formal Request for Proposals (RFP) process and secure at least three bids.

Ms. Billy stated that Mr. Emory would be welcome to submit a proposal when AIHEC moves forward with an RFP, which could be within the next few months. To date, AIHEC has collected just under \$50,000 from TCUs. AIHEC's plan is to seek accreditation through the Council on Higher Education Accreditation (CHEA), whose membership comprises all higher education accrediting bodies in the U.S., including regional and specialty accreditors. CHEA accreditation is a process that gives one's accrediting body a "seal of approval" among other accrediting bodies and the public, and is often used

as a first step toward obtaining approval from the federal government. AIHEC has completed a portion of the groundwork necessary for CHEA accreditation, but needs additional assistance to complete the process.

President Martin suggested sending out another request to TCUs asking that they contribute whatever amount they are able to, in support of this effort. Then, AIHEC could issue the RFP with those additional funds included. President Yarlott commented that he needs to know the operating funding level he will receive from the Bureau of Indian Education (BIE) before he can make a contribution to this effort. Ms. Billy stated that the BIE is using "prior-prior" year funding for FY 2018 (academic year 2018-2019), so TCUs will receive exactly the same amount of funding they received last year.

President Lindquist stated that she expects that the full accreditation process will require considerable funding, and she is not certain where that funding will be found or whether a significant workload will fall back to AIHEC to complete. Ms. Billy suggested that one option would be to offer accreditation to Native American Studies programs at mainstream institutions, in addition to TCUs, to broaden the number of institutions that might seek AIHEC accreditation.

C. Central Office Updates

Ms. Billy shared that the AIHEC office will be closed every Friday in August for the Congressional recess.

D. TCU Updates and Announcements

California Tribal College will designate a new president soon. Dr. Waylon Baker has resigned his position as president of White Earth Tribal & Community College.

President Guy inquired whether a hotel had been secured for the board's fall meeting. Ms. Grandon stated that the host hotel is the Marriott Hotel Downtown in Hartford, CT. A small room block has been reserved at the hotel and information will be posted on the AIHEC website tomorrow.

President Bible asked about the tentative GISS meeting in December. Ms. Billy stated that the December meeting was initially tentative because AIHEC was uncertain whether there was enough interest to host a second GISS meeting. However, the second 2018 GISS meeting is now officially confirmed for December 6-7, 2018 at Wild Horse Pass in Chandler, AZ.

E. Miscellaneous & New Business

Ms. Billy provided an update on the first motion made by President Bordeaux during the spring 2018 board. The motion asked whether the American Indian College Fund (A*CF), which AIHEC created, could assist the financing of additional staff at AIHEC. Additional staff could support the development of a nationhood plan to strengthen tribal nations and provide support for other TCU efforts. Ms. Billy followed up with A*CF staff and learned that unfortunately, there was not sufficient time to include the funding in A*CF's upcoming fiscal year budget. AIHEC will continue discussions with A*CF on possible future funding.

Ms. Billy requested clarification and approval to move forward on President Bordeaux's second motion, approved during the spring 2018 board meeting. The motion states that "a financial sustainability strategic plan for AIHEC be developed and that the authorizing legislation for Tribal Colleges be amended to include an appropriation for this strategic planning effort." AIHEC staff have drafted an

amendment to section 1805 (a) of the Tribally Controlled Colleges and Universities Assistance Act of 1978, as follows:

“An organization receiving a technical assistance contract under this section may use any funds provided under such contract to conduct strategic planning and related activities to ensure such organization’s financial sustainability.”

If the language is acceptable, AIHEC will move forward with the amendment request, along with an appropriation request to Congress. Ms. Billy noted that the funding authority does not need to be increased because section 1805(a) is authorized at \$3 million, significantly higher than the \$600,000 that has been allocated for the past decade.

MOTION:

President Martin moved [seconded by President Guy] to amend section 1805(a) of the Tribally Controlled Colleges and Universities Assistance Act of 1978 as proposed.

DISCUSSION:

A question was asked regarding the need to request an increase in the level currently provided for technical assistance. Ms. Billy clarified that this is not necessary, due to the \$3 million authorization level. AIHEC would simply advocate for increased funding within the \$3 million cap. Ms. Billy noted that the technical assistance funding is derived from the same line that funds the TCU ACT’s Titles I and II schools. This means that unless Congress increases the overall funding level for that line, any increase for technical assistance support would come at the expense of TCU operating funding.

OUTCOME:

The motion was agreed to by voice vote.

VI. ADJOURNMENT

MOTION:

President Guy moved [seconded by President Martin] that the July meeting of the AIHEC Executive Committee be adjourned.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 1:22 pm EDT.

Minutes prepared by AIHEC staff.

Executed and acknowledged by the undersigned being the Secretary of the Board of the Corporation.

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

DRAFT:

MINUTES OF THE AIHEC SEPTEMBER 2018 EXECUTIVE COMMITTEE MEETING

Convened by conference call Thursday, September 20, 2018

I. CALL TO ORDER AND ROLL CALL

AIHEC Board Vice-Chair, Elmer Guy, called the September 2018 meeting of the AIHEC Executive Committee meeting to order at 12:08 pm EDT. The roll was called with the following results:

Members Present:

Elmer Guy, Vice-Chair
Leander R. McDonald, Secretary & Research Committee Chair
Justin Guillory, Treasurer
Robert Bible, Membership & Accreditation Chair
Robert Martin, Student Activities Committee Chair

Members Absent:

David Yarlott, Chair
Cynthia Lindquist, Member-at-Large

A quorum was established.
AIHEC Staff: Carrie Billy, Patrese Atine, and Maggie Grandon

II. REVIEW & APPROVAL OF THE MEETING AGENDA

Acting Chair Guy presented the agenda for the September 2018 committee meeting and requested approval.

MOTION:

President Martin moved [seconded by President Guillory] to approve the meeting agenda.

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW AND APPROVAL OF THE JULY 2018 COMMITTEE MINUTES

Secretary McDonald presented the minutes of the July 2018 Executive Committee meeting for review and approval.

MOTION:

President McDonald moved [seconded by President Martin] to approve the minutes of the July 2018 Executive Committee meeting, as presented.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

A. FY 2019 Appropriations

Ms. Atine provided an update of the status of Congressional appropriations for fiscal year (FY) 2019. All 12 House and Senate appropriation bills have been approved by the respective House and Senate

appropriations committees. On September 13, Congress completed negotiations and approved the first “minibus” package of funding measures, comprising the Energy and Water, Legislative Branch, and Military and Veterans Affairs appropriation bills. The measure was sent to the White House and AIHEC anticipates that President Trump will sign the bill into law before the end of the week.

A second minibus was created by strategically combining funding for the Departments of Defense, Labor, Health and Human Services, and Education (LHHS). This minibus also includes a continuing resolution (CR) that will keep all federal agencies without finalized appropriation bills operating through December 7, 2018. The final conferenced bill includes an increase of \$315,000 for the Higher Education Act, Title III-Part A funding (section 316).

The Senate approved this funding package on September 18 and the House is expected to vote on it when Members return on September 24. It is anticipated that this measure will be presented to President Trump before September 30, which marks the end of FY 2018.

Both the House and Senate passed different versions of a third minibus, which combines funding bills for the Departments of Interior, Agriculture, Transportation, and Housing, and Urban Development, along with various environmental and financial services agencies and programs. As reported earlier, the House Interior appropriation bill included a \$3 million increase for Tribal College and University (TCU) operating funding. In contrast, the Senate bill maintains the FY18 funding level of \$69,793,000. Currently, the House and Senate appropriations committees are negotiating a few remaining funding levels and policy riders contained in their respective bills. While a compromise on the policy riders is not yet in sight, the CR contained in the second minibus (Defense-LHHS) will provide funding at FY 2018 levels for these agencies if the four funding bills are not signed into law by September 30.

B. Authorizing Legislation: Farm Bill; Carl Perkins Career & Technical Education Act; and Higher Education Act

As reported earlier, the Senate and House both introduced and passed legislation to reauthorize the Agriculture Act of 2014 (Farm Bill). Through AIHEC/TCU advocacy, the Senate-passed Farm Bill included three major TCU specific provisions (McIntire-Stennis Forestry program eligibility; Children, Youth, and Families at Risk program eligibility; Federally Recognized Tribal Extension Program eligibility), as well as updates to the 1994 Land-grant institution list. Throughout August, the 56 members of the House-Senate conference committee, called conferees, began unofficial discussions in preparation for official Farm Bill conference negotiations. AIHEC staff met with several key Congressional offices and participated in several meetings hosted by Minority leadership of the Senate Agriculture Committee to elevate and reiterate TCU priorities. In addition, AIHEC staff worked with the South Dakota Congressional delegation to negotiate a compromise on a new provision, called “New Beginnings,” to ensure that the 1994 Land-grant institutions can participate in the program, should the initiative ever be funded. Finally, prior to the start of the official conference, AIHEC sent a letter to House and Senate conferees summarizing TCU priorities (letter is posted on the AIHEC website). On September 5, the Farm Bill conference officially began. To date, the conference committee continues to work toward a compromise on certain contentious issues, including work requirements for SNAP benefits, before the Farm Bill expires on September 30.

Carl Perkins Act Reauthorization: On July 31, the “Strengthening Career and Technical Education for the 21st Century Act” (H.R. 2353), was signed into law. Through AIHEC’s advocacy, the final bill includes higher than expected funding levels for Tribally Controlled Postsecondary Career and Technical Institutions. Earlier versions of the reauthorization legislation established specific funding levels for the next six years using FY 2017 funding levels as a baseline, which predated the later increases that AIHEC was able to secure. AIHEC advocated for higher funding levels with key Senate and House staff, and we are pleased to report that staff responded to our requests to increase the final

authorization levels. The final legislation also included a provision that could allow institutions to use career and technical education (CTE) funding for four-year degree programs, in addition to associate level programs and certificates. While many community colleges are against this provision, NTU and UTTC could benefit from this expansion. AIHEC will work with the Department of Education to push for this broader interpretation. However, we expect to meet opposition in the Department.

AIHEC Letter to SCIA on TCU Infrastructure Needs: On July 12, the Senate Committee on Indian Affairs hosted a roundtable on “School Infrastructure Needs in Indian Country” to discuss needs of all levels and types of schools on and near Tribal lands. President Yarlott participated in the roundtable on behalf of TCUs, advocating for TCU infrastructure funding (facilities maintenance, new construction, broadband expansion, and e-rate eligibility). AIHEC submitted a follow up letter to the Committee, at their request, which summarizes President Yarlott’s comments and identifies additional areas of opportunity. The letter is posted on the AIHEC website.

AIM Higher Act (H.R. 6543): On July 26, Representative Bobby Scott (D-VA), Ranking Member on the House Committee on Education and the Workforce, introduced comprehensive legislation to reauthorize the Higher Education Act of 1968 (HEA). The Aim Higher Act (H.R. 6543) is based on a set of principles adopted by many House Democrats, including the need for federal incentives and support for public 2- and 4-year colleges to offer free tuition, tightened accountability, and increased federal student aid. AIHEC had hoped to support the AIM Higher Act, which includes many of AIHEC’s requested amendments to HEA and the Tribal College Act; however, the bill includes a so-called “State Relief from Federal Education Mandate” provision that would provide federal funding to certain state public nontribal Native American serving institutions, including Fort Lewis College, which is required to waive tuition for American Indian and Alaska Native students pursuant to a poorly written, longstanding land/building exchange agreement with the federal government. AIHEC’s long-standing position is that new federal operating funding should not be provided to nontribal Native American serving institutions until the federal government meets tribal treaty obligations and trust responsibility to fully and adequately fund TCUs. Because the bill contains this provision, AIHEC opted not to publicly support the bill. Staff have raised this issue with Ranking Member Scott’s staff and will continue to educate Congressional staff on this issue.

Strengthening Minority Serving Institutions Act (S. 3467): On September 18, Senator Doug Jones (D-AL) introduced the “Strengthening Minority Serving Institutions Act” (S. 3467) which would permanently authorize HEA Title III – Part F funding (currently set to expire at the end of FY2019). AIHEC worked with Senator Jones’ staff in the development of this bill and is officially supporting the bill, along with the United Negro College Fund, Thurgood Marshall College Fund, and the Hispanic Association of Colleges and Universities. Due to the timing of the introduction of this bill, it is unlikely that it will pass before the end of this Congress, but rather will be a marker for HEA reauthorization efforts in the 116th Congress.

C. Federal Issues & Updates

On August 17, Ms. Billy and Ms. Atine met with Diane Jones, Principal Under Secretary, and Ron Lessard, Acting Executive Director for the White House Initiative on American Indian and Alaska Native Education, both at the Department of Education (ED). Ms. Jones has worked with TCUs in the past under the George W. Bush Administration and remains supportive of TCUs. During the meeting, Ms. Jones expressed interest in holding a convening with TCU presidents, ED officials, and perhaps other federal officials and Congressional staff. AIHEC staff are working with Mr. Lessard to potentially hold this convening in February in conjunction with the AIHEC Winter Meeting. Ms. Jones also expressed her intent to collaborate with AIHEC to define for ED three to four specific and strategic goals important to the TCUs, which the administration could achieve in the next two to six years. She is

particularly interested in guidance on ways to realign existing ED priorities and grant programs to better meet the needs of TCUs.

AIHEC also raised the issue of the National Advisory Council on Indian Education (NACIE) and the lack of TCU representation. Mr. Lessard reported that NACIE currently has several vacancies. AIHEC was urged to submit TCU nominations to serve on the council.

MOTION: President Martin moved [seconded by President Bible] to recommend President Lindquist and President McDonald to serve on the National Advisory Council on Indian Education on behalf of all Tribal Colleges and Universities.

OUTCOME: The motion was agreed to by voice vote, with President McDonald abstaining.

V. TCU and AIHEC Central Office Updates & Issues

A. Upcoming Meeting: Fall 2018

Executive Committee Elections

Ms. Billy reminded the committee that the Board elects officers at the fall meeting of every even numbered year. All sitting officers are eligible for re-election.

Board Presentations

Two groups submitted applications to present at the fall board meeting (plenary session or board meeting):

- Penn Foster, an online for-profit institution that includes high school, career training programs, and college courses. The committee declined the presentation but will include any information about the organization in the board book.
- The American Indian Law Center develops programs and services to support Native Law students. With the demand for Indian lawyers greater than ever before, TCUs are in a position to prepare Native students for law school and legal careers. President McDonald stated that this presentation is of interest, as UTTC has established Criminal Justice programs and is networking with North Dakota University System to increase Native American attorneys in the State. President Martin echoed similar sentiment regarding the presentation. The committee agreed to have the American Indian Law Center present at the fall meeting.

Ms. Billy stated that a third presentation, previously approved, will be from Salish Kootenai College regarding the college's process for enrolling in the Federal Employees Health Benefits program, an option that is available to many TCUs.

40th Anniversary of TCU Act

Ms. Billy reminded the committee that October 17, 2018 is the 40th anniversary of enactment of the Tribally Controlled Colleges and Universities Assistance Act. To commemorate the event, AIHEC plans to ask members of the TCU Congressional delegation to make floor statements on the TCUs and the importance of federal support for TCUs. (This will be possible only if Congress is in session at the appropriate time.) In addition, AIHEC could arrange a panel presentation of TCU presidents at the fall NIEA convention (October 11-13, 2018), if TCU presidents would be attending the NIEA convention. As no committee members will be attending, AIHEC staff will check with other presidents.

B. Central Office Updates

Staff Changes: Jenni Duever, one of AIHEC's two VISTA leaders, has left AIHEC to pursue a master's degree in public health and work in a field more closely aligned with her career goals. Ms. Duever's

VISTA term ended in late August, and under VISTA rules, she is not allowed to stay in her position. AIHEC will hire another VISTA leader in the coming months.

New USDA Grant: AIHEC recently was awarded a grant from USDA's Office of Advocacy and Outreach: Outreach and Assistance to Socially Disadvantaged Farmers and Ranchers (OASDFR). The grant involves outreach to socially disadvantaged farmers and ranchers.

WINHEC Update: President Guy was elected to serve as executive co-chair of the World Indigenous Nations Higher Education Consortium (WINHEC) at the recent WINHEC annual meeting in Norway. Ms. Billy stated that WINHEC is led by one male and one female executive co-chair, and President Guy's new position is an exciting opportunity. Over the past few years, WINHEC appears to have stalled and is in need of strong direction and purpose. With President Guy serving as co-chair, AIHEC and the TCUs are better positioned to help propel WINHEC forward. President Guy shared that the first planning meeting for the annual WINHEC meeting takes place in Hawaii in November 2018. He also shared his hope that more TCUs will participate in WINHEC in the future. The 2019 annual WINHEC meeting will be in Taiwan.

President Guy requested time at the fall board meeting to discuss the upcoming WINHEC meeting. Ms. Billy stated that AIHEC will send out an email to the presidents prior to the fall board meeting so that they have time to think about possible goals and directions for WINHEC. President Guy can then take any outcomes from the board's discussion to the November WINHEC planning meeting.

AIHEC 50th Anniversary Planning Committee: AIHEC's 50th anniversary is in 2023. AIHEC would like to form a planning committee to assist in preparations for the upcoming anniversary. Ideally, the committee will consist of presidents, assistants, college planners and organizers, and volunteers to allow for planned activities at the local, regional, and national levels.

VI. ADJOURNMENT

MOTION:

President McDonald moved [seconded by President Martin] that the September meeting of the AIHEC Executive Committee be adjourned.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 1:16 pm EDT.

Minutes prepared by AIHEC staff.

Executed and acknowledged by the undersigned being the Secretary of the Board of the Corporation.

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date



AMERICAN INDIAN HIGHER EDUCATION ASSOCIATION

INVESTMENT ADVISORY RELATIONSHIP OVERVIEW | OCTOBER 2018

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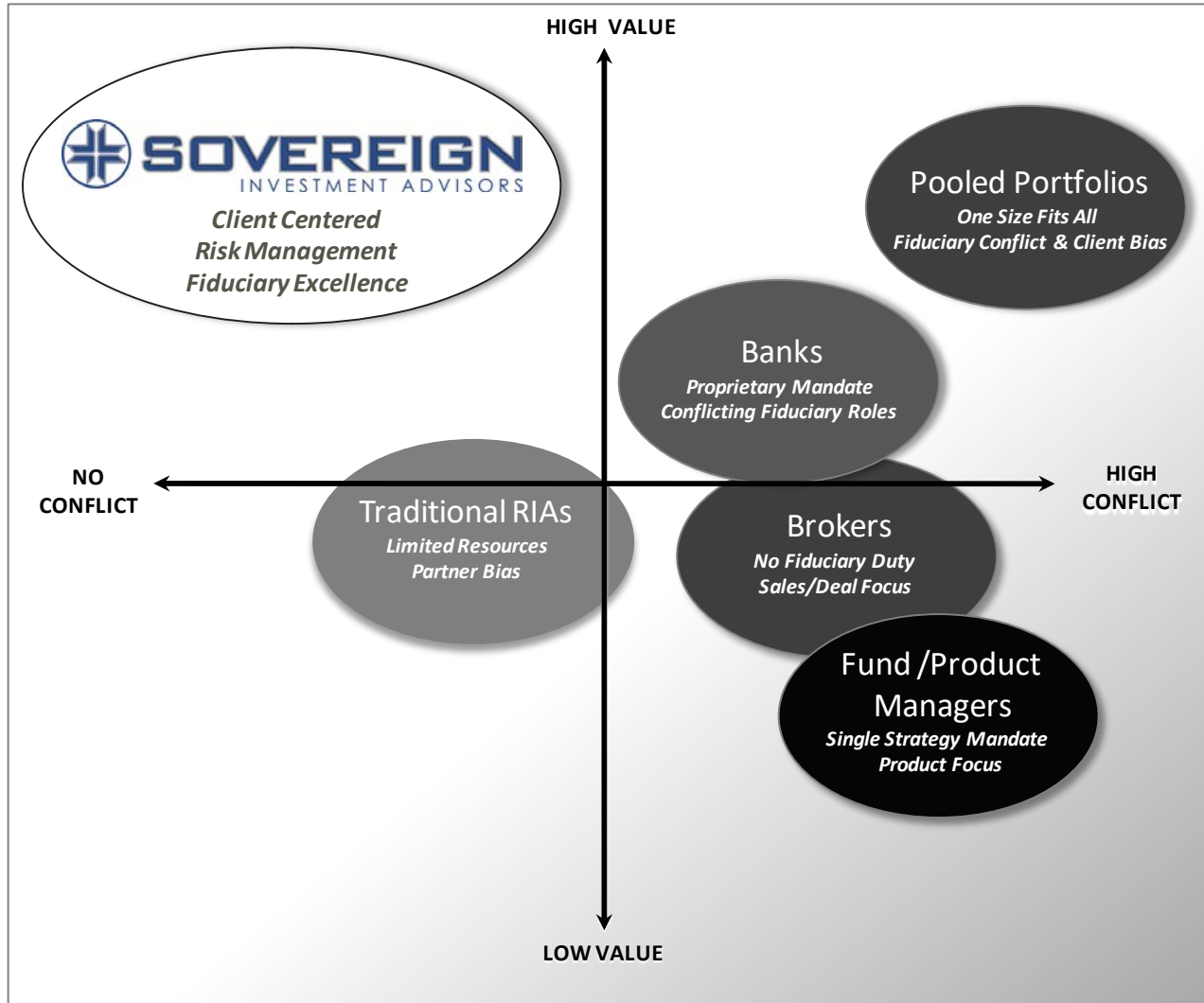
SIA FIRM OVERVIEW & FIDUCIARY CERTIFICATION



- 100% Native Owned Registered Investment Advisory Firm.
- 100% Tribal Clients:
 - Tribal Government,
 - Tribal Enterprises,
 - Tribal 401k Plans,
 - Minors Trust Funds, and
 - Non-profits with a Tribal Mission
- Our investment staff all hold Accredited Investment Fiduciary® (AIF) designations
- Our firm has obtained Fiduciary Certification by CEFEX
- The SIA Investment, Reporting & Research Platform is built on strategic partnerships with global institutional resources.

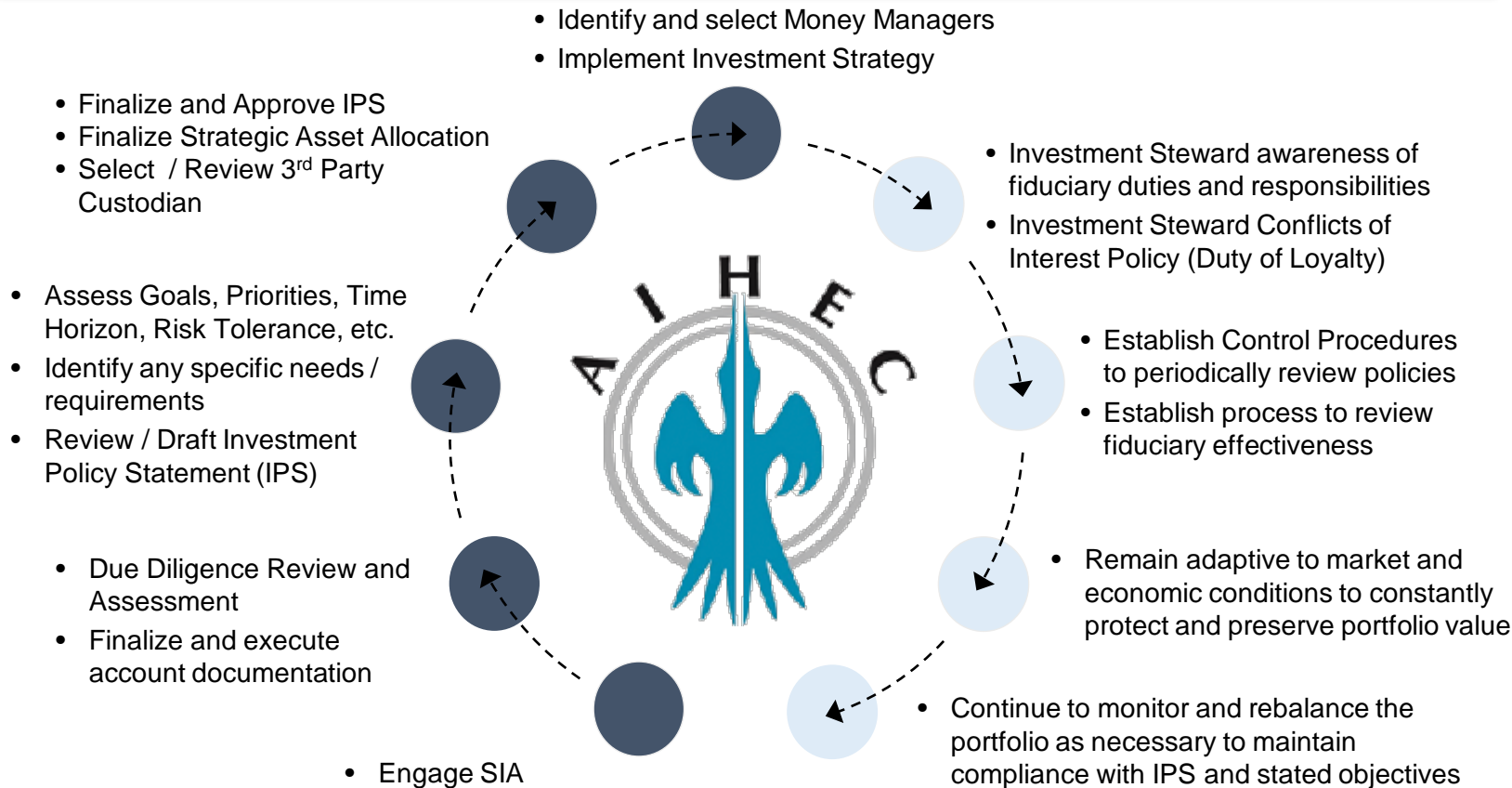


SIA VALUE PROPOSITION



RELATIONSHIP IMPLEMENTATION STRATEGY

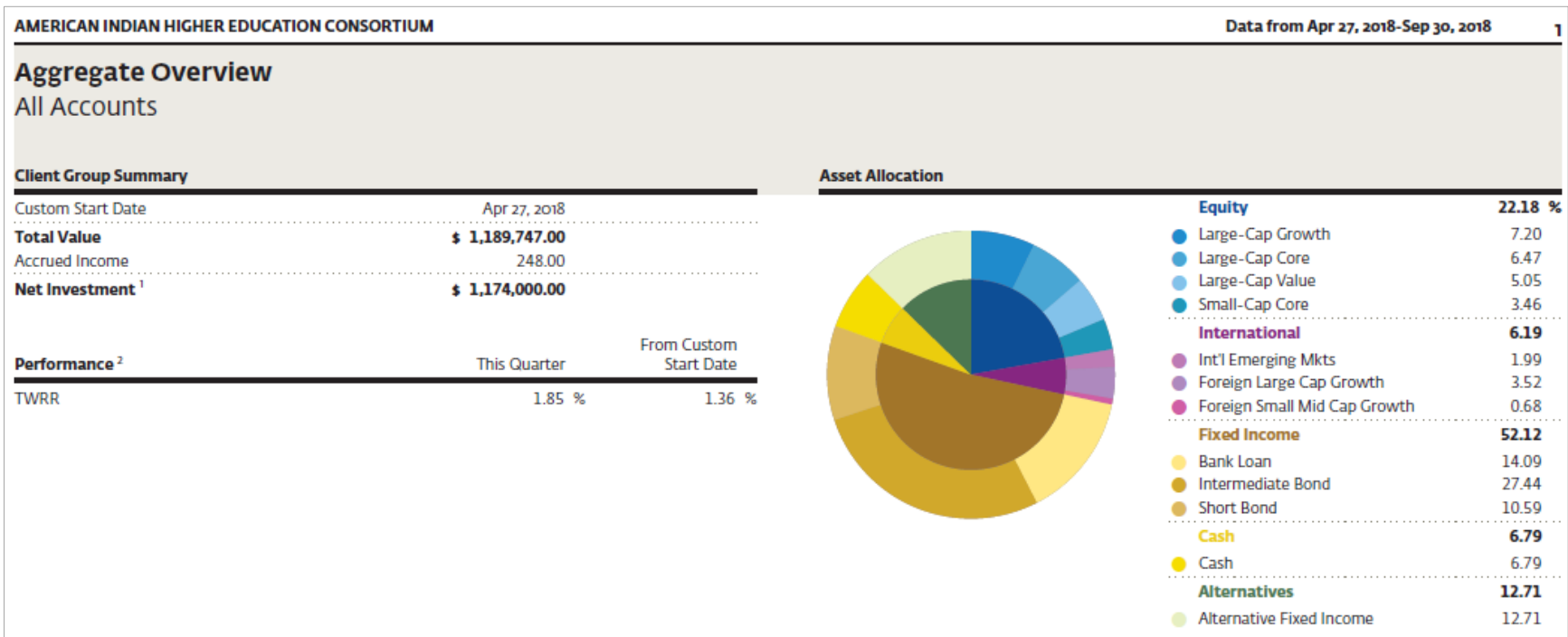
- Phase I – Foundation and Setup
- Phase II – Achieving Fiduciary Excellence



Phase I process 4 - 6 weeks and Phase II is anticipated to be completed within 6-12 months

2018 Q3 AGGREGATE PORTFOLIO ANALYSIS

AIHEC aggregate asset value, asset allocation, and portfolio performance.
Total portfolio growth since inception is just over \$15,000.



¹ Net Investment is the total value of contributions and withdrawals (excluding unsupervised assets) made by the client for the period from May 25, 2018 to Sep 30, 2018. This includes Misc. Expenses received from the custodian.

² Time Weighted Rate of Return (TWRR) is calculated net of all fees. Time Weighted Rate of Return (TWRR) is used to compare your portfolio returns versus benchmark indices (such as S&P 500).

2018 Q3 PORTFOLIO LEVEL PERFORMANCE

AIHEC portfolio level performance relative to IPS benchmarks.

For comparison, bank level deposit accounts are returning less than .08% annually.

Accounts ² / Benchmarks ³	Market Value	Net ¹ Investment	Qtr to Date	Year to Date	Trailing 1 Yr	Trailing 3 Yrs	Trailing 5 Yrs	Trailing 10 Yrs	From Cust Start Date
AIHEC BOARD DIRECTED FUND 88517606	\$ 423,411.99	\$ 419,000.00	Custom Start : May 25, 2018						
Reporting Only Services	—	—	1.48 %	—	—	—	—	—	1.07 %
Benchmark: AIHEC Board Funds IPS Benchmark ⁴	—	—	0.64	—	—	—	—	—	0.83
AIHEC OPERATING RESERVE FUND 88115762	\$ 505,362.37	\$ 500,000.00	Custom Start : Apr 27, 2018						
Reporting Only Services	—	—	1.40	—	—	—	—	—	1.07
Benchmark: Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR	—	—	0.48	—	—	—	—	—	0.80
USD									
AIHEC STUDENT ENDOWMENT FUND 99414814	\$ 260,972.64	\$ 255,000.00	Custom Start : May 25, 2018						
Reporting Only Services	—	—	3.36	—	—	—	—	—	2.39
Benchmark: AIHEC Student Fund IPS Benchmark ⁵	—	—	1.64	—	—	—	—	—	1.84

2018 Q3 SECURITY LEVEL PERFORMANCE



AIHEC Student Endowment Fund manager performance sample.

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM				Data from May 25, 2018-Sep 30, 2018				20	
Security Performance									
AIHEC STUDENT ENDOWMENT FUND 99414814									
Fund Holdings	Custom Start Date	Market ¹ Value	% of Total	Income ² Earned	QTD Perf.	YTD Perf.	Trailing 1 Yr	Trailing 3 Yrs	From Cust ³ Start Date
BBH Limited Duration N BBBMX	Jun 19, 2018	\$ 5,039	1.93 %	\$ 44	0.78 %	—	—	—	0.79 %
DFA US Small Cap I DFSTX	Jun 19, 2018	13,043	5.00	60	3.25	—	—	—	0.52
DoubleLine Core Fixed Income I DBLFX	Jun 19, 2018	25,086	9.61	298	0.31	—	—	—	0.44
Edgewood Growth Instl EGFIX	Jun 19, 2018	33,436	12.81	0	6.46	—	—	—	4.57
iShares Edge MSCI Min Vol Emerging Mkts EEMV	Jun 19, 2018	5,040	1.93	0	2.52	—	—	—	1.02
iShares Edge MSCI Min Vol USA USMV	Jun 19, 2018	26,581	10.19	135	7.77	—	—	—	7.47
JHancock Disciplined Value I JVLIX	Jun 19, 2018	26,377	10.11	0	7.49	—	—	—	5.61
JPMorgan Strategic Income Opports I JSOSX	Jun 19, 2018	25,198	9.66	244	0.99	—	—	—	0.89
Oppenheimer Senior Floating Rate Y OOSYX	Jun 19, 2018	25,378	9.72	340	1.85	—	—	—	1.61
Royce International Premier Investment RIPNX	Jun 19, 2018	8,093	3.10	0	3.00	—	—	—	1.48
Vanguard 500 Index Admiral VFIAX	Jun 19, 2018	21,176	8.11	186	7.70	—	—	—	6.01
Vanguard International Growth Adm VWILX	Jun 19, 2018	12,045	4.62	0	-1.52	—	—	—	-3.45
Western Asset Core Plus Bond I WACPX	Jun 19, 2018	18,093	6.93	183	0.28	—	—	—	0.66

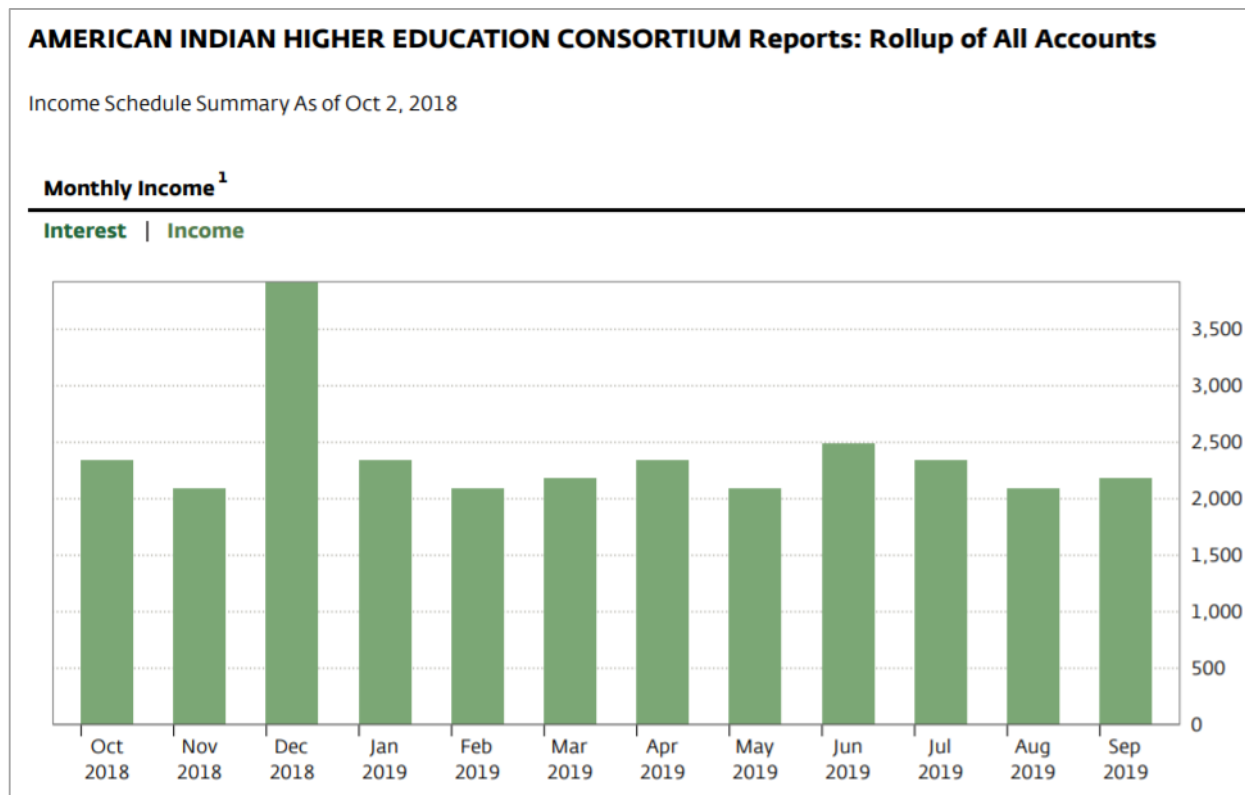
¹ Based on market-close prices at Sep 30, 2018. Where Mutual Fund holdings are listed, the Net Asset Value (NAV) is used as the market price.

² Income Earned includes interest, dividends, foreign tax paid on dividends, and gain distributions from the start date.

³ The custom start date for each holding is the date of the first buy or the transfer date (for holdings transferred into the account)

2018 Q3 TOTAL PORTFOLIO INCOME FORECAST

Projected 12 month income for the combined portfolios is approximately \$25,000. Portfolio income is in addition to overall capital appreciation and is an important component of total portfolio growth.



¹ Projected equity dividends in the Income Schedule are provided for informational purposes only. Data is generated from the most recent equity dividend payment for the given equity security, and replicated using the current quantity and next expected dividend payment date. There is no assurance that projected equity dividends will actually pay the projected amount on the projected date. The estimates generated by this tool regarding the likelihood of various cash payments are hypothetical in nature, do not reflect the actual payments and are not guarantees of future payments. When available, the coupon rate of some fixed income and/or the current interest rate or most recently declared dividends for certain securities are annualized to create the Estimated Annual Income ("EAI") figure. EAI is an estimate, and your actual income may be lower or higher. Additionally, estimates may include return of principal or capital gains which would render them overstated. EAI is based on mathematical calculations of available data, and have been obtained from information providers believed to be reliable, but no assurance can be made as to accuracy. Since the interest and dividend rates are subject to change at any time, and may be affected by current and future economic, political and business conditions, they should not be relied on for making investment, trading or tax decisions.

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IMPORTANT DISCLOSURES

Sovereign Investment Advisors, LLC (SIA) is an independent Registered Investment Adviser with the Securities and Exchange Commission (SEC). Registration does not imply that the SEC has endorsed or approved the qualifications of Sovereign Investment Advisors or its respective representatives to provide the advisory services described herein. Information pertaining to SIA's advisory operations, services, and fees is set forth in its current Firm Brochure (Form ADV Part 2A), a copy of which is available upon request or can be downloaded from www.adviserinfo.sec.gov

Past performance does not guarantee future results. Diversification does not guarantee investment returns and does not eliminate the risk of loss. The components of portfolio construction described herein are general guidelines for applicable investment portfolios, but all portfolios may be customized based on a client's individual circumstances. Information provided herein is general and educational in nature. It is not intended to be, and should not be construed as, investment advice. Market conditions can vary widely over time and can result in a loss of portfolio value. Certain information contained herein concerning product performance, performance trends and comparisons is based on or derived from information provided by independent third party sources. Sovereign Investment Advisors believes the sources from which such information was obtained are reliable; however, SIA cannot guarantee the accuracy of such information. No person should assume that any general informational material serves as the receipt of, or a substitute for, personalized investment advice.

Benchmark designates Bloomberg Barclays Capital 3 Month Treasury Bill TR (5/26/2018 - 7/31/2018), 40% S&P 500 TR, 40% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 10% MSCI ACWI Ex USA NR USD, 5% Russell 2000 TR, 5% Bloomberg Barclays Capital 3 Month Treasury Bill TR (8/1/2018 to date). A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented.

These figures compare the Time Weighted Rate of Return (TWRR) of your account with a selection of benchmark indices. "Benchmark" refers to a blend composed of Bloomberg Barclays Capital 3 Month Treasury Bill TR (5/26/2018 - 7/31/2018), 40% S&P 500 TR, 40% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 10% MSCI ACWI Ex USA NR USD, 5% Russell 2000 TR, 5% Bloomberg Barclays Capital 3 Month Treasury Bill TR (8/1/2018 to date). "MMkt" refers to the Lipper Money Market Fund index. "SP500" refers to the S&P 500 TR index. "Bond" refers to the Bloomberg Barclays Capital Intermediate U.S. Government/Credit TR index. "Benchmark" is a customized benchmark created by your financial advisor that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The intent of these segmented benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented.

The Benchmark is composed of Bloomberg Barclays Capital 3 Month Treasury Bill TR (5/26/2018 - 7/31/2018), 40% S&P 500 TR, 40% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 10% MSCI ACWI Ex USA NR USD, 5% Russell 2000 TR, 5% Bloomberg Barclays Capital 3 Month Treasury Bill TR (8/1/2018 to date). Benchmark is a customized benchmark created by your financial advisor that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The intent of these segmented benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented.



AUDIT REPORT

**FINANCIAL AND FEDERAL AWARD
COMPLIANCE EXAMINATION**

FOR THE YEAR ENDED SEPTEMBER 30, 2017

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

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II. Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards	II-(1 - 2)
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CONSOLIDATED FINANCIAL STATEMENTS



**AMERICAN INDIAN HIGHER EDUCATION
CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**FOR THE YEAR ENDED SEPTEMBER 30, 2017
WITH SUMMARIZED FINANCIAL
INFORMATION FOR 2016**

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
American Indian Higher Education Consortium
Alexandria, Virginia

To the Board of Trustees
American Indian Higher Education Consortium Real Estate Investment Trust
Alexandria, Virginia

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of the American Indian Higher Education Consortium (AIHEC) and the American Indian Higher Education Consortium Real Estate Investment Trust (the Trust), collectively, "the Entities", which comprise the consolidated statement of financial position as of September 30, 2017, and the related consolidated statements of activities and change in net assets, functional expenses and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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MEMBER OF CPAMERICA INTERNATIONAL, AN AFFILIATE OF HORWATH INTERNATIONAL
MEMBER OF THE AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS' PRIVATE COMPANIES PRACTICE SECTION

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of the Entities as of September 30, 2017, and the consolidated change in their net assets and their consolidated cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Entities' consolidated 2016 financial statements, and we expressed an unmodified audit opinion on those audited consolidated financial statements in our report dated June 28, 2017. In our opinion, the consolidated summarized comparative information presented herein as of and for the year ended September 30, 2016, is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The Consolidating Schedule of Financial Position, Consolidating Schedule of Activities and Consolidating Schedule of Change in Net Assets on pages I-(17 - 19), are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. The Schedule of Expenditures of Federal Awards on pages I-(20 - 21), as required by *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated April 24, 2018, on our consideration of AIHEC's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of AIHEC's internal control over financial reporting or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering AIHEC's internal control over financial reporting and compliance.



April 24, 2018

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS OF SEPTEMBER 30, 2017
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2016**

ASSETS

	<u>2017</u>	<u>2016</u>
CURRENT ASSETS		
Cash and cash equivalents	\$ 2,757,995	\$ 1,594,486
Accounts receivable	9,768	100,294
Grants receivable	582,219	1,387,931
Prepaid expenses	<u>85,718</u>	<u>60,582</u>
Total current assets	<u>3,435,700</u>	<u>3,143,293</u>
BUILDING, LAND AND EQUIPMENT		
Land	335,204	335,204
Buildings	541,296	541,296
Equipment	<u>71,454</u>	<u>71,454</u>
	947,954	947,954
Less: Accumulated depreciation	<u>(449,888)</u>	<u>(435,434)</u>
Net building, land and equipment	<u>498,066</u>	<u>512,520</u>
OTHER ASSETS		
Permanently restricted cash	<u>255,000</u>	<u>255,000</u>
TOTAL ASSETS	<u>\$ 4,188,766</u>	<u>\$ 3,910,813</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts payable	\$ 209,506	\$ 467,249
Accrued salaries and related benefits	265,765	209,555
Deferred revenue:		
Member dues	529,597	412,755
Contract	660,691	362,492
Subscription and advertising	<u>31,764</u>	<u>105,581</u>
Total current liabilities	<u>1,697,323</u>	<u>1,557,632</u>
NET ASSETS		
Unrestricted:		
Undesignated	1,560,821	1,467,118
Board designated	458,996	418,024
Non-controlling interest	<u>132,686</u>	<u>132,686</u>
Total unrestricted	2,152,503	2,017,828
Temporarily restricted	83,940	80,353
Permanently restricted	<u>255,000</u>	<u>255,000</u>
Total net assets	<u>2,491,443</u>	<u>2,353,181</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 4,188,766</u>	<u>\$ 3,910,813</u>

See accompanying notes to consolidated financial statements.

I-5

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS
FOR THE YEAR ENDED SEPTEMBER 30, 2017
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2016**

	<u>2017</u>			<u>2016</u>	
	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>	<u>Total</u>
SUPPORT AND REVENUE					
Federal grants	\$ 3,386,845	\$ -	\$ -	\$ 3,386,845	\$ 3,772,852
Member dues	849,756	-	-	849,756	823,136
Contributions	393,256	-	-	393,256	559,977
Tribal Journal income	330,050	-	-	330,050	382,136
Registration and sponsorship	27,408	17,500	-	44,908	32,160
Interest income	414	-	-	414	112
Other income	4,245	-	-	4,245	-
Net assets released from donor restrictions	<u>13,913</u>	<u>(13,913)</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total support and revenue	<u>5,005,887</u>	<u>3,587</u>	<u>-</u>	<u>5,009,474</u>	<u>5,570,373</u>
EXPENSES					
Program Services:					
BIA Technical Assistance	1,041,237	-	-	1,041,237	1,375,225
NASA Programs	-	-	-	-	75,614
Other Federal Programs	1,206,603	-	-	1,206,603	902,108
National Science Foundation Programs	154,658	-	-	154,658	277,443
Indian Health Service Program	904,783	-	-	904,783	1,124,689
Private and Other Contracts	<u>731,892</u>	<u>-</u>	<u>-</u>	<u>731,892</u>	<u>787,061</u>
Total program services	4,039,173	-	-	4,039,173	4,542,140
Administrative and General	<u>832,039</u>	<u>-</u>	<u>-</u>	<u>832,039</u>	<u>876,340</u>
Total expenses	<u>4,871,212</u>	<u>-</u>	<u>-</u>	<u>4,871,212</u>	<u>5,418,480</u>
Change in net assets	134,675	3,587	-	138,262	151,893
Net assets at beginning of year	<u>2,017,828</u>	<u>80,353</u>	<u>255,000</u>	<u>2,353,181</u>	<u>2,201,288</u>
NET ASSETS AT END OF YEAR	<u>\$ 2,152,503</u>	<u>\$ 83,940</u>	<u>\$ 255,000</u>	<u>\$ 2,491,443</u>	<u>\$ 2,353,181</u>

See accompanying notes to consolidated financial statements.

I-6

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED SEPTEMBER 30, 2017
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2016**

	2017		
	Program Services		
	BIA Technical Assistance	Other Federal Programs	National Science Foundation Programs
Salaries and fringe benefits	\$ 565,666	\$ 189,264	\$ 88,425
Consultants and sub-contractors	31,719	9,362	45,517
Advertising and promotion	-	-	-
Contracts	117,600	946,306	-
Occupancy	-	-	-
Professional services and insurance	26,614	5,651	1,992
Depreciation	-	-	-
Telecommunications	5,604	53	1,372
Travel	58,487	648	1,510
Administrative expenses	38,837	5,331	118
Equipment and software	12,225	-	-
Meetings	15,348	-	-
Participants costs	69,561	-	(1,211)
Taxes	-	-	-
Other expenses	-	-	-
Sub-total	941,661	1,156,615	137,723
Indirect expense allocation	99,576	49,988	16,935
TOTAL	\$ 1,041,237	\$ 1,206,603	\$ 154,658

2016					
Indian Health Service Program	Private and Other Contracts	Total Program Services	Administrative and General	Total Expenses	Total Expenses
\$ 67,505	\$ 334,264	\$ 1,245,124	\$ 600,546	\$ 1,845,670	\$ 1,602,809
137,274	130,430	354,302	206,630	560,932	496,466
-	47,569	47,569	-	47,569	52,547
479,036	-	1,542,942	-	1,542,942	2,303,952
-	12,716	12,716	2,267	14,983	13,787
1,782	38,786	74,825	55,925	130,750	122,894
-	-	-	14,454	14,454	14,669
528	4,569	12,126	10,306	22,432	22,193
7,388	20,760	88,793	1,974	90,767	115,939
12,692	77,663	134,641	83,841	218,482	169,706
-	1,987	14,212	19	14,231	21,380
19,203	1,615	36,166	149	36,315	64,766
145,571	16,618	230,539	1,852	232,391	223,213
-	-	-	400	400	39,956
<u>(160)</u>	<u>23,768</u>	<u>23,608</u>	<u>75,286</u>	<u>98,894</u>	<u>154,203</u>
870,819	710,745	3,817,563	1,053,649	4,871,212	5,418,480
<u>33,964</u>	<u>21,147</u>	<u>221,610</u>	<u>(221,610)</u>	<u>-</u>	<u>-</u>
<u>\$ 904,783</u>	<u>\$ 731,892</u>	<u>\$ 4,039,173</u>	<u>\$ 832,039</u>	<u>\$ 4,871,212</u>	<u>\$ 5,418,480</u>

See accompanying notes to consolidated financial statements.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED SEPTEMBER 30, 2017
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2016**

	<u>2017</u>	<u>2016</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 138,262	\$ 151,893
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation	14,454	14,669
Decrease (increase) in:		
Accounts receivable	90,526	(91,074)
Grants receivable	805,712	(925,239)
Prepaid expenses	(25,136)	(23,645)
(Decrease) increase in:		
Accounts payable	(257,743)	176,989
Accrued salaries and related benefits	56,210	22,655
Deferred revenue	341,224	153,993
Refundable advance	<u>-</u>	<u>(32,359)</u>
Net cash provided (used) by operating activities	<u>1,163,509</u>	<u>(552,118)</u>
Net increase (decrease) in cash and cash equivalents	1,163,509	(552,118)
Cash and cash equivalents at beginning of year	<u>1,849,486</u>	<u>2,401,604</u>
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$ 3,012,995</u>	<u>\$ 1,849,486</u>

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2017**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION

Organization -

The American Indian Higher Education Consortium (AIHEC) was established in 1972 to maintain commonly held standards of quality in American Indian education; to support the development of new tribally controlled colleges; to promote and assist in the development of legislation to support American Indian higher education; and to encourage greater participation by American Indians in the development of higher education policy.

The American Indian Higher Education Consortium Real Estate Investment Trust (the Trust) is a business trust established under the Virginia Business Trust Act. It was formed for the purpose of purchasing and investing in real property. The Trust owns the building occupied by AIHEC.

Basis of presentation -

The accompanying consolidated financial statements are presented on the accrual basis of accounting, and in accordance with FASB ASC 958-810, *Not-for-Profit Entities, Consolidation*.

The consolidated financial statements reflect the activity of AIHEC and the Trust, collectively, "the Entities". All significant intercompany balances and transactions have been eliminated in consolidation.

The consolidated financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the Entities' consolidated financial statements for the year ended September 30, 2016, from which the summarized information was derived.

Cash and cash equivalents -

The Entities consider all cash and other highly liquid investments with initial maturities of three months or less to be cash equivalents.

Bank deposit accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000. At times during the year, the Entities maintain cash balances in excess of the FDIC insurance limits. Management believes the risk in these situations to be minimal.

Building, land and equipment -

Building, land and equipment in excess of \$5,000 are capitalized and stated at cost. Building, land and equipment are depreciated on a straight-line basis over the estimated useful lives of the related assets, generally five to thirty-five years. The cost of maintenance and repairs is recorded as expenses as incurred. Depreciation expense for the year ended September 30, 2017 totaled \$14,454.

Grants and accounts receivable -

Grants and accounts receivable approximate fair value. Management considers all amounts to be fully collectible within one year. Accordingly, an allowance for doubtful accounts has not been established.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2017**

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION
(Continued)**

Deferred revenue -

Deferred revenue consists of member dues, contract revenue, subscriptions and advertising. The Entities recognize member dues on a pro-rata basis over the annual membership period. The Entities recognize contract and other revenues when earned.

Income taxes -

AIHEC is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been made in the accompanying consolidated financial statements. AIHEC is not a private foundation. AIHEC does have advertising income subject to unrelated business income tax. AIHEC does not have material net income from this activity.

The Trust is not formed as a "Real Estate Investment Trust" as that term is defined in the Internal Revenue Code. For tax purposes, the Trust files a partnership return, whereby the income or losses from the trust flow through to the Trust's equity shareholders in accordance with their ownership percentage. Consequently, there is no provision for income taxes for the Trust.

Uncertain tax positions -

For the year ended September 30, 2017, the Entities have documented their consideration of FASB ASC 740-10, *Income Taxes*, that provides guidance for reporting uncertainty in income taxes and have determined that no material uncertain tax positions qualify for either recognition or disclosure in the consolidated financial statements.

Net asset classification -

The net assets are reported in three self-balancing groups as follows:

- **Unrestricted net assets** include unrestricted revenue and contributions received without donor-imposed restrictions. These net assets are available for the operation of the Entities and include both internally designated and undesignated resources.
- **Temporarily restricted net assets** include revenue and contributions subject to donor-imposed stipulations that will be met by the actions of AIHEC and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Consolidated Statement of Activities and Change in Net Assets as net assets released from restrictions.
- **Permanently restricted net assets** represent funds restricted by the donor to be maintained in-perpetuity by AIHEC.

Grants and contributions -

Unrestricted and temporarily restricted grants and contributions are recorded as revenue in the year notification is received from the donor.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2017**

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION
(Continued)**

Grants and contributions (continued) -

Temporarily restricted grants and contributions are recognized as unrestricted support only to the extent of actual expenses incurred in compliance with the donor-imposed restrictions and satisfaction of time restrictions. Such grants and contributions received in excess of expenses incurred are shown as temporarily restricted net assets in the accompanying consolidated financial statements.

AIHEC receives funding under grants and contracts from the U.S. Government and other grantors for direct and indirect program costs. This funding is subject to contractual restrictions, which must be met through incurring qualifying expenses for particular programs. Accordingly, such grants are considered exchange transactions and are recorded as unrestricted income to the extent that related expenses are incurred in compliance with the criteria stipulated in the grant agreements.

Grants and contributions receivable represents amounts due from funding organizations for reimbursable expenses incurred in accordance with the grant agreements. Grant funding received in advance of incurring the related expenses is recorded as a refundable advance.

Use of estimates -

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Functional allocation of expenses -

The costs of providing the various programs and other activities have been summarized on a functional basis in the Consolidated Statement of Activities and Change in Net Assets. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

New accounting pronouncements (not yet adopted) -

In August 2016, the FASB issued ASU 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities* (Topic 958), intended to improve financial reporting for not-for-profit entities. The ASU will reduce the current three classes of net assets into two: with and without donor restrictions. The change in each of the classes of net assets must be reported on the Consolidated Statement of Activities and Change in Net Assets. The ASU also requires various enhanced disclosures around topics such as board designations, liquidity, functional classification of expenses, investment expenses, donor restrictions, and underwater endowments. The ASU is effective for years beginning after December 15, 2017. Early adoption is permitted. The ASU should be applied on a retrospective basis in the year the ASU is first applied. While the ASU will change the presentation of AIHEC's financial statements, it is not expected to alter AIHEC's reported financial position.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2017**

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION
(Continued)**

New accounting pronouncements (not yet adopted) (continued) -

In May 2014, the FASB issued ASU 2014-09, *Revenue from Contracts with Customers* (Topic 606) (ASU 2014-09). The ASU establishes a comprehensive revenue recognition standard for virtually all industries under generally accepted accounting principles in the United States (U.S. GAAP) including those that previously followed industry-specific guidance. The guidance states that an entity should recognize revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The FASB issued ASU 2015-14 in August 2015 that deferred the effective date of ASU 2014-09 by a year; thus, the effective date is years beginning after December 15, 2018. Early adoption is permitted. AIHEC has not yet selected a transition method and is currently evaluating the effect that the updated standard will have on its consolidated financial statements.

In 2016, the FASB issued ASU 2016-02, *Leases* (Topic 842). The ASU changes the accounting treatment for operating leases by recognizing a lease asset and lease liability at the present value of the lease payments in the Consolidated Statement of Financial Position and disclosing key information about leasing arrangements. The ASU is effective for private entities for years beginning after December 15, 2019. Early adoption is permitted. The ASU should be applied at the beginning of the earliest period presented using a modified retrospective approach.

AIHEC plans to adopt the new ASUs at the respective required implementation dates.

Reclassification -

Certain amounts in the prior year's summarized financial information have been reclassified to conform to the current years' presentation. These reclassifications had no effect on the previously reported change in net assets.

2. BOARD DESIGNATED NET ASSETS

On October 20, 2008, the Finance and Audit Committee members came to a consensus that AIHEC should establish a Reserve Fund with the goal of building a reserve equal to 15-20 percent of AIHEC's annual general revenue.

In 2013, the Board of Directors amended the policy to ensure a minimum of 25% of any income on unrestricted funds are made available each year. In 2017, 25% of unrestricted funds were added to the Reserve Fund.

It was determined that the reserve should be built with surplus funds. The Reserve Fund is intended to provide a safety net in times of economic downturn.

3. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets consisted of the following at September 30, 2017:

TCS Contribution	\$ 35,668
American Indian Higher Education Consortium Student Congress	<u>48,272</u>
	<u><u>\$ 83,940</u></u>

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2017**

4. NET ASSETS RELEASED FROM RESTRICTIONS

The following temporarily restricted net assets were released from donor restrictions by incurring expenses, which satisfied the restricted purposes specified by the donors:

American Indian Higher Education Consortium Student Congress \$ 13,913

5. LEASE COMMITMENT

On January 1, 2016, the Entities entered into a three-year lease agreement for office space in Colorado. Payments of \$800 per month are required. Under the terms of the lease agreement, the Entities are also responsible for all utilities used in or on the premises.

Rent expense, including utilities and janitorial expenses, for the year ended September 30, 2017 totaled \$14,983.

Future minimum payments under the leases are as follows:

Year Ending September 30,

2018	\$ 9,600
2019	<u>2,400</u>
	<u>\$ 12,000</u>

6. CONTINGENCY

AIHEC receives grants from various agencies of the United States Government. Beginning for fiscal year ended December 31, 2015, such grants are subject to audit under the provisions of *Title 2 U.S. Code of Federal Regulations (CFR) Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*.

The ultimate determination of amounts received under the United States Government grants is based upon the allowance of costs reported to and accepted by the United States Government as a result of the audits. Audits in accordance with the applicable provisions have been completed for all required fiscal years through 2017. Until such audits have been accepted by the United States Government, there exists a contingency to refund any amount received in excess of allowable costs. Management is of the opinion that no material liability will result from such audits.

7. RETIREMENT PLAN

The Entities sponsor a defined contribution retirement plan under IRS Code Section 403(b), which covers substantially all full-time salaried employees. Under a salary reduction agreement, eligible employees may contribute a portion of their compensation to the plan, on a tax-deferred basis. The Entities match employee contributions up to 6% of annual compensation. The Entities' contributions to the plan for the year ended September 30, 2017 totaled \$72,046.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2017**

8. PERMANENTLY RESTRICTED NET ASSETS

AIHEC's endowment consists of donor-restricted endowment funds. As required by GAAP, net assets associated with endowment funds, including funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions. The Board of Directors has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, AIHEC classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the organization in a manner consistent with the standard of prudence prescribed by UPMIFA.

In accordance with UPMIFA, AIHEC considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds.

- The duration and preservation of the fund;
- The purpose of the organization and the donor-restricted endowment fund;
- General economic conditions and the possible effect of inflation and deflation;
- The expected total return from income and the appreciation of investments; and
- Investment policies of the organization.

Endowment net asset composition by type of fund as of September 30, 2017:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
American Indian Higher Education Consortium Student Congress	\$ <u> -</u>	\$ <u> -</u>	\$ <u> 255,000</u>	\$ <u> 255,000</u>

9. CHANGE IN NET ASSETS

As of September 30, 2017, AIHEC has 82.37% interest in the Trust. The change in net assets for the year ended September 30, 2017 was attributable to:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
American Indian Higher Education Consortium (AIHEC)	\$ <u> 134,675</u>	\$ <u> 3,587</u>	\$ <u> -</u>	\$ <u> 138,262</u>

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2017**

10. ADVERTISING

Included in Tribal College Journal program expenses in the Consolidated Statement of Activities and Change in Net Assets are direct advertising costs for the Tribal College Journal in the amount of \$47,569 for the year ended September 30, 2017.

11. SUBSEQUENT EVENTS

In preparing these financial statements, AIHEC has evaluated events and transactions for potential recognition or disclosure through April 24, 2018, the date the financial statements were issued.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST
CONSOLIDATING SCHEDULE OF FINANCIAL POSITION
AS OF SEPTEMBER 30, 2017**

ASSETS					
	AIHEC	The Trust	Non- Controlling Interest	Eliminations	Total
CURRENT ASSETS					
Cash and cash equivalents	\$ 2,757,995	\$ -	\$ -	\$ -	\$ 2,757,995
Accounts receivable	212,694	-	-	(202,926)	9,768
Grants receivable	582,219	-	-	-	582,219
Due from AIHEC	-	122,691	-	(122,691)	-
Prepaid expenses	85,718	-	-	-	85,718
Total current assets	<u>3,638,626</u>	<u>122,691</u>	<u>-</u>	<u>(325,617)</u>	<u>3,435,700</u>
BUILDING, LAND AND EQUIPMENT					
Land	-	335,204	-	-	335,204
Buildings	-	541,296	-	-	541,296
Equipment	-	71,454	-	-	71,454
	-	947,954	-	-	947,954
Less : Accumulated depreciation	-	(449,888)	-	-	(449,888)
Net building, land and equipment	<u>-</u>	<u>498,066</u>	<u>-</u>	<u>-</u>	<u>498,066</u>
OTHER ASSETS					
Investment in affiliate	347,576	-	-	(347,576)	-
Permanently restricted cash	255,000	-	-	-	255,000
Total other assets	<u>602,576</u>	<u>-</u>	<u>-</u>	<u>(347,576)</u>	<u>255,000</u>
TOTAL ASSETS	<u>\$ 4,241,202</u>	<u>\$ 620,757</u>	<u>\$ -</u>	<u>(673,193)</u>	<u>\$ 4,188,766</u>
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts payable	\$ 394,628	\$ 21,928	\$ -	\$ (207,050)	\$ 209,506
Accrued salaries and related benefits	265,765	-	-	-	265,765
Deferred revenue:					
Member dues	529,597	-	-	-	529,597
Contract	660,691	-	-	-	660,691
Subscription and advertising	31,764	-	-	-	31,764
Total current liabilities	<u>1,882,445</u>	<u>21,928</u>	<u>-</u>	<u>(207,050)</u>	<u>1,697,323</u>
NET ASSETS					
Unrestricted:					
Undesignated	1,560,821	598,829	(132,686)	(466,143)	1,560,821
Board designated	458,996	-	-	-	458,996
Non-controlling interest	-	-	132,686	-	132,686
Total unrestricted	<u>2,019,817</u>	<u>598,829</u>	<u>-</u>	<u>(466,143)</u>	<u>2,152,503</u>
Temporarily restricted	83,940	-	-	-	83,940
Permanently restricted	255,000	-	-	-	255,000
Total net assets	<u>2,358,757</u>	<u>598,829</u>	<u>-</u>	<u>(466,143)</u>	<u>2,491,443</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 4,241,202</u>	<u>\$ 620,757</u>	<u>\$ -</u>	<u>\$ (673,193)</u>	<u>\$ 4,188,766</u>

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATING SCHEDULE OF ACTIVITIES
FOR THE YEAR ENDED SEPTEMBER 30, 2017**

	AIHEC	The Trust	Eliminations	Total
UNRESTRICTED SUPPORT AND REVENUE				
Federal grants	\$ 3,386,845	\$ -	\$ -	\$ 3,386,845
Member dues	849,756	-	-	849,756
Contributions	393,256	-	-	393,256
Tribal Journal income	330,050	-	-	330,050
Rental income	-	60,000	(60,000)	-
Registration and sponsorship	27,408	-	-	27,408
Interest income	414	-	-	414
Other income	4,245	-	-	4,245
Net assets released from donor restrictions	13,913	-	-	13,913
Total unrestricted support and revenue	<u>5,005,887</u>	<u>60,000</u>	<u>(60,000)</u>	<u>5,005,887</u>
EXPENSES				
Program Services:				
BIA Technical Assistance	1,041,237	-	-	1,041,237
Other Federal Programs	1,206,603	-	-	1,206,603
National Science Foundation Programs	154,658	-	-	154,658
Indian Health Service Program	904,783	-	-	904,783
Private and Other Contracts	731,892	-	-	731,892
Total program services	<u>4,039,173</u>	<u>-</u>	<u>-</u>	<u>4,039,173</u>
Administrative and General	832,039	60,000	(60,000)	832,039
Total expenses	<u>4,871,212</u>	<u>60,000</u>	<u>(60,000)</u>	<u>4,871,212</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>\$ 134,675</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 134,675</u>
TEMPORARILY RESTRICTED SUPPORT AND REVENUE				
Registration and sponsorship	\$ 17,500	\$ -	\$ -	\$ 17,500
Net assets released from donor restrictions	(13,913)	-	-	(13,913)
CHANGE IN TEMPORARILY RESTRICTED NET ASSETS	<u>\$ 3,587</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,587</u>

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATING SCHEDULE OF CHANGE IN NET ASSETS
FOR THE YEAR ENDED SEPTEMBER 30, 2017**

	AIHEC	The Trust	Non- Controlling Interest	Eliminations	Total
UNRESTRICTED NET ASSETS					
Net assets at beginning of year	\$ 1,885,142	\$ 598,829	\$ 132,686	\$ (598,829)	\$ 2,017,828
Change in unrestricted net assets	134,675	-	-	-	134,675
UNRESTRICTED NET ASSETS AS END OF YEAR					
	\$ 2,019,817	\$ 598,829	\$ 132,686	\$ (598,829)	\$ 2,152,503
TEMPORARILY RESTRICTED NET ASSETS					
Net assets at beginning of year	\$ 80,353	\$ -	\$ -	\$ -	\$ 80,353
Change in temporarily restricted net assets	3,587	-	-	-	3,587
TEMPORARILY RESTRICTED NET ASSETS AT END OF YEAR					
	\$ 83,940	\$ -	\$ -	\$ -	\$ 83,940
PERMANENTLY RESTRICTED NET ASSETS					
Net assets at beginning of year	\$ 255,000	\$ -	\$ -	\$ -	\$ 255,000
PERMANENTLY RESTRICTED NET ASSETS AT END OF YEAR					
	\$ 255,000	\$ -	\$ -	\$ -	\$ 255,000

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED SEPTEMBER 30, 2017**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass- Through Entity Identifying Number	Passed- Through to Subrecipients	Total Federal Expenditures
U.S. Department of Interior:				
Indian Education Higher Education TA Grant Funding	15.028	N/A	\$ -	\$ 601,000
K-12 Student Enrichment Project	15.028	N/A	117,600	223,158
Records Management Course Development	15.114	N/A	<u>80,000</u>	<u>115,448</u>
Subtotal U.S. Department of Interior			<u>197,600</u>	<u>939,606</u>
U.S. Department of the Interior Bureau of Indian Affairs:				
Climate Change Adaption Tribal Liaison	15.156	N/A	<u>-</u>	<u>208,227</u>
Subtotal U.S. Department of the Interior Bureau of Indian Affairs:			<u>-</u>	<u>208,227</u>
U.S. Department of Energy:				
Tribal Colleges and Universities Advanced Manufacturing Network Initiative	81.123	N/A	<u>794,479</u>	<u>880,647</u>
Subtotal U.S. Department of Energy			<u>794,479</u>	<u>880,647</u>
U.S. Department of Health and Human Services:				
Indian Health Service Program	93.933	N/A	429,502	910,771
Indian Health Service Program	93.933	N/A	-	84,584
National Institute of General Medical Sciences	93.859	N/A	<u>-</u>	<u>4,987</u>
Subtotal U.S. Department of Health and Human Services			<u>429,502</u>	<u>1,000,342</u>
U.S. Department of Agriculture:				
Natural Resources Conservation Service	10.902	N/A	<u>-</u>	<u>167,905</u>
Subtotal U.S. Department of Agriculture			<u>-</u>	<u>167,905</u>
National Science Foundation:				
Indigenous Evaluation Framework: Research and Capacity Building	47.076	N/A	-	136,679
TCU STEM Student Success Collaborative	47.076	N/A	-	35,255
NSF CC Study	47.076	N/A	<u>-</u>	<u>18,184</u>
Subtotal National Science Foundation			<u>-</u>	<u>190,118</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>\$ 1,421,581</u>	<u>\$ 3,386,845</u>

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED SEPTEMBER 30, 2017

Note 1. Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the Federal award activity of AIHEC under programs of the Federal government for the year ended September 30, 2017. The information in this Schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Because the Schedule presents only a selected portion of the operations of AIHEC, it is not intended to and does not present the financial position, changes in net assets or cash flows of AIHEC.

Note 2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following, as applicable, either the cost principles in OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, or the cost principles contained in *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. AIHEC has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED SEPTEMBER 30, 2017**

Section I - Summary of Auditor's Results

Financial Statements

- 1). Type of auditor's report issued on whether the financial statements audited were prepared in accordance with GAAP on the accrual basis of accounting: **Unmodified**
- 2). Internal control over financial reporting:
- Material weakness(es) identified? Yes No
 - Significant deficiency(ies) identified that are not considered to be material weakness(es)? Yes None Reported
- 3). Noncompliance material to financial statements noted? Yes No

Federal Awards

- 4). Internal control over major programs:
- Material weakness(es) identified? Yes No
 - Significant deficiency(ies) identified that are not considered to be material weakness(es)? Yes None Reported
- 5). Type of auditor's report issued on compliance for major programs: **Unmodified**
- 6). Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? Yes No

7). Identification of major programs:

<u>Federal Program Title</u>	<u>CFDA Number</u>	<u>Expenditures</u>
U.S. Department of the Interior Bureau of Indian Affairs:		
Climate Change Adaption Tribal Liaison	15.156	\$ 208,227
U.S. Department of Health and Human Services:		
Indian Health Service Program	93.933	\$ 910,771
Indian Health Service Program	93.933	\$ 84,584

- 8). Dollar threshold used to distinguish between Type A and Type B programs: **\$750,000**
- 9). Auditee qualified as a low-risk auditee? Yes No

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED SEPTEMBER 30, 2017

Section II - Financial Statement Findings

There were no reportable deficiencies.

Section III - Federal Award Findings and Questioned Costs (2 CFR 200.516(a))

There were no reportable deficiencies.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Independent Auditor's Report

To the Board of Directors
American Indian Higher Education Consortium
Alexandria, Virginia

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the American Indian Higher Education Consortium (AIHEC) as of and for the year ended September 30, 2017, and the related notes to the financial statements, which collectively comprise AIHEC's basic financial statements, and have issued our report thereon dated April 24, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered AIHEC's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances, for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of AIHEC's internal control. Accordingly, we do not express an opinion on the effectiveness of AIHEC's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of AIHEC's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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MEMBER OF CPAMERICA INTERNATIONAL, AN AFFILIATE OF HORWATH INTERNATIONAL
MEMBER OF THE AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS' PRIVATE COMPANIES PRACTICE SECTION

Compliance and Other Matters

As part of obtaining reasonable assurance about whether AIHEC's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Gelman Rosenberg & Friedman".

April 24, 2018

GELMAN, ROSENBERG

& FREEDMAN

CERTIFIED PUBLIC ACCOUNTANTS



REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY TITLE 2 U.S. CODE OF FEDERAL REGULATIONS (CFR) PART 200, UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS (UNIFORM GUIDANCE)

Independent Auditor's Report

To the Board of Directors
American Indian Higher Education Consortium
Alexandria, Virginia

Report on Compliance for Each Major Federal Program

We have audited the American Indian Higher Education Consortium's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of AIHEC's major federal programs for the year ended September 30, 2017. AIHEC's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of AIHEC's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (Uniform Guidance)*. Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about AIHEC's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of AIHEC's compliance.

Opinion on Each Major Federal Program

In our opinion, AIHEC complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended September 30, 2017.

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MEMBER OF CPAMERICA INTERNATIONAL, AN AFFILIATE OF HORWATH INTERNATIONAL
MEMBER OF THE AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS' PRIVATE COMPANIES PRACTICE SECTION

Report on Internal Control Over Compliance

Management of AIHEC is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered AIHEC's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of AIHEC's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



April 24, 2018

American Indian Higher Education Consortium								
Grants and Contracts								
Funding Sources	Funding Type	Grants Titles/Purpose	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit
AIHEC Ops.	Private	AIHEC Membership	10/01/2017 - 09/30/2018	\$ 883,190.00	\$ 883,190.00	\$ (627,159.26)	\$ 256,030.74	\$ 193,163.05
AIHEC ASC	Private	AIHEC Student Congress	10/01/2017 - 09/30/2018	\$ 18,500.00	\$ 18,000.00	\$ (21,638.35)	\$ (3,638.35)	\$ -
AIHEC SLT	Private	AIHEC Student Leadership Training	10/01/2017 - 09/30/2018	\$ 45,000.00	\$ 45,000.00	\$ (24,793.12)	\$ 20,206.88	\$ -
TCJ	Private	Tribal College Journal	10/01/2017 - 09/30/2018	\$ 370,360.19	\$ 370,360.19	\$ (351,374.01)	\$ 18,986.18	\$ -
Bureau of Indian Education (BIE)	Federal	TCU Technical Assistance	07/01/2017 - 09/30/2018	\$ 601,000.00	\$ 601,000.00	\$ (458,740.05)	\$ 142,259.95	\$ (43,850.91)
Bureau of Indian Education (BIE)	Federal	AIHEC-BIE College Bound Initiative supports TCUs to conduct a range of enrichment and intervention strategies with their local BIE K-16 feeder schools.	02/02/2015 - 07/31/2017 NCE: 12/31/2018	\$ 995,804.00	\$ 42,913.34	\$ (7,407.50)	\$ 35,505.84	\$ (1,302.58)
Department of the Interior	Federal	DOI Records Management Course Development Project: AIHEC, in coordination with DOI and selected TCUs will develop and offer two 16-week records management course for online and traditional classroom delivery.	07/01/16-06/30/18 Projected end: 06/30/21 (In effect from signature date to 5 years)	\$ 650,000.00	\$ 132,237.00	\$ (119,918.74)	\$ 12,318.26	\$ (1,982.47)
NARCH- Health and Human Services	Federal	NARCH: Development of TCU behavioral health research and education programs; Supports faculty development; faculty release time; student researchers; and student professional development.	09/30/2013 - 09/14/2018 NCE: 09/15/2018 - 09/14/2019 5 Year total not available	\$ 4,505,374.00	\$ 844,483.00	\$ (635,255.69)	\$ 209,227.31	\$ (43,832.74)
IHS-Health and Human Services	Federal	Growing the AI/AN Research Community: An Native Research Network (NRN) and AIHEC Health Research Initiative.	02/01/2017-01/31/2022 02/01/2018-01/31/2019 5 Year total not available	\$ 162,500.00	\$ 15,415.61	\$ (38,419.83)	\$ (23,004.22)	\$ (2,104.90)
NIH IPERT Asetone Network Project	Federal	Asetone Network Project: A multi-institutional initiative that will provide outreach, education, and mentoring activities to students at the nation's 37 Tribal Colleges and universities.	9/1/2017-8/31/2019 (7-month NCE Period)	\$ 400,257.00	\$ 400,257.00	\$ (218,997.36)	\$ 181,259.64	\$ (19,653.19)
Corporation for National and Community Service (CNCS)		VISTA-Corporation for National and Community Service	4/15/2018 - 4/13/2019	\$ 37,000.00		\$ (13,896.95)		\$ -
DOE Advanced Manufacturing Network-Phase II	Federal	Tribal Colleges and Universities Advanced Manufacturing Network-Phase II: This initiative will expand faculty professional development, development of advanced manufacturing courses and a Summer Institute hosted annually by a Tribal College for faculty and students.	10/01/16-09/30/19 10/01/18-09/30/19	\$ 3,442,277.59	\$ 1,069,096.85	\$ (1,051,956.17)	\$ 17,140.68	\$ (18,440.65)
USDA-NRCS	Federal	Tribal Farmers, Ranchers, and Community Support Project: Supports TCUs in offering training and support to local farmers, ranchers, and community members in accessing available USDA resources to help improve their farming and ranching practices, and to support climate change vulnerability studies and resource assessments	09/30/2016 - 09/30/2018	\$ 450,000.00	\$ 96,796.00	\$ (94,838.72)	\$ 1,957.28	\$ (8,084.78)

American Indian Higher Education Consortium								
Grants and Contracts								
Funding Sources	Funding Type	Grants Titles/Purpose	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit
USDA-OPPE	Federal	Outreach and Assistance for Socially Disadvantaged and Veteran Farmers and Ranchers Program: This project will provide direct services to Native farmers, ranchers and veterans in at least four Tribal nations through local agribusiness practice improvement workshops and one-on-one technical assistance interactions with area farmers and ranchers by trained undergraduate student fellows, TCU land-grant staff, and regional USDA personnel.	9/28/2018 - 9/27/2019	\$ 200,000.00		\$ -	\$ -	
USDA-NRCS	Federal	The Tribal Agribusiness Curriculum Development Program will support TCUs to more effectively engage and prepare TCU students to pursue agriculture related business and financial management careers in the U.S. Department of Agriculture and the agriculture industry.	09/29/2017 - 09/28/2018 NCE: 3-month ending 12/28/18	\$ 400,000.00	\$ 400,000.00	\$ (318,151.32)	\$ 81,848.68	\$ (3,090.31)
National Science Foundation	Federal	Indigenous Evaluation Framework: Research and Capacity Building; supports implementation of the Indigenous Evaluation Framework at a cohort of TCUs and research investigating the impact of IEF on the institution's STEM programs.	10/01/2013 - 09/30/2018 09/30/2017 - 09/30/2018 NCE: Pending (9/30/19)	\$ 790,000.00	\$ 233,785.00	\$ (64,156.62)	\$ 169,628.38	\$ (6,420.70)
National Science Foundation	Federal	TCU STEM Student Success Collaborative (WIDER): Supports two cohorts of TCU faculty with incorporating problem-based learning activities into their STEM instruction.	09/15/2013 - 08/31/2018 NCE: 9/30/18 -9/30/2019	\$ 749,977.00	\$ 281,316.00	\$ (70,793.94)	\$ 210,522.06	\$ (4,052.98)
TCU Cyberinfrastructure initiative:	Federal	TCU Cyberinfrastructure initiative: A study of Tribal College and University Cyberinfrastructure and supported STEM program	9/1/2017 - 08/31/2019	\$ 834,308.00	\$ 419,583.00	\$ (230,980.09)	\$ 188,602.91	\$ (20,362.38)
Bureau of Indian Affairs	Federal	BIA Climate Change Adaption Tribal Liaison: will support one tribal science liaison in the Southwest Climate Science Center to address tribal climate change science needs.	10/01/2016 - 09/30/2018	\$ 585,756.00	\$ 352,697.70	\$ (130,565.00)	\$ 222,132.70	\$ (12,206.85)
USDA-NRCS	Federal	NRCS Natural Resources Conservation Pilot Initiative is focused on engagement in planning and implementing conservation practices that enhance the natural resources on Tribal lands.	5/21/2018 -9/30/2019	\$ 225,000.00		\$ -	\$ -	
Helmsley Foundation	Private	TCU Native Pathways to Student Success: AIHEC and Achieving the Dream (ATD) will address issues that small and very rural TCUs have identified as critical barriers to student retention and completion.	08/01/2016-01/31/2019	\$ 304,060.00	\$ 149,646.30	\$ (129,708.50)	\$ 19,937.80	\$ (7,777.61)
Northwest Area Foundation (NAAF)	Private	Strengthening the Workforce Development and Apprenticeship Programs at Montana Tribal Colleges and Communities	7/1/2018 - 12/31/2018	\$ 55,873.00		\$ (48.04)	\$ -	
AIHEC AIMS Data Services (A*CF)	Private	AIHEC-AIMS	01/01/2018 - 12/31/2018	\$ 100,000.00	\$ 100,000.00	\$ (109,194.69)	\$ (9,194.69)	\$ -

AIHEC CODE OF CONDUCT

The values of Integrity, Loyalty, Equality, Respect, Honor, and Trust form the foundation and framework of this Code of Conduct and reflected throughout. The goal of the AIHEC Code of Conduct is to assist Members of AIHEC in exercising these values at all times when interacting with one another, with Indigenous people throughout the world, and in our daily professional lives.

The American Indian Higher Education Consortium (AIHEC) Board of Directors adopted this Code of Conduct on March 23, 2007 for the AIHEC board members, representatives, and staff (hereafter referred as AIHEC members, representatives, and staff). This Code expresses the ethical principles and guidelines for the conduct of all members, staff¹, contractors, and sanctioned organizations of AIHEC, when serving as a representative of AIHEC or participating in AIHEC sponsored events. It also informs the public of the standards of ethical conduct for which the members of AIHEC are responsible.

¹ Nothing in this Code of Conduct shall supersede any policy, rule, or practice stated in the AIHEC Employee Manual.

PRINCIPLES OF THE AIHEC CODE OF CONDUCT

The five principles of the AIHEC Code of Conduct include Integrity, Loyalty, Equality and Respect, Honor and Trust, and Confidentiality.

I. INTEGRITY:

- a. AIHEC members, representatives, and staff will act with integrity in their relationships; cooperate and treat others with respect, honesty, and fairness; and recognize and accept the rights of others to hold values and beliefs that differ from their own.
- b. AIHEC members, representatives, and staff will maintain the AIHEC Code of Conduct when engaged in AIHEC related activities and when representing AIHEC in any capacity.
- c. AIHEC members, representatives, and staff will avoid creating the impression that they are speaking or acting on behalf of AIHEC when acting or speaking as an individual.
- d. AIHEC members, representatives, and staff will not use their position with the organization for private gain, for the endorsement of any product with the intent of private gain, or for the private gain of any friends or family members. AIHEC members, representatives and staff will not endorse a particular political candidate or political party on behalf of AIHEC.

II. LOYALTY:

- a. AIHEC members, representatives, and staff will be loyal to AIHEC and its mission.
- b. AIHEC members, representatives, and staff will use the AIHEC Code of Conduct as a guideline in conducting their business.

III. EQUALITY AND RESPECT:

- a. AIHEC members, representatives, and staff will respect all cultures and will conduct themselves respectfully when handling sensitive cultural information being shared by others.
- b. AIHEC members, representatives, and staff will treat each

other with professionalism, courtesy, and respect; will speak professionally, respectfully, and courteously when interacting with one another; and will support and protect diversity of opinion.

- c. AIHEC members, representatives, and staff will conduct themselves with full decorum, employing self-discipline and politesse during all meetings of AIHEC. Members will abide by AIHEC bylaws and its Code of Conduct, thereby exhibiting due respect for the rules of AIHEC, its members, representatives, and staff.
- d. AIHEC members, representatives, and staff will not improperly influence other board members and will preclude intimidation, exclusion, harassment, favoritism, and discrimination.

IV. HONOR AND TRUST:

- a. AIHEC members, representatives, and staff will accurately represent their qualifications, educational background, experience, and professional credentials.
- b. AIHEC members, representatives, and staff will not allow their private opinions and interests, personal, financial or of any other sort, to conflict or appear to conflict with their professional duties and responsibilities as members, representatives and staff of AIHEC. They will avoid any conduct that could lead a reasonable person to conclude that the individual might be biased or motivated by personal gain or private opinions or interests in the performance of duties involving AIHEC. They will disclose all known or potential conflicts of interest in accordance with AIHEC policy.
- c. AIHEC members, representatives, and staff will not take credit for others' ideas or work, even in cases where the work has not been explicitly protected by copyright or patent.

V. CONFIDENTIALITY:

- a. AIHEC members, representatives, and staff will respect the privacy and private information of others.
- b. AIHEC members, representatives, and staff will not disclose to an unauthorized individual or organization, without the express consent of the Board of Directors, any confidential, privileged, or nonpublic information entrusted to them.

AIHEC Board Meeting Report – October 10, 2018
Lawrence Shorty, USDA 1994 Program Director

1. Capacity Building Activities

- a. United Tribes Technical College Tribal Leaders Summit – September 6, 2018
 - USDA participated in a roundtable discussion about its programs and services. We encourage you to consider requesting similar engagement opportunities at your schools.
- b. Agriculture Marketing Service (AMS) Local Foods
 - AMS developed a one page USDA Programs in the Local Food Supply Chain document. It describes the agencies and programs you may access to help develop local and regional food economies.

This URL provides links to the individual USDA programs and their descriptions:
https://www.usda.gov/sites/default/files/documents/FoodSupplyChain_v8.pdf

- c. Please expect to see a survey about your school's and chartering tribe's priorities. Your answers to the survey will help us be responsive to your individual school's needs.

2. 25th Anniversary of the 1994 Land-Grant Institutions Activities Discussion

2019 is the 25th anniversary for when the 1994s got Land-Grant status. Below are some activities 1994s should consider. What are other activities we should incorporate in our celebrations?

- a. 2019 Ag Outlook Forum – February 21 & 22, 2019
 - USDA collaborated with the First American Land-Grant Consortium Network (FALCON) to develop a plan for inclusion of 1994 students in the annual Ag Outlook Forum for FY 2018. We supported 8 faculty and students, the conference organizers ensured the participants had VIP seating and received a verbalized acknowledgement during the plenary session. The organizers also agreed to include the 1994s in their recruitment for the FY 2019 conference.
 - Contest Requirements – see attached
- b. 2019 National Ag Day – March 19, 2019; National Ag Week March 17-23, 2019
We hope broaden the number of student organizations that attended USDA's FY2018 National Ag Day with the expected outcome of a 1994 land-grant contingent attending this activity for the first time.

3. Student Work Experience and Career Promotion

- a. Office of Partnerships & Public Engagement, Office of Tribal Relations – We are pleased to support the collaboration with Farm Service Agency and Office of Partnership & Public Engagement funds for agriculture curriculum development. We are pleased with the proposed outcomes with number of courses (7! – 3 more than what we agreed upon) that reflect both the general need and tribal specific needs.
- b. Agriculture Marketing Service – one 1994 Land-Grant student was placed.

- c. Animal Plant Health Inspection Service (APHIS) – with Navajo Technical University, students were placed in its agency. APHIS is broadening its work with other 1994 Land-Grant Institutions.
 - d. Agriculture Research Service (ARS) – ARS and the Office of Partnerships & Public Engagement supported 6 1994 Land-Grant students to introduce them to the ARS research over a two week period.
 - e. Forest Service (FS) – with the Southwestern Indian Polytechnic Institute (SIPI) and the Society for Range Management, will collaborate to host high school and college freshmen over the summer to introduce them to federal careers.
 - f. Forest Service used the Thurgood Marshall College Fund (TMCf) and the Hispanic Association of Colleges and Universities (HACU) to place two 1994 Land-Grant students within the agency for geographic information system placements.
 - g. Natural Resource Conservation Service (NRCS) – North Dakota NRCS State Conservationist has pledged to help develop a work experience pipeline for 1994 Land-Grant students.
 - h. 1994 Land-Grant Student –Roland Begaye, HACU student
4. February 2019 Face-to-Face Meeting
- a. We should coordinate a 1994 Land-Grant celebration with other federal agencies.
 - b. What are topics you want addressed?

Program Contact:

Lawrence Shorty, Program Director
USDA 1994 Tribal Land-Grant Colleges and Universities Program
Office of Partnerships & Public Engagement
Lawrence.Shorty@osec.usda.gov
202-720-7265

The United States Department of Agriculture (USDA) share goals with the Tribal Colleges and Universities to ensure the 1994 Land-Grant Institutions have valuable access to this Department's programs and services. To accomplish this, I am asking each 1994 Land-Grant Institution to identify priorities that can be aligned with the USDA Mission Areas and their Agencies.

USDA can collaborate with tribal communities to support your schools' priorities in the following areas through technical assistance or to enrich students' abilities and experience through continuous and incidental funding and collaborative efforts, all of which are supportive of rural tribal economies and tribal sovereignty.

The USDA 1994 Tribal Land-Grant Colleges and Universities Program is also interested in learning about your priorities that do not appear to fit into the categories below so that we can help you find programs through other federal agencies that may be of interest (and may be interested in your schools!).

Agriculture & Food Sovereignty	Business/Management, computer science/technology finance
Agricultural Economics/Statistics/GIS	Agricultural Production and
Agronomy or Crop Science	Animal and Plant Health
Botany, Non-medical biological sciences Horticulture	Engineering (Agricultural
Fish, Game, or Wildlife Management	Forestry and Related Sciences
Home Economics/Nutrition/Human Development	Food Sciences/Technology
Natural Resources Management	Soil Conservation/Soil Science
Veterinary medicine	Climate Mitigation
Community Development	International Business/Exports

We are anticipating working with each of you to create a standardized agreement for each school that aligns with your individual priorities. We hope our efforts will increase meaningful collaboration between the USDA and our Tribal colleges and universities.

In anticipation of our next face-to-face meeting, we would like you to think about and answer the attached list of questions. The answers should be as long or short as you like, but it would help to have them written down. We will not be sharing your answers - but using them to work on a common document to help direct resources within USDA AFTER we speak with each of you about them..

Tribal Colleges and Universities Priorities – FY 2019

Institution

:

President

:

Contact information:

1. What are the top three infrastructure needs of your school?
2. What are the top three administrative needs of your school?
3. What courses of study are you most proud of? Why? What can USDA do to help your school excel in those areas?
4. What can USDA do to help with your school's curricula?
5. How can USDA help to provide work experiences for your students?
6. What can USDA do to help your school support Tribal business and economic development?
7. What can USDA do to help improve access to local foods?
8. What can USDA do to help students' academic and professional development?
9. What are ways we can collaborate that are not listed above?

USDA will match these with USDA Mission Areas and Agencies we will coordinate the development of a plan and MOU with your school to meet your goals.

Please return these to Lawrence Shorty, USDA 1994 Tribal Land-Grant Colleges and Universities Program, Director, at Lawrence.Shorty@osec.usda.gov by

- or as close to that date as possible so that we can finalize materials for the February 2019 meeting. You may call Lawrence at 202-720-7265.



USDA AGRICULTURAL OUTLOOK FORUM STUDENT DIVERSITY PROGRAM

Would you like to attend USDA's 2017 Agricultural Outlook Forum in Washington, DC?

USDA's Agricultural Outlook Forum provides producers, policymakers, business, government, and industry leaders with a unique opportunity to meet, exchange ideas, and discuss timely issues at the forefront of America's agriculture. In an effort to increase the present and future diversity participation at the Forum, USDA created a program providing sponsorship opportunities for junior and senior baccalaureate and graduate students to attend this annual event.

The 2017 Agricultural Outlook Forum will be held Feb. 23-24 in Arlington, Virginia, at the Crystal Gateway Marriott Hotel. Students will travel to Washington, DC Monday, Feb. 20. Tuesday, Feb. 21, USDA will host a briefing and discussion of career opportunities. Wednesday, Feb. 22, students will tour the Nation's Capital. Thursday and Friday, Feb. 23-24, students attend the Forum. The USDA Outlook Forum Student Diversity Program is designed to expose students to contemporary agribusiness, future trends, scientific research, and agricultural policy in today's real world environment.

TARGET: The program targets 30 agriculture, agricultural business, agricultural economics, communications, nutrition and food science or pre-veterinary junior or senior and graduate students. Students (20 undergraduate and 10 graduate) will come from Land-Grant Colleges and Universities, Hispanic-Serving Institutions, and Non-Land-Grant Colleges of Agriculture.

UNDERGRADUATE SELECTION CRITERIA: Students submit an application and one-page essay entitled "Agriculture as a Career" to their respective institution representative (i.e., academic dean or department chair). Each institution performs a "pre-selection" process by choosing the final best two essays among the applicants.

GRADUATE SELECTION CRITERIA: Students submit an application and essay (two-page maximum) entitled "The Greatest Challenge Facing Agriculture Over the Next 5 Years" to their respective institution representative (i.e., academic dean or department chair). Each institution performs a "pre-selection" process by choosing the final best two essays among the applicants.

ESSAY SUBMISSIONS: Schools will submit applications and essays (for both graduate and undergraduate students) to Lisa Purnell (lisa.purnell@osec.usda.gov) along with individual letters of recommendation from the institution's Academic Chair/Dean **by Monday, Nov. 28, 2016.** (Two undergraduate and one graduate position are reserved for University of Maryland Eastern Shore students.) **Essays must include student's name, major, and year in school.** Final selections will be made by Lisa Purnell, 1890 Program Liaison, USDA Office of Advocacy and Outreach and Harry Baumes, Director, USDA Office of Energy Policy and New Uses. Applicants must be U.S. citizens enrolled full-time in an academic institution as described above under the **Target** section at the time of application and the Forum.

TRAVEL ITINERARY: Registration, transportation and lodging are provided. Students are asked to bring resources to pay for their baggage fees (if applicable) and meals Monday and Tuesday, Feb. 20-21, and lunch on Wednesday. Forum meals and Wednesday breakfast and dinner are complimentary provided. Students will arrive in Washington, D.C. Monday, Feb. 20, 2017 and return home Friday, Feb. 24, 2017. The winners will be announced in January via the Forum website, press release and blog.

Agricultural Outlook Forum Student Diversity Program **Application**

The following information will be used only in connection with your application for the Student Diversity Program and will be divulged only to qualified persons who must see the information in the course of their duties. **Please type or print clearly and submit the completed fillable form, along with the required essay, to your college or university Academic Chair/Dean on or before November 28, 2016 or the deadline established by your school.**

U.S. Citizen Yes No

Female Male

Graduate Undergraduate

Classification (if undergraduate): Junior Senior

Name of College or University: _____

Name: _____
Last First Middle

E-mail: _____

Phone: _____
Cell Home

Nearest Major Airport: _____

FOR USDA USE ONLY:

- | | |
|---|---|
| <input type="checkbox"/> Recommendation Letter Received
<input type="checkbox"/> Airline Reservation Completed
Outbound Flight (to Reagan National):
Airport _____
Date _____
Departure Time _____
Arrival Time _____ | <input type="checkbox"/> Essay Received by Due Date
Ticket Cost: _____
Inbound Flight:
Airport _____
Date _____
Departure Time _____
Arrival Time _____ |
| <input type="checkbox"/> Additional Information

_____ | |

Animal Plant Health Inspection Services (APHIS)

USDA's, Animal Plant Health Inspection Services (APHIS) continues to strengthen and expand its developing partnerships with the Tribal College and Universities (TCUs). The goal of the partnerships are to try and increase the number of opportunities for students attending these institutions and to expose the students to variety of agriculture, natural resources and other science related fields.

In 2018, APHIS continued to support the Veterinary Technology Program (VTP) at Navajo Technical University (NTU). APHIS provided funding to assist NTU for the enhancement of the Veterinary Technology Program curriculum, expanding internships opportunities and reaching full accreditation from the American Veterinary Medical Associations. NTU placed (8) interns in various APHIS Programs during the summer of 2018.

APHIS continues to expand the partnership with Tribal Colleges and Universities to host the "Safeguarding Natural Heritage" (SNH) – summer youth programs. SNH is a 2-weeks camp that exposes students to variety of agriculture, natural resources, veterinary medicine, wildlife biology and several other science related fields. In 2018 APHIS expanded its hosting partners to include Navajo Technical University, Dine College, College of Menominee and Fond Du Lac Community College. In the previous year there were over (100+) students attending the summer youth programs.

APHIS continues to support the partnership with TCUs to host the "Tribal College/University – Internship Program". In 2018 APHIS expanded its hosting partners to include Navajo Technical University, Dine College, Southwest Indian Polytechnic Institute, Cankdeska Cikana Community College and Fond Du Lac Community College. APHIS also placed (7) interns from these college/universities within various APHIS Programs across the US.

Contact:

Terry Clark, APHIS National Tribal Liaison
(301) 440-4388 or Terry.W.Clark@aphis.usda.gov

USDA Forest Service, The Society for Range Management, and the Southwestern Indian Polytechnic Institute

The United States Department of Agriculture Forest Service (USFS) will collaborate with the Society for Range Management to conduct a project titled “Forest Service Natural Resources Discovery Camp” with the Southwest Indian Polytechnic Institute (SIPI). This project will directly impact SIPI students and potential graduating recruits by familiarizing them with careers requirements in natural resources, and introducing them to these career paths through experiential activities with agency and tribal staff members.

Activities will focus on 1) a week-long discovery camp to introduce students to different natural resource-related career paths in federal and tribal governments; and 2) problem-solving activities that help students learn how they can apply science to the study of natural resources and help them address their own community needs. It is anticipated that students may choose career paths that qualify for Forest Service Mission Critical Occupations in natural resources.

The target audience will be 35 SIPI students and up to 15 Native American graduating seniors. Students will receive credit for the Geographic Information System Seminar that SIPI hosts.

Program Contact:

Berlinda Baca, Branch Chief
Forest Service

USDA Forest Service
WO Civil Rights
Outreach & Diversity

p: 505-842-3863

c: 505-301-6004

f: 505-842-3807

berlindabaca@fs.fed.us

Strengthening the Pipeline: Native Attorneys from Pre-Law to Practice

The Pre-Law Summer Institute – The
History and Impact of the Program

2018 AIHEC Board of Directors Meeting
October 10, 2018
Helen B. Padilla and Rodina Cave Parnall,
American Indian Law Center, Inc.

Goals for this Meeting

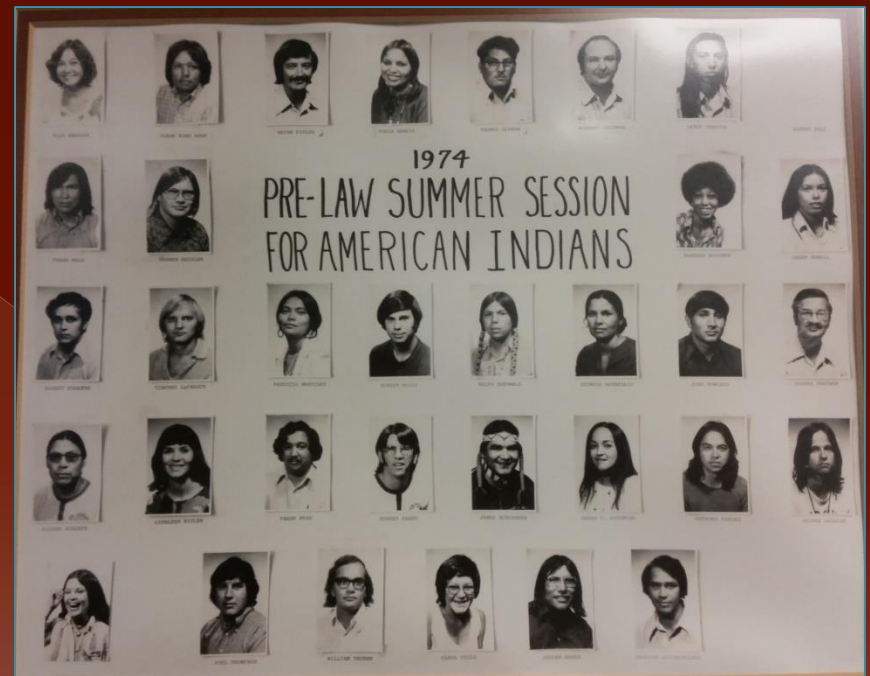
- Promote awareness of PLSI and opportunities available for American Indians and Alaskan Natives interested in law
- Connect to Tribal Colleges and Universities to share resources in advising pre-law students
- Promote the PLSI Pre-law Advisors conference scheduled for February 5-6, 2019

Demand for Native Attorneys

- American Indians and Alaska Natives, and their lands, are affected by laws and regulations more than any other group in the United States.
- Tribes and tribal entities need attorneys to advise on daily matters.
- More than 50 years ago, PLSI initiated a pipeline to law for American Indians and Alaska Natives and continues to develop programs and services to support Native law students.

Special Scholarship Program in Law for American Indians

- ❖ Began in 1967 at the University of New Mexico School of Law.
- ❖ Initially funded by the Office of Economic Opportunity.
- ❖ 8 week summer session
- ❖ Started with 20-30 Indian students per class.



Special Scholarship Program

- ❖ Designed to address barriers faced by Indian students, including lack of:
 - Confidence and ability to become lawyers;
 - Indian lawyer role models;
 - Adequate preparation at lower educational levels;
 - Knowledge of law school admission process;
 - Ability to perform well on standardized tests; and
 - Funding/Financial Aid.

Special Scholarship Program

- ❖ Challenged the arbitrariness of traditional admission standards by offering an alternative basis for admission to law school for Indian students.
- ❖ Celebrated 50th Anniversary in September 2017.



Special Scholarship Program

- ❖ Program's goal – produce successful Indian law students.
 - Good recruitment program.
 - Rigorous academic program.
 - Accurate and honest placement efforts.



Special Scholarship Program

- ❖ Barriers to success while in law school:
 - Financial Aid
 - Generous financial aid package awarded until 1986.
 - The “shy” Indian and the Socratic method.
 - 8 week “boot camp” allowed the students to experience first semester conditions in the company of fellow Indian students.
 - Isolation
 - Shared summer experience helped create great comfort and a sense of community.

Pre-Law Summer Institute (PLSI)

- ❖ 1971 – 1986: Scholarship program funded by BIA Higher Education funds.
- ❖ 1986 - 1987: Program not held due to funding cut off by the Department of Interior.
- ❖ 1988: Scholarship component removed and program renamed the “Pre-Law Summer Institute.”
- ❖ Funding for PLSI:
 - Bureau of Indian Education annual budget
 - LSAC
 - Private contributions - mostly PLSI alumni, a few Indian law firms, and Federal Bar Association

PLSI

- ❖ Still follows the original model.
 - Intensive 2-month program
 - Based on sound legal education principles
 - Prominent law professors from around the country
 - Students provided tuition, text books, and small living allowance
 - Cohort of Native students and supported by a strong network of Native lawyers.



PLSI

- ❖ By the end of summer, students will have:
 - Completed 8 weeks of 3 substantive law school courses and 1 advocacy course
 - Taken mid-term and final exams
 - Written a legal memo and an appellate brief
 - Presented a moot court argument



PLSI's Judicial Clerkship Program

- Looking past law school graduation for opportunities for PLSI alumni
- Relationship between judicial clerkships and securing judicial positions
- ABA Judicial Clerkship Program
 - > 3-day program at ABA mid-year meeting
 - > Research and writing project
 - > Q&A session with panel of judges and clerks

PLSI's Judicial Clerkship Program

- Past two years: clerks in NM Court of Appeals, Arizona Supreme Court, U.S. Courts of Appeals for Ninth and Tenth Circuits
- Q&A with panel of past clerks (PLSI alumni) every summer



PLSI's Native American Bar Passage Initiative

- Bar Review Course Reimbursement
- Attorney Coaching Program
- Examinee Cohort Development
- Resources for examinees
- Also available to Native Americans who did not attend PLSI



Pre-law Outreach

- Pipeline to Law Initiative for Native Americans
- Early outreach
- Working with NALSA to administer Practice LSAT



Connection to Alumni

- Integrate alumni components into the summer program
- Reunions
- CLEs highlight alumni and faculty
- NABA report on Native American Attorneys



PLSI's Impact

- ❖ Approximately 1300 students from over 200 U.S. tribes have attended the program
- ❖ Estimated 90% graduation success rate
- ❖ Recruitment increased from one school to over a dozen
- ❖ Students have attended 60 different law schools from across the country.



PLSI's Impact

- ❖ Assisted in the increase in Indian lawyers from 25 to over 2500
- ❖ Five Assistant Secretaries of Indian Affairs - Department of the Interior
- ❖ Other notable Indian attorneys serving in key tribal, state, and federal government positions, as well as private law firms across the country



PLSI's Impact

- ❖ Revolutionized the inclusion of Native Americans in the legal profession
- ❖ Nationally recognized and respected
- ❖ Recipient of the prestigious 2012 ABA Council's for Racial and Ethnic Diversity in the Educational Pipeline Award
- ❖ Strongly endorsed by a wide variety of both state and private law schools nationwide
- ❖ PLSI's goal continues to focus on preparing Indian law students to do well in law school



Thank you!



www.ailc-inc.org

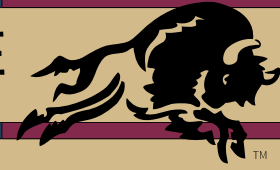
P.O. Box 4456
Albuquerque, NM 87196
(505) 277-5462

Resources

- ❖ Philip S. Deloria, *The American Indian Law Center: An Informal History*, 24 N.M. Law Rev. 285 (1994)
- ❖ Heidi Nesbitt, former PLSI Director
- ❖ Helen B. Padilla, Director, AILC

SALISH KOOTENAI COLLEGE

GROUNDED IN TRADITION. CHARGING INTO THE FUTURE.



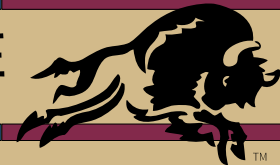
Implementation

1. VERY VERY BUSY – employee meetings, answering questions, getting information into the system for coverage
2. The more information you can get out through email, meetings, face to face the better
3. Employee's will start receiving insurance cards in about 3 weeks after enrollment
4. The billing is not very accurate for the first couple months, need to watch it closely



SALISH KOOTENAI COLLEGE

GROUNDED IN TRADITION. CHARGING INTO THE FUTURE.



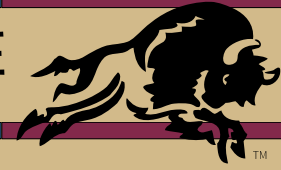
Miscellaneous

1. Open enrollment is mid-November – mid-December each year, with a January 1 plan year start
2. Rates usually come out at the end of September each year
 - a. Typically the rates go up 2.5-3.5 % each year, each plan will be different
3. There is no separate dental or vision coverage, you may need to go to a broker for those
4. For employee's that leave employment, they can elect Temporary Continuation of Coverage (TCC) for up to 18 months



SALISH KOOTENAI COLLEGE

GROUNDED IN TRADITION. CHARGING INTO THE FUTURE.



Federal Employee Health Benefit

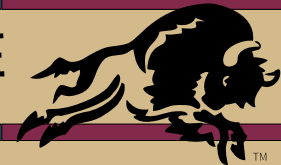
Eligibility:

Tribes and Tribal organizations carrying out programs under the Indian Self-Determination and Education Assistance Act (ISDEAA), and urban Indian organizations carrying out programs under title V, are eligible to purchase FEHB coverage.



SALISH KOOTENAI COLLEGE

GROUNDED IN TRADITION. CHARGING INTO THE FUTURE.



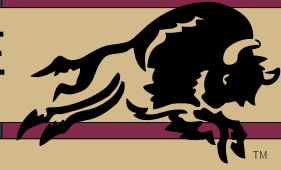
The Process:

1. Email tribal@opm.gov and let them know you want to join the program
 - a. They will send you a form to fill out and get your Tribe to sign that you are a “business entity”
2. You can start the program at anytime, but check with your current carrier to see when you can leave them.
3. It will usually take 60-90 days to get set up and everyone enrolled in the program.



SALISH KOOTENAI COLLEGE

GROUNDED IN TRADITION. CHARGING INTO THE FUTURE.



The Plans

1. Depending on your area, anywhere from 15-25 plans are available, all of the plans must be offered to all employees
2. Decide how much the College is going to pay toward the premium, must be at least the required minimum, but can be as much as 100% of the premium
3. There is a monthly charge of \$15.50 per employee over and above the premium



CAPTURING
THE VISION



SALISH KOOTENAI COLLEGE

GROUNDED IN TRADITION. CHARGING INTO THE FUTURE.



Training

1. The College will need 2 benefit officer/security officers (they can be the same 2 people or 4 different people)
2. Have the BO/SO attend a training in DC with OPM that will take them through all the enrollment steps and procedures
3. OPM provides ongoing webinars and calls each year.



CAPTURING
THE VISION



FACT SHEET

New Flexibility for Tribal Employer Participation in the FEHB Program

OPM is making it easier for tribal employers to enroll their employees in the Federal Employees Health Benefits (FEHB) Program. Under existing rules, a tribal employer could only participate in the FEHB Program if the employer purchased FEHB coverage for all of the tribal employer's employees under all of the employer's business units, such as casinos, resorts, schools, and other companies. OPM will now provide more flexibility to tribal employers, so that they can choose FEHB coverage for one or more business units.

Tribes or tribal organizations carrying out programs under the Indian Self-Determination and Education Assistance Act (ISDEAA) and urban Indian organizations carrying out programs under Title V of the Indian Health Care Improvement Act (IHCIA) are entitled to purchase FEHB coverage for their employees.

The new flexibility gives tribal employers more options:

- A tribal employer may enroll one or more business units carrying out programs or activities under ISDEAA or IHCIA.
- Once a tribal employer has enrolled at least one business unit carrying out programs or activities under ISDEAA or IHCIA in the FEHB Program, the tribal employer may enroll one or more business units that are not carrying out these programs or activities.
- A business unit that is part of a tribe, tribal organization, or urban Indian organization and that has its own ISDEAA or IHCIA contract may participate in the FEHB Program in its own right and enroll the tribal employees of the business unit in the FEHB Program, whether or not its parent tribe, tribal organization, or urban Indian organization participates in the FEHB Program. A business unit with its own ISDEAA or IHCIA contract may not enroll any other business units of the tribe, tribal organization, or urban Indian organization in the FEHB Program.
- A participating tribal employer must offer FEHB coverage to all tribal employees of each business unit the tribal employer chooses to enroll in the FEHB Program.

This new policy takes effect as of November 20, 2014.

Comments or questions should be directed to the OPM Tribal Desk at 202-606-2530 or tribalprograms@opm.gov.

FEHB Program

Tribal FastFacts

Selecting a Health Plan During the Initial Enrollment Opportunity for Tribal Employees

As an employee of an entitled Indian tribe, tribal organization, or urban Indian organization that has elected to participate in the Federal Employees Health Benefits (FEHB) Program, you have the opportunity to make important decisions about your health insurance benefits. This fact sheet will help you select the plan that best meets your needs.

What types of plans does the FEHB Program offer?

Employees eligible to participate in the FEHB Program can choose from a number of health insurance plans. The following chart compares the types of plans available to help you select the one that is best for you. You can also learn more about the plan types available at <http://www.opm.gov/insure/health/planinfo/types.asp>.

	Choice of doctors, hospitals, pharmacies, and other providers	Specialty care	Out-of-pocket costs	Paperwork
Fee-for-Service w/PPO (Preferred Provider Organization)	You must use the plan's network to reduce your out-of-pocket costs. For BCBS Basic Option, you must use preferred providers for your care to be eligible for benefits.	Referral not required to receive benefits.	You pay fewer costs if you use a PPO provider than if you don't.	Some, if you don't use network providers.
Health Maintenance Organization	You generally must use the plan's network to reduce your out-of-pocket costs.	Referral generally required from primary care doctors to receive benefits.	Your out-of-pocket costs are generally limited to copayments.	Little, if any.
Point-of-Service	You must use the plan's network to reduce your out-of-pocket costs. You may go outside the network but you will pay more.	Referral generally required to receive maximum benefits.	You pay less if you use a network provider than if you don't.	Little, if you use the network. You have to file your own claims if you don't use the network.
Consumer-Driven Plans w/Health Reimbursement Arrangement (HRA)	You may use network and non-network providers. You will pay more by not using the network.	Referral not required to receive maximum benefits from PPOs.	You will pay an annual deductible and cost-sharing. You pay less if you use the network.	Some, if you don't use network providers. You may need to file a claim for reimbursement from your HRA.
High Deductible Health Plans w/Health Savings Account (HSA) or Health Reimbursement Arrangement (HRA)	Some plans are network only; others pay something even if you do not use a network provider.	Referral not required to receive maximum benefits from PPO.	You will pay an annual deductible and cost-sharing. You pay less if you use the network.	Some, if you don't use network providers. You may need to file a claim for reimbursement from your HSA or HRA.

What should you consider when choosing a plan?

You will have a variety of plans to choose from. We have a tool on our website that will help you compare available plans and narrow your choice based on the benefits that are important to you at

www.opm.gov/fehcompare.

Ask yourself these questions:

1. How much does the plan cost?

- To review the 2016 premiums for the FEHB plan you are considering visit the OPM website at <https://www.opm.gov/healthcare-insurance/tribal-employers/benefits-premiums/>. Each health plan carrier under the FEHB Program charges a different premium. You are responsible for, at a maximum, the same premium contribution as Federal employees. Your tribal employer pays the remainder and should provide you with exact rates.

2. What benefits does the plan cover?

- Think about the expected healthcare needs of yourself and your family in the upcoming year. For example, are you expecting a baby? Does someone in your family need surgery? Do you rely on certain prescription medications? Make sure the plan covers the services or supplies that are important to you, and know its limitations and exclusions.

3. What are my out-of-pocket costs?

- Does the plan charge a deductible (the amount you must first pay before the plan begins to pay benefits)? What is the copay or coinsurance (the amount you share in the cost of service or supply)? To review costs for FEHB plans, visit the OPM website at <https://www.opm.gov/healthcare-insurance/tribal-employers/benefits-premiums/>.

4. Who are the doctors, hospitals, and other care providers I can use?

- Your costs are lower when you use providers who are part of the plan; these are “in-network” providers. If you already have a doctor you prefer, make sure that your doctor participates in the network of the plan you are considering. Please remember that provider participation in the network is voluntary, and a provider may terminate the agreement at any time. Agreements made between and FEHB plan and individual health care providers are private transactions, the Office of Personnel Management does not negotiate contracts with health care providers.

5. How well does my plan provide quality care? Quality care varies from plan to plan; here are three sources for reviewing quality:

- Member survey results- evaluations by current plan members are posted in our Health Plan Comparison Tool when you enter your ZIP code at www.opm.gov/fehcompare.
- Effectiveness of care- how a plan performs in preventing or treating common conditions is measured by Healthcare Effectiveness Data and Information Set and is found at www.opm.gov/insure/health/planinfo/quality/hedis.aspx.
- Accreditation- evaluations of health plans by independent accrediting organizations. Check the cover of your health plan’s brochure for its accreditation or go to <http://reportcard.ncqa.org/plan/external/plansearch.aspx>.

Do not rely solely on this fact sheet.

Always refer to the individual plan brochures before making your final decision.

Quick Guide to FEHB for Tribal Employees

FEHB	
FFS, HMO, CDHP, HDHP (with an HSA or HRA for HDHP only)	
What do the acronyms stand for?	<ul style="list-style-type: none"> ▪ Federal Employees Health Benefits (FEHB) Program ▪ Fee-For-Service (FFS) ▪ Health Maintenance Organization (HMO) ▪ Consumer Driven Health Plan (CDHP) ▪ High Deductible Health Plan (HDHP) ▪ Health Savings Account (HSA) ▪ Health Reimbursement Arrangement (HRA) ▪ United States Code (U.S.C.) ▪ Code of Federal Regulations (C.F.R.)
When did the Program start?	1960
Which law governs this Program?	5 U.S.C. Chapter 89; 25 U.S.C. § 1647b
What regulations implement this law?	5 C.F.R. Part 890
Who administers this Program?	OPM / FEHB Program Carriers / Participating Tribal Employers
What types of plans are available?	<ul style="list-style-type: none"> ▪ FFS with Preferred Provider Organization (PPO) ▪ HMO ▪ CDHP ▪ HDHP with an HSA or HRA
Which tribal employers are eligible to participate in FEHB?	<p>The Affordable Care Act (healthcare reform law) states that</p> <p>(1) urban Indian organizations carrying out programs under Title V of the Indian Health Care Improvement Act and</p> <p>(2) Indian tribes or tribal organizations carrying out programs under the Indian Self-Determination and Education Assistance Act are entitled to purchase coverage, rights, and benefits of the FEHB program for their employees.</p> <p>OPM uses the term “tribal employer” to refer to Indian tribes, tribal organizations, and urban Indian organizations.</p>
If a tribal employer participates in FEHB, which employees are eligible?	Tribal employees who are considered common law employees and meet FEHB requirements for the type of employment (e.g., full-time, seasonal) are eligible to enroll in FEHB. Employees with eligibility questions should contact their employing office.
Are tribal retirees eligible to enroll?	No.
Which family members are eligible?	<ul style="list-style-type: none"> ▪ A spouse (including a common law spouse in states that recognize common law marriage) ▪ Children under age 26, including adopted children, recognized natural children or stepchildren; or foster children living with employee in regular parent- child relationship. ▪ Children age 26 or older incapable of self-support, if disabling condition began before age 26
Which family members are not eligible?	<ul style="list-style-type: none"> ▪ Grandchildren, unless foster child requirements (as defined in the Handbook) are met ▪ Parents ▪ Siblings ▪ In-laws
How long does a new employee have to enroll?	If your tribal employer has recently joined the FEHB Program, please contact your employing office for details. If you are a new employee of a tribal employer that already participates in the FEHB Program, you have 60 days from the date of becoming eligible to enroll.

Quick Guide to FEHB for Tribal Employees

How do new employees enroll?	Complete and submit a Standard Form (SF) 2809 to your employing office. You can obtain an SF 2809 from the Office of Personnel Management's website at www.opm.gov/forms/pdf_fill/sf2809.pdf or from your employing office.
When does coverage become effective for new employees?	The first day of the first pay period that begins after your FEHB enrollment request is received and that follows a pay period during any part of which you were in pay status.
What are the enrollment types?	<ul style="list-style-type: none"> ▪ Self Only ▪ Self Plus One ▪ Self and Family
Do employees have to re-enroll each year?	No.
When is Open Season?	Annually - Monday of the 2nd full work week in November to the Monday of the 2nd full work week in December.
When do Open Season changes become effective?	January 1st of the following calendar year.
What actions can an employee take during Open Season?	<ul style="list-style-type: none"> ▪ Enroll in a plan in the FEHB Program, if not already enrolled ▪ Cancel FEHB enrollment ▪ Change type of enrollment (Self Only , Self Plus One, or Self and Family) ▪ Change from one plan or option to another ▪ Participate or waive premium conversion, if employing office participates in premium conversion
Are there additional opportunities to enroll or change enrollment?	Yes, Qualifying Life Events (QLE) as defined below.
What are common qualifying life events (QLE)?	<ul style="list-style-type: none"> ▪ Change in family status ▪ Change in employment status ▪ You or a family member lose FEHB or other health insurance coverage ▪ For more information, see SF 2809 for the Tables of Permissible Changes in Enrollment
What changes are employees allowed to make due to a QLE?	The QLE determines which action(s) may be taken: <ul style="list-style-type: none"> ▪ Enroll in a plan in the FEHB Program, if not already enrolled ▪ Cancel FEHB enrollment ▪ Change type of enrollment (Self Only vs. Self and Family) ▪ Change from one plan or option to another ▪ Participate or waive premium conversion, if employing office participates in premium conversion
What is the effective date for an enrollment change outside of Open Season?	Generally, the first day of the first pay period that begins after your enrollment request is received and that follows a pay period during any part of which you were in pay status.
What is the timeframe for making changes due to a QLE?	Generally, 31 days before to 60 days after the QLE.
Will employees' salary contributions be pre-tax?	Please contact your employing office to see if they permit the use of pre-tax dollars (i.e., premium conversion) to pay for insurance premium payments.
How do employees pay premiums?	Salary deduction.
Is there an employing office contribution to the premiums?	Premiums vary by plan. Your employing office contributes at least the same amount as the Government contributes for federal employees for each plan and you pay the balance, which, at maximum is approximately 30%. However, if you are a part-time employee, your premiums will be pro-rated so they may be higher. Please contact your employing office for details.

Quick Guide to FEHB for Tribal Employees

<p>Can an employee continue coverage when in an insufficient or nonpay status?</p>	<ul style="list-style-type: none"> ▪ If your employing office offers Leave With Out Pay (i.e. unpaid leave), then yes, your coverage may continue for up to 365 days. You must elect to continue or terminate enrollment. ▪ If you continue FEHB enrollment, you may pay premiums directly to the employing office or incur a debt to the employing office. The employing office must pay premiums to the National Finance Center (NFC). ▪ Non-pay status can be continuous or broken by periods of less than 4 months of pay status. ▪ If you return to pay status, you must elect to enroll—it's not automatic—and you have 60 days to enroll after returning.
<p>Can employees continue coverage when they leave tribal employment?</p>	<p>You have a free 31-day extension of coverage. You also have the opportunity to enroll in Temporary Continuation of Coverage (TCC) for up to 18 months and to convert to an individual policy with the health plan in which you are enrolled or receive assistance in obtaining coverage inside or outside the health insurance exchanges.</p>
<p>Can family members continue coverage when they are no longer eligible family members (e.g., a child turns 26, a former spouse after a divorce)?</p>	<p>These family members will have a free 31-day extension of coverage. They will also have the opportunity to enroll in TCC for up to 36 months and to convert to an individual policy with the health plan in which they are enrolled or assistance in obtaining coverage inside or outside the health insurance exchanges.</p>
<p>Can an employee's family continue coverage after the death of the employee?</p>	<p>Family members may be eligible to continue coverage as described below:</p> <ul style="list-style-type: none"> * if you have a Self and Family or Self Plus One FEHB enrollment with only a spouse, the spouse is eligible for conversion to non-group (private) coverage or can receive assistance in obtaining coverage inside or outside the health insurance exchanges ; * if you have a Self and Family FEHB enrollment with a child or children, the child(ren) are eligible for TCC and may cover the spouse. Eligible family members may convert to non-group (private) coverage or receive assistance in obtaining coverage inside or outside the health insurance exchanges, when TCC expires at the end of 36 months.
<p>Can an employee cancel coverage at any time?</p>	<p>If you participate in premium conversion, you can only cancel during Open Season or when experiencing a specific QLE. If you do not participate in premium conversion, you can cancel at any time.</p>
<p>What happens if an employee is called to active duty in the military?</p>	<ul style="list-style-type: none"> ▪ Can elect to continue enrollment or terminate. ▪ If continuing, coverage terminates at the end of 24 months. ▪ If called up for contingency operation, employing office may pay premiums. ▪ If not in support of contingency operation, you are responsible for premiums.
<p>What happens when someone returns from active duty in the military?</p>	<ul style="list-style-type: none"> ▪ If enrollment terminated, coverage is reinstated the day you return. ▪ You can waive reinstatement to use your transitional TRICARE benefits.
<p>Can an employee appeal a plan's denial to pay a claim or provide benefits?</p>	<p>Yes, you can request reconsideration by the FEHB plan. If the plan upholds the initial denial, you may request that OPM review the disputed claim. See Section 8 of the plan brochure for details.</p>



College Fund Report to AIHEC Fall 2018

THE INDIGENOUS HIGHER EDUCATION EQUITY INITIATIVE (IHEEI)

The American Indian College Fund and Colorado State University (CSU) hosted the first-ever day-and-a-half convening August 29-30 at the Oxford Hotel of top education leaders at tribal colleges and universities, mainstream higher education institutions, and Native American students in Denver, Colorado. At the beginning of the convening the group acknowledged there is a national crisis regarding Native American college-going access and completion, as evidenced by an American Indian/Alaska Native (AIAN) college degree attainment rate that is less than half of the national average, at 14%, according to the National Center for Education Statistics. The group also acknowledged that the visibility of indigenous peoples and the sharing of their knowledge are at the root of that crisis.

Tribal college presidents Dr. Cynthia Lindquist of Cankdeska Cikana Community College, Dr. Leander “Russ” McDonald of United Tribes Technical College and Dr. David Yarlott Jr. of Little Big Horn College, along with representatives from Colorado State University, Arizona State University, Sheridan College, Stanford University, the University of Oklahoma, Oklahoma State University, Bismarck State College, South Dakota State University, the University of Colorado, University of Washington, Bemidji State University, [CCB1] and George Washington University, along with representatives from the National Conference on Race and Ethnicity in Higher Education (NCORE), Institute for Higher Education Policy, Complete College America, Western Interstate Commission on Higher Education (WICHE) Lumina Foundation, Great Lakes Higher Education Corporation, and the Andrew W. Mellon Foundation, and the ACT Center for Equity in Learning participated in the invitation-only event. Joining the College Fund as advocates for Native students were the other national Native scholarship providers, (Indian Education Inc (home of the Cobell Scholarship), American Indian Science and Engineering Society, and the American Indian Graduate Center. Students representing tribal colleges and mainstream institutions were also present. Matt Echohawk-Hayashi of the Headwater People and Amanda Tachine from the Center for Indian Education at Arizona State University assisted with creating the parameters for the conversation and facilitating the event.

The program culminated in institutional attendees and Native students discussing ways for institutions to acknowledge the land they are located upon; how to train and assist students, faculty, and staff to recognize and address incidents of institutional racism; ways to educate college personnel and students about indigenous culture, history, and inclusion; how to incorporate tribal history, culture, and more for inclusive representation in curriculum, pedagogy, and imagery; the importance of creating, publishing, and sharing Native student data; ways to increase and disclose tribal collaborations; ways to increase college access by recruiting, matriculating, and retaining more Indigenous

students; and the importance of creating leadership opportunities for Native people in higher education, including appointments to committees and boards of trustees. The College Fund with the support of its equity organizing committee and interested parties will engage diverse approaches and encourage partnerships to design and implement strategies and interventions. Among the plans are to hold other convenings across the country in the future to continue the conversations and create connections to ensure that individuals and institutions are exchanging ideas and continually moving forward to create campuses where all students feel they belong. A report on the Denver convening will be released in December 2018.

The Indigenous Higher Education Equity Initiative (IHEEI) is a Call to Action for higher education institutions:

- Increase access and opportunities with higher education for Native students through investments
- Acknowledgement that institutions of higher education exist on tribal lands by recognizing tribal people and affirming their experiences on that land;
- Implementing training that helps students, faculty, and staff to recognize and address racism
- Teaching college personnel and students about indigenous culture, history, and inclusion including ensuring accurate curriculum has fair representations of Native people's history, accomplishments and contributions.
- Reporting on the status of Native American students at their institution by including their data in all institutional data points.
- Public disclosure of partnerships and collaborations with tribes and tribal organizations.

Student Success Services

TCU SCHOLARSHIP PROGRAM

Scholarship distribution for the fall 2018 term is complete; \$2,050,000 was disbursed to the 35 participating schools. Allocations are proportional based on each school's ISC. There are 20 major donor funded scholarship programs this year in addition to the General Fund Scholarship. Additional \$2,050,000 to be disbursed in January.

FULL CIRCLE SCHOLARSHIP PROGRAM

Awarding of 2018-19 scholarships is complete with scholarship offers from 81 major donor funded programs going to nearly 900 students. Fall semester checks will be sent out over the next few weeks totaling just over 1.7 million.

NATIVE PATHWAYS TO COLLEGE

The four selected Bridge Program sites held summer academies, which are multi-week college prep summer camps. The summer academies are when the sites complete the majority of their 120 required contact hours and have the most student participation.

Eighteen fall visits to the high schools and TCUs that are participating in the program are scheduled, with the aim of recruiting new participants while conducting workshops and individual coaching with current participants, and meeting with TCU staff.

INTERNSHIPS AND CAREER READINESS

Staff members working with scholarship recipients and pathways program participants will now be using Focus 2 Career assessments to support students in their career development. In addition, tools like College Fund Connect (virtual flash mentoring tool) and ROAD (routing occupational and academic development) applications for internships will be introduced to students to build their knowledge and portfolios for career readiness.

We are currently supporting recruiting efforts for Amazon internships at the following colleges: Northwest Indian College, Sitting Bull College, Haskell Indian Nations University, Navajo Technical University, Sinte Gleska University, and Turtle Mountain Community College.

STUDENT AMBASSADOR PROGRAM

Sixteen new ambassadors completed an intensive three-day training session here at the College Fund. They will represent us throughout the year at donor events and assist in supporting SSS activities at campuses and in their communities.

Research and Sponsored Programs

The Office of Research and Sponsored Programs (ORSP) is responsible for conducting internal and external research initiatives across TCUs and within the College Fund. ORSP is also responsible for envisioning, planning, implementing, evaluating, and reporting on Program Initiatives seeking to strengthen TCUs' work aligned with the College Fund Strategic Goals: Capacity Building, Scholarships and Student Success, Public Awareness, and College Fund Capacity and Sustainability. This report provides a reflection on accomplishments from July 01, 2017 to September 17, 2018.

UPCOMING NIEA CONFERENCE:

The American Indian College Fund joins NIEA, University of Hawaii, and University of Arizona, in co-sponsoring the launch of the Native Educators Education and Development (NEED) subcommittee. The NEED subcommittee is hosting a series of sessions and workshops to engage Native educators who are developing and strengthening Native teacher education across various higher education and community contexts. The College Fund's early childhood education initiative project directors will attend and participate in the proceedings. Below is a summary the sessions and dates related to the series of teacher education sessions at NIEA 2018.

Pre-Conference Meeting: co-sponsored by the College Fund, limited space and **registration required:**

Wednesday, October 10, 2018		
<p>Preconvention Work Session: Native Teacher Education: Creating A Native Professional Educators' Network (NPEN)</p> <p>** Contact Keiki Kawai'ae'a or Rene Holt, Committee Co-Chairs for more information</p>	<p>Creating a Native Teacher Education Network</p>	<p>1. How do we increase awareness for Native teacher education?</p> <p>2. How to build collective synergy and create spaces for critical conversations around four focus areas and towards the creation of NPEN at the NIEA convention?</p> <p>**4 Critical Areas of Focus - 1) Native Community Vibrancy through Education; 2) Indigenous Knowledge, Pedagogy & Praxis (CBE); 3) Native teacher education programs (pre-service, induction and professional development); 4) Accreditation Systems for Accreditation for Indigenous Teacher Education (NEEDS Committee)</p>

NIEA Workshops:

- Workshop #1 [Session A]: Moving Towards Native Community Vibrancy through Teacher Education and Development - **Thursday, Oct 11th 10:30 - 11:45am, Room 12**
- Workshop #2 [Session B]: Uplifting Indigenous Knowledge Practices in Teacher Education - **Thursday, Oct 11th 1:00 - 2:15pm, Room 22**
- Workshop #3 [Session C]: Ensuring the Vibrancy of Native Programs through Indigenous Accreditation Process - **Thursday, Oct 11th 2:30 - 3:45pm, Room 12**
- Workshop #4: [Session A]: Lifting Our Voices for Native Teacher Education: Creating a Native Professional Educators Network (NPEN) - **Friday, Oct 12th 2:30 - 3:45pm, Room 12**

Research and Faculty Development Initiatives

INQUIRY & INSTITUTIONALIZATION OF STUDENT SUCCESS EFFORTS AT TCUs - Kresge Foundation

The College Fund was awarded a three-year, \$450,000 grant beginning August, 2017 and ending July, 2020 from the Kresge Foundation to develop an internship program model and create case studies focusing on TCU development of student support service programs and capacity building efforts during their participation in the Great Lakes Project Success. The three institutions are: (1) Diné College (DC), (2) Stone Child College (SCC), and (3) Red Lake Nation College (RLNC). All completed TCU/College Fund agreements and the identification of TCU staff/faculty who will serve as principal investigators (PIs) at each respective institution who helped identify research process and protocols. Identified staff from each TCU completed professional develop training consisting of Human Subjects Research in Social and Behavioral Responsible Conduct, Data Management, Peer Review, Information Privacy and Security, and Ethics resulting in Certificate of Completion from The Collaborative Institutional Training Initiative (CITI) Program. In addition, all three TCUs attended the 5th Annual TCU Research Convening in July 2108. At the convening, TCU staff received professional development training in Community Based-Participatory Research (CBPR), Research Ethics in Native

Communities, and Case Study. Using a collaborative research method—CBPR, the Kresge Inquiry project team are on track with their project timeline and currently in the process of developing the documents for Institutional Review Board (IRB) submission with PIs at each TCUs.

MELLON MASTERS FELLOWS – Andrew W. Mellon Foundation

Beginning July 2018, the Mellon Graduate Hours Program is funded through the Andrew W. Mellon to assist faculty members at TCUs seeking to complete 18 graduate credit hours in the fields they teach to meet recent accreditation requirements for highly qualified faculty. Priority is given to faculty at TCUs accredited by the Higher Learning Commission and fellowships are awarded for a period of up to three consecutive semesters for each candidate; the amounts received will be based on candidates' submitted budgets and necessary graduate credits, etc. Please see the instructions for applying, Graduate Hours Program Fellowship, at the College Fund's website. Since July 2018, five fellowships have been awarded beginning Summer 2018/Fall 2018 representing four TCUs in the amount of about \$15,000 for their first semester of classes.

MELLON CAREER ENHANCEMENT FELLOWS – Andrew W. Mellon Foundation

The Mellon Career Enhancement Fellowship program is funded through the Andrew W. Mellon Foundation since 2004 for TCU faculty to complete terminal degrees. The fellowships are awarded to TCU faculty who have completed all required coursework and comprehensive exams; the funding and mentoring support the fellows through the writing stage of their dissertations. The grant was renewed in 2018 and will fund eight TCU faculty members with one-year fellowships to complete their dissertations over the three-year grant cycle.

The fifteen cohort of four new fellows were awarded for the 2018-19 academic year. In total, 32 of the 40 Mellon fellows have completed their terminal degrees (not including the four new fellows). Mellon Career Enhancement Fellows have represented 21 TCUs (BMCC, CCCC, CMN-Menominee, CMN-Muscogee, DC, FPCC, HINU, IAIA, KBOCC, LPTC, NHSC, NWIC, OLC, SBC, SGU, SIPI, SKC, SWC, TMCC, TOCC, and UTTC). Six fellows are on track to graduate by Fall 2018, while two never completed their degree program.

NYSWANDER-MANSON AND BLANCHARD FACULTY FELLOWSHIP

The Nyswander-Manson and Blanchard Pre-Dissertation Faculty Fellowships are one-time grants awarded to TCU faculty members working on their doctorate degrees or terminal Master's Degrees. The Nyswander-Manson Fellowship is offered to faculty members working at TCUs with four-year degree programs. The Blanchard Fellowship is available to TCU faculty members from both two- and four-year TCUs. The fellowships are designed to assist with tuition, travel expenses, and research prior to the dissertation stage. In addition, the Nyswander-Manson Fellowship is designed as a pipeline for the Mellon Career Enhancement Fellowship program.

Since 2005, 38 pre-dissertation fellowships have been awarded to faculty from 13 TCUs (ANC, BFCC, BMCC, CMN-Menominee, HINU, IAIA, IC, LBHC, NWIC, SIPI, SKC, TMCC, and UTTC).

TCU FACULTY RESEARCH INITIATIVES - *Henry Luce Foundation*

The 2018-2019 TCU Faculty Research Initiatives grant focuses on cultivating Native intellectual leadership and capacity at TCUs through activities designed to support TCU faculty. The grant fosters the intellectual leadership within TCUs by supporting faculty through the following activities: (1) hosting the annual TCU Faculty Research Convening, (2) publishing the annual TCU Research Journal (TCURJ), (3) hosting an annual Writing Retreat for manuscript development, (4) offering Professional Development stipends for conference attendance, and (5) cultivating mentoring opportunities with senior Native faculty. The main purpose of this project is to expand research opportunities for TCU faculty in pursuit of establishing a culture of research across the TCU system of postsecondary institutions.

TELLING OUR STORY: TCU RETURN ON INVESTMENT STUDIES – *Strada Education Network*

The five North Dakota TCUs comprising the North Dakota Association of Tribal Colleges are participants in a two-year, \$600,000 grant from the Strada Education Network. Strada awarded the grant to the College Fund in November 2017.

The grant provides support to the TCUs to conduct alumni studies. Resultant outreach efforts will allow ND TCU alumni to participate in the national Gallup-Purdue Index study which focuses on the economic and social well-being of college graduates. Additionally, the ND TCUs will be partnering with the North Dakota State Longitudinal Data Systems and the Return on Investment (ROI) Institute to produce case studies demonstrating ND TCU return on investment and institutional worth.

CULTURAL PRESERVATION & REVITALIZATION – *National Endowment for the Humanities*

The NEH Cultural Preservation Endowment supports cultural preservation and revitalization efforts at 24 TCUs. The endowment provides an annual grant of equal amounts to the 24 participating TCUs. Funds may be spent on cultural preservation, perpetuation and revitalization efforts.

Twenty-three TCUs will be receiving the 2017 NEH Cultural Preservation award in the amount of \$7,936 - one TCU is ineligible for this year's disbursement. Eligibility is based on timely reporting and failure to submit a report results in a one-year "sit-out" period. Disbursement checks were mailed on January 31, 2018 to the participating TCUs. Final reports for the 2018 NEH Cultural Preservation program will be due on December 30, 2018.

DOLLAR GENERAL LITERACY FOUNDATION GED PROGRAM – *Dollar General*

The 2018-19 *Dollar General American Indian and Alaska Native Literacy and Adult Education Program* successfully launched on July 1, 2018 and awarded four TCUs: Oglala Lakota College; Tohono O'odham Community College; Sinte Gleska University;

and Southwestern Indian Polytechnic Institute. Each TCU received a grant award for the grant term of July 1, 2018 through June 30, 2019 to support their General Education Diploma (GED) and High School Equivalency (HSE) programming work. This program seeks to provide direct services to approximately 700 AIANs pursuing GED/HSE.

INDIGENOUS VISIONARIES - EARLY CHILDHOOD EDUCATION, SEEDS, NATIVE ARTS AND CULTURE

The Indigenous Visionaries fellowship program focuses on the development of the next generation of Native women leaders in the fields of early childhood education, Native arts and culture, and environmental sciences and/or related natural science fields. Indigenous Visionaries supports three TCUs with two student fellows and one mentor at each institution, for the grant period of October 16, 2018 - May 31, 2018, at the amount of \$10,000 per TCU. The following TCUs currently participate in the program:

- Native Arts and Culture- Sisseton Wahpeton College
 - Student Fellows: Laverne White Bear and Jennifer Saul
 - Mentor: Erin Griffin, Director of Dakota Studies at SWC
- Environmental Sustainability - Fond du Lac Tribal and Community College
 - Student Fellows: Arianna Northbird and Kayla Jackson
 - Mentor: Courtney Kowalczak, Director of the Environmental Institute at FDLTCC
- Early Childhood Education - Salish Kootenai College
 - Student Fellows: Joni Connelly and Kayla Dix
 - Mentor: Kathie Maiers, Administrative Assistant/Grant Manager/Adjunct Faculty at SKC

This past year the three TCUs and their student fellows have participated in research, programming, and community-based collaborations that will serve as foundational experiences for the development of place-based leadership.

- Native Arts and Culture - Sisseton Wahpeton College
 - Sisseton Wahpeton College's two student fellows focused their yearlong project on advancing their Native Arts skills in the areas of Plains style Dakota quillwork and Beading. Laverne and Jennifer researched styles and techniques that have helped elevate their skill levels in these two Native Art forms. In addition, as the next generation of female leaders in their community, they are helping teach Native art classes at Sisseton Wahpeton College.
- Environmental Sustainability - Fond du Lac Tribal and Community College
 - Fond du Lac Tribal and Community College's two student fellows focused their yearlong project on continuing the development of the Twin Ports Collegiate Sustainability Network (TP-CSN) which work to develop networks, communication, educational leadership, knowledge and outreach in the environmental fields to build regional partnerships with TCUs, mainstream colleges and environmental organizations. In addition, they developed FDLTCC's 2018 Earth Week activities which engaged TCU students, faculty and local community members.

- Early Childhood Education – Salish Kootenai College
 - Salish Kootenai College’s fellows became trained and certified through the Traditional Native Games as part of their projects. Joni and Kayla are certified to train young children to elders about Traditional Native Games. Both fellows lead and delivered a Native games event during the Foundations Week at Salish Kootenai College. Kayla participated on a panel discussion for the 2018 Salish Conference about dual language learners and brain development. Kayla focused on a fundraising project for children and families to attend the Special Olympics Montana Games.

RESTORATION AND PRESERVATION OF TRADITIONAL NATIVE ART FORMS AND KNOWLEDGE – Margaret A. Cargill Philanthropies

The goal of the Restoration and Preservation of Traditional Native Art Forms and Knowledge grant is to expand knowledge and skills in the endangered art forms at tribal colleges and universities (TCUs).

From July 1, 2018 to September 17, 2018 the following TCUs were awarded:

- September to December 2018: Four Month Grant.
 - College of Menominee Nation
 - CMN will be hosting a Traditional drum and rattle making workshop. Their project seeks to revitalize traditional native art forms that helps to provide ongoing traditional music to the upcoming generations of Menominee people.
 - Sinte Gleska University
 - SGU’s project will fund will deliver of two endangered traditional art forms, flute-making and designing and making traditional moccasins. Master artists will work with staff to produce a workshop outline which will include the process for making the featured art form.
 - Turtle Mountain Community College
 - This art form (finger weaving) was selected as there is currently only one artist- Gaylene Martin - on the Turtle Mountain Reservation who is knowledgeable about making Michic/Metis Sashes. The Michic/metis sashi is a piece of art made by the Ojibwe people.

Six TCUs are currently in the middle of their one-year grant program that began in April 2018 and will conclude in March 2019.

- April 2018 to March 2019 (\$16,000) – One Year Grant
 - Fond du Lac Tribal and Community College will host five Native arts workshops in strap dress making, ceremonial quilt making, finger weaving, Ojibwe symbology and rawhide shield making.
 - Lac Court Oreilles Ojibwa Community College focused their programming on middle and high school students. Weekly community educational

workshops in beading, moccasin making, finger weaving, birch bark baskets, beaded bag and beaded mittens.

- Leech Lake Tribal College will host year-long community extension workshops in porcupine quill, birch bark baskets, Ojibwe moccasins, lacrosse sticks and winnowing trays for wild rice.
- Sisseton Wahpeton College will host a Buffalo Hide Tanning workshop and the creation of curriculum to accompany the previously created Dakota Traditional design poster. The proposed project will have a broad impact on members and neighbors of the Sisseton-Wahpeton Oyate.
- Sitting Bull College will host six Native arts workshops that will allow for participants to earn community education unit credits in horse masks, shawl making, basket making, parfleche making, quillwork and ledger art.
- United Tribes Technical College will host two cultural art series in pottery and star quilts. These workshops will be available for UTTC students and community members.

SCHOLARLY EMERGENCE FOR ENVIRONMENTAL DESIGN AND STEWARDSHIP – Margaret A. Cargill Philanthropies

The College Fund awarded five TCUs two-year, \$100,000.00 Scholarly Emergence for Environmental Design and Stewardship (SEEDS) grants. The SEEDS grant supports capacity building of environmental and sustainability programs at TCUs located in Wisconsin, Minnesota, North Dakota, South Dakota and grassland regions of Montana.

Since July 2018, the following TCUs were awarded:

- Aaniiih Nakoda College (ANC) located in Harlem, MT was awarded \$100,000.00 for their integrated grant which supports the development of a new Bachelor's Degree, faculty professional development opportunities and student internships. ANCs grant is titled - Building toward the Baccalaureate in Aaniiih Nakoda Ecology
- College of Menominee Nation (CMN) located in Keshena WI, was awarded \$100,000.00 for their integrated grant which support the development of a Bachelor's Degree, faculty professional development and student internships. CMNs grant is titled - Integrative Studies Program Development
- Leech Lake Tribal College (LLTC) located in Cass Lake, MN was awarded \$100,000.00 for their integrated grant which supports the development of a new Bachelor's Degree, faculty professional development opportunities, faculty fellowships and student internships. LLTCs grant is titled - Enhancing Environmental Education at LLTC
- Little Big Horn College (LBHC) located in Crow Agency, MT was awarded \$100,000.00 for their integrated grant which supports the development of a new Bachelor's Degree, faculty professional development opportunities and student internships. LBHCs grant is titled - Strengthening Student Success in Natural Resources through Scientific Writing, Literature and Research at Little Big Horn College

- Fond du Lac Tribal College (FDLTCC) located in Cloquet, MN was awarded \$100,000.00 for their integrated grant which supports the development of a new Bachelor's Degree, faculty professional development opportunities and student internships. FDLTCC's grant is titled - Building Sustainable Food Systems

Each of the five TCUs are funded for a two-year grant period January 01, 2018 through January 31, 2020. Across the five TCU sites there is a total of 27 SEEDS grant team members, which includes: 18 faculty members, two academic deans, one Traditional Ecological Knowledge consultant, and five natural resource and environmental institutional partners. Additionally, there are 10-15 student interns being supported, a minimum of 21 faculty professional development opportunities, three faculty professional development opportunities and a minimum of 43 community partners involved in or supported through the SEEDS grants.

TCU Early Childhood Education (ECE) Initiatives

FOR THE WISDOM OF THE CHILDREN: STRENGTHENING THE TEACHER OF COLOR PIPELINE - W.K. Kellogg Foundation

For the Wisdom of the Children: Strengthening the Teacher of Color Pipeline initiative focuses on STEM (Science, Technology, Engineering, and Math) early childhood education by partnering with TCUs to increase the number of teachers of color (particularly Native teachers), provide more training and education in STEM ECE for teachers, indigenize their STEM ECE curriculum, and increase STEM opportunities for Native children. Since July 1, 2018 our *For the Wisdom of the Children* successfully launched and awarded the following five TCUs with Year 1 grant awards and travel grant awards.

- Fond Du Lac Tribal Community College (FDLTCC) in Cloquet, Minnesota was awarded for their *Minogi'aawaso Maajigii (Raise Children in a Good Way as They Grow)* project.
- Keweenaw Bay Ojibwa Community College (KBOCC) in Baraga, Michigan was awarded for their *Gimaadaadisimin (We All Start a Journey)* project.
- Northwest Indian College (NWIC) in Bellingham, Washington was awarded for their *Engaging Native Children in STEM: What Our X'epy (Cedar People) and Scha'nexw (Salmon People) Can Teach Us about the World and Cosmology* project.
- Salish Kootenai College (SKC) in Pablo, Montana was awarded for their *Our People's Timeline: Community STEM Education, Season by Season* project.
- Southwestern Indian Polytechnic Institute (SIPI) - Albuquerque, New Mexico was awarded for their *Strengthening Our Collective Capacity: A Community-Based Initiative Supporting Early Childhood STEM Opportunities & Teacher Development* project.

As of July 12, 2018, Program Initiatives hired a full-time Program Officer for ECE Initiatives who is administering the *For the Wisdom of the Children* initiative.

In August 2018, the College Fund launched the *For the Wisdom of the Children: Strengthening the Teacher of Color Pipeline* webpage and blog titled, "Empowering Teachers of Color and Indigenizing STEM: The College Fund's Newest Early Childhood Education Initiative."

On September 6-7, 2018, the College Fund hosted the Year 1 *For the Wisdom of the Children* Convene at grantee site Southwestern Indian Polytechnic Institute in Albuquerque, NM. The Year 1 Convene focused on reviewing project objectives, reaching teachers on a continuum of practice, evaluation and data collection for assessing impact, and building community among the grantee Project Directors.

TOYOTA ECE STEM INITIATIVE - Toyota Motor Company

The College Fund received match funding from Toyota Motor Company to support community-based programming in the areas of early childhood education and integration of STEM programming with children and families. The Toyota ECE STEM are one-year grants awarded to eligible TCUs. As of July 1, 2018, the College Fund awarded five TCU grantees, in connection with the *For the Wisdom of the Children* ECE Initiative project.

- Fond Du Lac Tribal Community College (FDLTCC)
- Keweenaw Bay Ojibwa Community College (KBOCC)
- Northwest Indian College (NWIC)
- Salish Kootenai College (SKC)
- Southwestern Indian Polytechnic Institute (SIPI)

Public Education

WEB SITE AND BLOGS

The College Fund web site serves Students; General public; Donors; and TCU faculty and staff. The focus of communications with these various audiences includes, in order of appearance:

- Provide information about scholarships and programs to help them prepare for college, enter college, succeed in college, and prepare for a successful career.
- Learn more about the College Fund's work to steward them into becoming a donor.
- Learn more about how they are supporting our work, creating a donor community, and providing them with additional ways to help.
- Provide faculty and staff with information about College Fund programs to serve TCUs while providing users with scalable ideas to implement and contacts to support them.

The College Fund has one blog divided into four sections, as follows.

- The President's blog. Audience is those interested in the workings of Native higher education and issues facing students, faculty, and staff. The blog presents the president as an expert in issues in Native higher education.

- The Office of Research and Sponsored Programs blog is for faculty and staff at TCUs engaged or interested in research or programs sponsored by the College Fund. The blog is an opportunity to get the latest in shared research findings, learn about program outcomes, learn about upcoming program opportunities, and more.
- The Student Success Services blog is for students and alumni that want to be, are, or were former College Fund scholarship recipients. The blog includes information of interest such as upcoming scholarship information, student success stories, career information and tips, upcoming programs, and more.
- College Fund general blog for general public and donors.

All four blogs can be reached from the home page of the current College Fund web site as well as inside web pages. For example, the student blog can be reached from the Student Success Services pages, and the ORSP blog can be reached from the ORSP web pages. All blogs can also be reached directly from collegefund.org/blog. Please contact Dina Horwedel at dhorwedel@collegefund.org to write a guest blog.

PUBLIC RELATIONS

We place stories in several types of media to reach audiences with different goals for each.

- Native media: Inform audience about our work so they may learn more or have a student participate in our programming, while shining a light on the work the TCUs do.
- Education media: Place the College Fund as a national expert in higher education for Native people and student success programs, to increase visibility and credibility of College Fund and its programs for future funding from philanthropic organizations.
- Mainstream media: Place the College Fund as a national expert in higher education for Native people and student success programs. Create awareness about the College Fund and its mission to attract donors. Also increase visibility and credibility of College Fund and its programs for future funding from philanthropic organizations.
- Philanthropic media: Increase visibility and credibility of College Fund and its programs for future funding from philanthropic organizations.

Placements:

- Native Media
 - *American Indian* College Fund to Host Online College Fair Featuring Institutions Offering Tuition Waivers & Affordable Tuition, social media: 28,700 (13 posts); Say Magazine, The Comanche Nation News, Tribal College Journal. (Getting information out to students about college planning for those with financial need).
- Mainstream Media
 - American Indian College Fund convening, with goal to establish College Fund as leader in initiating national conversations about providing Native

students with equitable access and opportunities to succeed in higher education.

- Sheridan College administrator learns more about Native Americans in higher education, The Sheridan Press, September 12, 2018, <http://thesheridanpress.com/93339/sheridan-college-administrator-learns-more-about-native-americans-in-higher-education/>
- Stanford sophomore on panel at Indigenous Higher Education Equity Initiative, Todd County Tribune, September 12, 2018, <https://trib-news.com/news/2276-stanford-sophomore-on-panel-at-indigenous-higher-education-equity-initiative>
- American Indian College Fund Hosts Fifth Annual Tribal College Research Convening, Press Release Point, July 31, 2018, Reach 22K.
- Pitches to Jack Healy of New York Times. He asked to be kept apprised of continuing outreach throughout the year for possible feature.
- Grant announcements to provide public awareness about the groundbreaking work the College Fund does and for follow-up stories:
 - APS Foundation Provides STEM Education to Navajo Scholars through \$100,000 Grant to American Indian College Fund, Native News Online, August 23, 2018, Reach: 20K
 - SKC Receives Grant for Early Childhood Education, Native Teacher Development, Flathead Beacon, July 26, 2018, Reach 28K.
 - American Indian College Fund Names Five Tribal College Recipient Grantees; "For the Wisdom of the Children" Program to Build Native Early Childhood Teacher Pipeline, Promote STEM in Early Childhood Education, July 10, 2018, 177 news outlets, more than 2 million in reach.
 - Lillian Mongeau of Hechinger Report inquired about visiting a TCU and doing feature story about it. We will explore in spring.
- Education Media
 - Native Americans on Campus: Advocates for Native students seek to strengthen Native communities through higher education by Eric Neutuch, *NACAC Journal of College Admissions* article to appear in fall, interview with Cheryl Crazy Bull.
 - Feature story to create awareness and establish College Fund and TCUs as experts in Native education amongst educators: TCUs: Saving Native American Education, by Rachel Bryan, *Diverse Issues in Higher Education*, <https://diverseeducation.com/article/120277/>, July 18, 2018.
- Philanthropic Media
 - None to date.

Resource Development

NEW YORK FLAME OF HOPE GALA

The New York Flame of Hope Gala is scheduled for Tuesday, April 30 at Gotham Hall. Each TCU president is comped a ticket to the Gala and can purchase one guest ticket at cost. More info will be shared in early 2019.

Accountability and Transparency

CHARITY WATCHDOG RATINGS

The American Indian College Fund meets all charity watchdog standards:

- On July 1, 2018 Charity Navigator, the nation's top charity evaluation system, downgraded the College Fund to a three-star rating based. We are just under the threshold for a four-star rating.
- In July 2015, the College Fund was reaffirmed by the Better Business Bureau's Wise Giving Alliance as meeting its 20 Standards for Charity Accountability. The College Fund is authorized to use its seal of approval for another two years, ending September 2017. A renewal application was recently submitted and we are awaiting affirmation of our renewal.
- The College Fund earned the "Best in America Seal of Excellence" from the Independent Charities of America (also known as America's Best Charities). Of the one million charities operating in the United States, fewer than 2,000 organizations are awarded this designation.
- The College Fund received a "B+" rating from *CharityWatch* (formerly the American Institute on Philanthropy) and is the only American Indian organizations classified under its index of top-rated charities.

**First Americans Land Grant Consortium
(FALCON)**



REPORT TO THE AIHEC BOARD OF DIRECTORS

September 21, 2018

Background

FALCON is a nonprofit association of tribal college land-grant administrators, directors, faculty and staff. Its mission is to provide technical assistance, professional development, and networking opportunities to its members. In October 2003, FALCON was endorsed by the AIHEC Board of Directors and coordinates its activities with AIHEC, communicates regularly with AIHEC, and seeks AIHEC approval for significant initiatives.

FALCON elected new Board members this past fall. The FALCON officers are: Latonna Old Elk (Little Big Horn College), President; Dan Kinsey (Aaniiih Nakoda College), Vice-President; Henry Thompson (Chief Dull Knife College), Treasurer; Charlene Carr (Institute of American Indian Arts), Secretary; and Gary Halvorson (Sitting Bull College), Ex-officio. The FALCON Executive Director, John Phillips, has been supported in part through a technical assistance grant with AIHEC. All other FALCON officers and members work on a volunteer basis.

Meetings

The FALCON 2018 Conference is scheduled for November 2-5, 2018, in Minneapolis, Minnesota. The conference will include student and faculty presentations, training, and USDA NIFA sessions. Registration is now open and information can be found at: <https://www.falcontribalcollege.org/annual-conference>.

Communications

FALCON maintains an e-mail distribution list that regularly communicates with several hundred 1994 administrators, faculty, staff, students, and partners. Information is shared on available resources, funding opportunities, student scholarships, emerging topics, special events and conferences, and more. FALCON's website is intended for the general public and interested parties, at: <https://www.falcontribalcollege.org>. FALCON also maintains a collaboration platform as part of the AIHEC SharePoint Web Portal, which contains past conference materials, training resources, policy papers, and organizational documents found at: <https://portalcentral.aihec.org/Falcon/Pages/default.aspx>.

Activities, Accomplishments and News

FALCON was involved in the following activities and accomplishments since its last report to the AIHEC Board at the 2018 Summer meeting:

- FALCON is supporting one 1994 representative (Dinè College) attending the premier land-grant leadership development program (LEAD21) 2018/2019 class with a \$5,000 scholarship.

- FALCON continues to coordinate a 1994 water working group to plan for a collaborative initiative around water education, research and outreach. A 1862/1994 water collaboration conference was held on August 15-17, 2018, at the College of Menominee Nation.
- FALCON is working with the University of Nevada-Reno, other 1862 land-grant institutions, and several TCUs to provide 1994 expertise on tribal water issues. A Tribal Water Summit is scheduled for October 17-18, 2018, in Reno, Nevada.

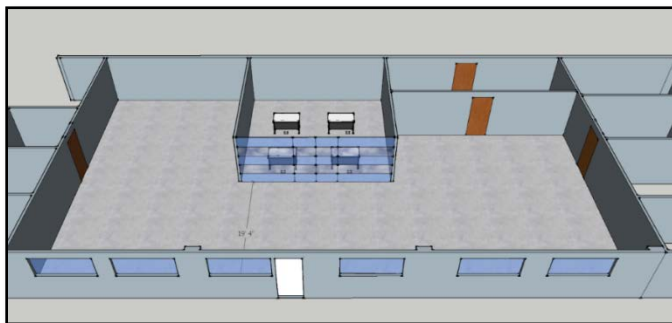
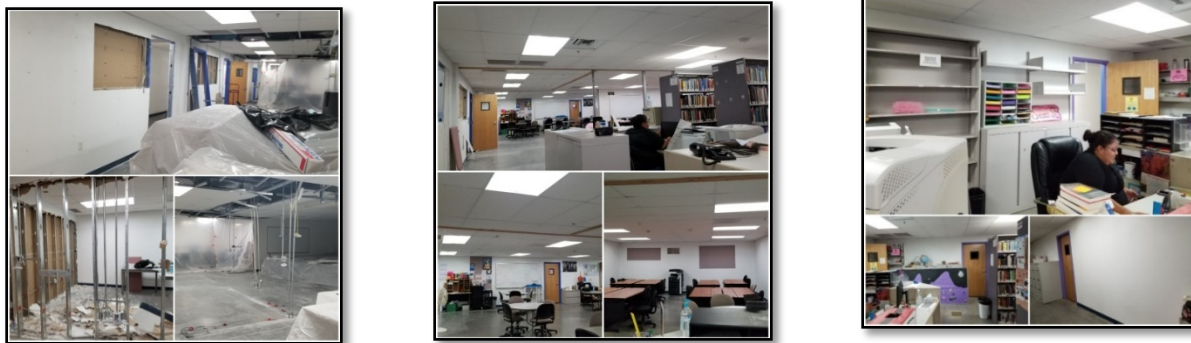
Questions may be directed to Latonna Old Elk, FALCON President, at latonna@lbhc.edu, or John Phillips, FALCON Executive Director, at jphillips@aihec.org, (706)310-4199.

Tribal College and University Library Association (TCULA)
Report to the AIHEC Board
Fall 2018

Arizona:

O'ohana Ki: (Tohono O'odham Community College Library), Sells, Arizona

Tohono O'odham Community College is celebrating its 20-year anniversary. Elaine Cubbins, the original Tohono O'odham Community College librarian who established two branches as well as a Special Collections and Archives during her legendary tenure, retired in winter 2018. Wendi Cline served as the interim librarian until the permanent librarian, Ofelia Liz Zepeda, was hired in July 2018.



The library has merged with the former student success center and now has a stand-alone computer lab and an expanded area for student seating. The library renovation included interior windows with the highest level of sound-proofing available and insulated walls to reduce noise transmission. A glass wall is on order

to enclose the computer lab. Staff and students have commented positively on the open and welcoming feel of the expanded library. The library acquired a larger staff to include five tutors and two student interns, making the staff total 11, including the librarian. The library staff are developing and offering Learning Lab sessions for technology, math, writing, and student success skills. Usage has increased, and based on sign-ins, we average 25 patrons per day versus the ten in the original library.

The library collection now includes titles for the Early Childhood Education and the Education programs. These titles will be housed in the West Campus Library collection. New titles related to traditional food are being added. The college has hosted traditional food harvests to celebrate the seasons and the 20-year anniversary. Library staff have participated in the harvests for *bahidaj* (saguaro fruit), *i:wagi* (wild spinach or amaranth), and *wihog* (mesquite beans). As part of these harvests, library staff have the opportunity to highlight the available library materials related to these plants.

During National Library Week, students learned about services the library offers. The activities helped to increase library traffic. Connections were made with the Nation's public libraries. The college houses the OPAC for the public libraries and talks are ongoing to either upgrade the existing software or change vendors. Retired professor Dr. Larry Evers from University of Arizona made a significant donation of more than 20 boxes of books to TOCC. He was an editor of the Sun Tracks series and long-time English professor.



Library assistant, Elizabeth Ortega represented TOCC at the annual Tribal Libraries Librarians' Institute in Bozeman, MT. Librarian Zepeda and Ms. Ortega attended the Arizona Tribal Libraries Digital Inclusion Summit to learn how to develop and enhance the library's language resources.

Pictured (left to right) Carmella Pablo, Dr. Larry Evers, Elizabeth Ortega, Madelyn Cook, and Elaine Cubbins

Michigan:

Saginaw Chippewa Tribal College, Mount Pleasant, MI

The Saginaw Chippewa Tribal College Library has been busy over the past several months. The Tribal Libraries continue to implement the IMLS Enhancement Grant project *Bimaadiziwin* – The Good Life. This project's design serves to connect the Saginaw Chippewa Tribal Libraries with community partners to create a multi-faceted series of programs which will empower community members to live *bimaadiziwin*.

Recent programs held at the Tribal College include NASA @ Your Library: Wonderful Water, which incorporates fun activities with STEAM concepts in collaboration with the Chippewa River District Library system and *Science or Magic?* and *Dollars and Sense*. Tribal college students, faculty, and administration participated in a recent major community program about screen time. A showing of the short documentary *Screenagers* and a panel discussion/Q&A with stakeholders from the Tribal and larger local community took place during the program. Around 200 people attended this event which was part of the *Bimaadiziwin* grant and co-sponsored by local organizations, businesses, and Tribal departments including SCTC.

In addition to programming, the library continues to add materials to the collection, including a recent donation of around 100 items passed along via community partners at Mid Michigan College Library. Items include books and journals featuring Native art collected by a scholar over many years. The library continues to implement this grant and looks forward to additional programs running through August 2019.

Minnesota:

White Earth Tribal & Community College, Mahnomon, MN

The WETCC library added a small children's space and collection, thanks to donations of new and gently-used books from several contributors. Although our library primarily caters to our college students, faculty,

and staff, many have children or grandchildren who visit campus and are drawn to our beautiful library. The collection includes board books, easy-readers, picture, and chapter books to appeal to children of all ages.

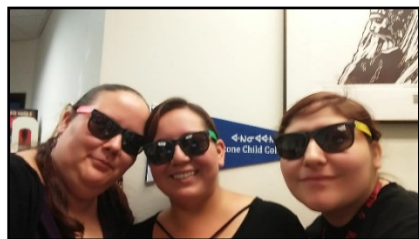
Librarian, Tammi Jalowiec, along with the White Earth Tribal Historic Preservation Officer and NAGPRA Representative, Jaime Arsenault, received a scholarship to participate in the Tribal Digital Stewardship Cohort Program (TDSCP) at Washington State University's Center for Digital Scholarship and Curation. The year-long program is tailored to the needs of tribal institutions and emphasizes a holistic approach to stages of the digital stewardship lifecycle.

Montana:

The Stone Child College Library (SCCL), Box Elder, MT

The Stone Child College/Rocky Boy Community Library (SCC/RBCL) staff has attended multiple trainings, workshops, and conferences to include Montana Library Association in Bozeman, MT (April 2018), Montana State Library/Montana Shared Catalog in Helena, MT (May 2018), Tribal College Librarians Institute in Bozeman, MT (June 2018), Historical Trauma Training (May and August), and Cree Language workshops (every Friday).

During July 2018, the library held its annual summer reading program: Libraries Rock. We broke the program into three age groups (0-5, 6-12, & 13-17). Summer reading teacher Tesla Belcourt did various projects with the 20 children, ages two to 12, such as arts and crafts, instrument making, dancing, fruit and vegetable projects, and more.



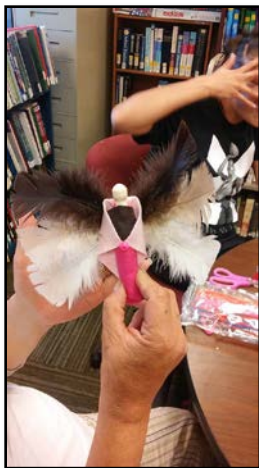
The library received the IMLS Native American Library Services Basic and Enhancement Grants to help the library continue its work for the students, faculty and staff of SCC, as well as the communities of Rocky Boy and Box Elder. The SCC/RBCL received a donation of \$2,000 from Frank and Ruth Overdier. Mr. Overdier grew up in the Rocky Boy community in the 1940s when his father was the pastor at the local Lutheran Church. Mr. and Mrs. Overdier will visit the library to present the donation on

September 22. Richard Gruber visited the library in June to discuss donating money from his trust to tribal libraries. On September 13, Mr. Gruber notified the library that he would donate \$50,000 for four projects discussed in the library's proposal. SCC/RBCL received a donation of over 200 DVDs from Eric Shulund, math teacher at Stone Child College.



The library works with Elders with Cree Language materials on the Helen and Ethel Parker Campus. The library staff assists Elders with signage hung around the campus and creating Cree Language curriculum and worksheets for language classes for students, faculty, and staff. Staff and faculty attend Cree Language classes every Thursday and Friday respectively.

Joy, a library staff member, is working with Jonathan Eagleman of Box Elder Public Schools to help his middle and high school students with their research on Chippewa-Cree history, culture, language, family tree, and cultural sensitivity at the library's Tribal archive. Joy has been elected as a member-at-large for the American Indian Library Association for a two-year term. Joy will attend the ATALM conference in October. She has been working with other college departments and around the community to plan Native American Week events (September 24-29). Joy has been working with Aaron LaFromboise, Lorie Roy, Anthony Chow and others on the Reading Nation Advisory Board.



The library has held eight library community events between February and August – Graphic Novel Night, Dream Catcher Night, Game Night (annual event), Block Party, Cultural Arts and Crafts, Black Panther Movie Night, Rocky Boys Got Talent, and Yarn Crafts Night – bringing over 500 people into the library. The library is planning Coloring and Art Night for September. These events were made possible by grant funding from



IMLS and the American Indian College Fund. The library has been working closely with Mike Corcoran at our local radio station KHEW 88.5 to advertise all of our library community events. The library staff are planning an additional 12 library community events thanks to funding from an IMLS grant.



Salish Kootenai College D'Arcy McNickle Library, Pablo, MT

SKC D'Arcy McNickle Library had over 3,000 visitors over the summer. Summer efforts focused on offering two community reading programs. The library hosted another successful "SKC Staff Summer Reading Challenge!" for faculty, staff, and students. Four teams competed for the most pages read. In 13 weeks, 23 SKC employees read over 64,000 pages, or 213 books, with the winning team receiving gift cards; all participants received library socks.

The library hosted the annual Summer Children's Reading Program. One hundred and one participants read books for weekly prizes and a chance at winning grand prizes. Included in the program were six story time programs. The library worked with the Ronan Library District to offer a poetry and short story writing contest. Several of our patrons won in their age categories.

North Dakota

United Tribes Technical College Library, Bismarck, ND

United Tribes Technical College Library received a beautiful set of 20 text volumes and five portfolio volumes of the work of Edward Curtis. Included are also 25 archival prints. *The North American Indian* Republication is a gift made possible through a grant from a major charitable foundation and Christopher Cardozo Fine Art.

UTTC Library received a \$1,000 digital library enhancement initiative fund from the American Indian College Fund. The funds were used for the annual subscription to two online Native American databases: *American Indian Experience* and *American Indian Online*. UTTC integrates Native American culture into all of the academic programs. These databases contain both historical and current information, including journal articles, video, images, primary sources, etc. Students and staff use the databases to access material anytime through remote Internet access.

The UTTC librarian continues to offer information literacy skills to all classes that request a presentation. Students are encouraged to stop at the library and work with the librarian on class assignments. The North Dakota Tribal Colleges hosted the annual AIHEC conference. The Knowledge Bowl competition, prepared and run by the college librarians, was a good event with much participation.

The UTTC librarian continues to attend Central Dakota Library Network (CDLN) meetings. CDLN is the local library consortium that owns a shared catalog. The exchange of library material is very helpful to a college with limited library funds. UTTC Library barcodes are on the back of the student IDs, making the ID more useful to the students. The librarian attended the 2018 Tribal College Librarian's Institute at MSU-Bozeman. This conference brings together many tribal college librarians to learn and discuss common tribal college library issues. Future continuation of the conference is very important as it strengthens the librarians and the libraries.

Turtle Mountain Community College, Belcourt, ND

The Turtle Mountain Community College library has 4,734 active patrons with total circulation at 920 from July 2018 to September 2018 and is off to a great fall semester. The library has added online databases to our library resource page per faculty request, and the students actively use these resources.

The library received the IMLS Basic grant. These funds employ a part-time person to extend library evening hours. Librarian staff will also start library programming in October, holding one library story hour per month. Monthly themes will be based upon traditional celebrations, stories, etc. – for example, Ojibwa stories about *nanabozhoo* (trickster), Metchif stories about the *rugaroo* (told during Lent), women's circle, men's circle, trapping, etc. Additional presenters from the community will be included.

TMCC library is currently digitizing interviews via the IMLS Enhancement grant and will complete year one of our goals by the end of October. Every Wednesday, the library opens its doors to Project Goal, a program that works with high school students for tutoring and other activities. The outlook on Project Goal is positive.

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 BUDGET REQUEST	FY 2019 HOUSE REPORT	FY 2019 SENATE REPORT	FY 2019 AIHEC REQUEST	FY 2019 Final
Interior: Tribally Controlled Colleges and Universities Assistance Act						
Title I, II, III and contracts (28 TCUs)	\$69,793,000	\$65,664,000	\$72,793,000	\$69,793,000	\$81,696,000	CR (Dec. 7, 2018)
Title V (Tribal career/technical institutions)	\$7,505,000	\$6,464,000	\$7,855,000	\$7,505,000	\$10,000,000	
TCU Infrastructure Improvement	--	--	--	--	\$31,000,000	
Interior: American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act						
Institute of American Indian Arts	\$9,835,000	\$9,960,000	\$9,960,000	\$9,960,000	\$9,960,000	CR (Dec. 7, 2018)
HINU and SIPI	\$39,398,000 (Includes forward funding)	\$19,376,000	\$24,361,000	\$22,694,000	\$25,000,000	
ED: Higher Education Act						
TCU HEA Title III-A (\$316) Parts A & F	\$31,539,000 (Part A)	\$27,599,000 (Part A)	\$31,539,000 (Part A)	\$32,234,000 (Part A)	\$35,000,000 (Part A)	\$31,854,000 (Part A)
	\$28,200,000 (Part F)	\$30,000,000 (Part F)	\$30,000,000 (Part F)	\$30,000,000 (Part F)	\$30,000,000 (Part F)	\$30,000,000 (Part F)
ED: Carl Perkins Technical and Career Education Act						
Tribal postsecondary career & technical institutions	\$9,469,000	\$8,286,000	\$9,469,000	\$9,678,000	\$10,000,000	\$9,564,000

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 BUDGET REQUEST	FY 2019 HOUSE REPORT	FY 2019 SENATE REPORT	FY 2019 AIHEC REQUEST	FY 2019 Final
HHS: Tribal Colleges and Universities Head Start Partnership Program						
TCU Head Start Partnership Program	—				\$8,000,000 (from existing funds)	--
ED: Other Higher Education Programs						
Federal Work Study	\$1.130 billion	\$500 million	\$1.130 billion	\$1.130 billion	--	\$1.130 billion
GEAR UP	\$350 million	\$219 million	\$360 million	\$350 million	--	\$360 million
TRIO	\$1.01 billion	\$950 million	\$1.060 billion	\$1.01 billion	--	\$1.060 billion
Pell Grant	\$6,095 per student	\$6,095 per student	\$6,095 per student	\$6,195 per student	--	\$6,195 per student
USDA: Equity in Educational Land Grant Status Act						
1994 Institutions Extension Program (NIFA)	\$6,446,000	\$4,416,000	\$6,446,000	\$6,446,000	\$9,000,000	CR (Dec. 7, 2018)
1994 Institutions Research Program (NIFA)	\$3,801,000	\$1,789,000	\$3,801,000	\$3,801,000	\$5,800,000	
1994 Institutions Equity Payment (NIFA)	\$3,439,000	\$3,416,000	\$3,439,000	\$3,439,000	\$4,000,000	
Native American Endowment Payment (NIFA)	\$11,880,000	\$11,857,000	\$11,880,000	\$11,880,000	\$15,000,000 corpus payment only annual interest yield is scored (FY 2017 interest = \$4.8M)	

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 BUDGET REQUEST	FY 2019 HOUSE REPORT	FY 2019 SENATE REPORT	FY 2019 AIHEC REQUEST	FY 2019 Final
USDA: Consolidated Farm & Rural Development Act						
TCU Essential Community Facilities	\$4,000,000	0	\$4,000,00	\$4,000,000	\$8,000,000	<i>CR (Dec. 7, 2018)</i>
DoE: National Nuclear Security Administration (NNSA) - Minority Serving Institutions Partnership Program (MSIPP)						
MSIPP Initiative (includes TCU program)	Total: \$19,832,000 TCU Grant: \$2M	Total: \$18,832,000 TCU Grant: \$1,267,657	\$20,000,000	\$20,000,000 (\$2,000,000 TCUs)	\$3,000,000 from existing funds	\$20,000,000 (\$2,000,000 TCUs)
NSF: Education and Human Resources (EHR)						
NSF-TCUP	\$14,000,000	\$14,000,000	\$14,000,000	\$14,000,000	\$15,000,000	<i>CR (Dec. 7, 2018)</i>

Carrie L. Billy
President & CEO

August 6, 2018

MEMBERSHIP:

ALASKA

Iļisaġvik College

ARIZONA

Diné College
San Carlos Apache College
Tohono O'odham Community College

CALIFORNIA

California Tribal College

KANSAS

Haskell Indian Nations University

MICHIGAN

Bay Mills Community College
Keweenaw Bay Ojibwa Community College
Saginaw Chippewa Tribal College

MINNESOTA

Fond du Lac Tribal and Community College
Leech Lake Tribal College
Red Lake Nation College
White Earth Tribal and Community College

MONTANA

Aaniiih Nakoda College
Blackfeet Community College
Chief Dull Knife College
Little Big Horn College
Fort Peck Community College
Salish Kootenai College
Stone Child College

NEBRASKA

Little Priest Tribal College
Nebraska Indian Community College

NEW MEXICO

Institute of American Indian Arts
Navajo Technical College
Southwestern Indian Polytechnic Institute

NORTH DAKOTA

Cankdeska Cikana Community College
Nueta Hidatsa Sahnish College
Sitting Bull College
Turtle Mountain Community College
United Tribes Technical College

OKLAHOMA

College of the Muscogee Nation

SOUTH DAKOTA

Oglala Lakota College
Sinte Gleska University
Sisseton Wahpeton College

WASHINGTON

Northwest Indian College

WISCONSIN

College of Menominee Nation
Lac Courte Oreilles Ojibwa Community College

WYOMING

Wind River Tribal College

The Honorable Pat Roberts
Chairman
Senate Committee on Agriculture,
Nutrition, & Forestry
328A Russell Senate Office Building
Washington, DC 20510

The Honorable Mike Conaway
Chairman
House Committee on Agriculture
1301 Longworth House Office Building
Washington, DC 20510

The Honorable Debbie Stabenow
Ranking Member
Senate Committee on Agriculture,
Nutrition, & Forestry
328A Russell Senate Office Building
Washington, DC 20510

The Honorable Collin Peterson
Ranking Member
House Committee on Agriculture
1301 Longworth House Office Building
Washington, DC 20510

Re: 1994 Land-Grant Institutions/Tribal College and Universities Priorities for the Agriculture Act Reauthorization

Dear Chairman Roberts, Chairman Conaway, Ranking Member Stabenow, and Ranking Member Peterson,

On behalf of the nation's 38 Tribal Colleges and Universities (TCUs), who together are the American Indian Higher Education Consortium (AIHEC), we write to respectfully request that key provisions be included in the final legislation to reauthorize the *Agriculture Act of 2014* (Farm Bill), which will begin to address inequities that impact TCU participation in Title VII, Research, Extension and Related Matters.

TCUs joined the nation's Land-grant family more than 20 years ago through the *Equity in Educational Land – Grant Status Act of 1994* (7 U.S.C. 301 note) and are now commonly referred to as "1994 Land-grant institutions" or "1994s." However, even with this status, inequities for our institutions remain. Funding for the 1994 Land-grant institutions greatly lags behind the 1862 and 1890 Land-grant institutions. In addition, TCUs are barred from *competing* for several Title VII capacity grant programs that could be vital to the future of our people and lands. As a result, one of AIHEC's top priorities related to the 2018 reauthorization of the Farm Bill has been to change the status quo and simply allow 1994 Land-grant institutions the opportunity to compete for these vital capacity-building discretionary grant opportunities.

In response to existing inequities, Chairman Hoeven and Vice Chairman Udall, Senate Committee on Indian Affairs, introduced bipartisan legislation, *Cultivating Resources, Opportunity, Prosperity, and Sustainability* (CROPS) for Indian Country Act (S.2804). This bill addresses a number of Farm Bill priorities for Indian Country, including 1994 institutions, and many of these provisions were included in the Senate's *Agriculture Improvement Act of 2018* (S. 3042). As you begin the conference process, we ask that key provisions of the CROPS Act be maintained in the final Farm Bill legislation; and we have a request regarding a related provision of the House and Senate-passed bills. Specific provisions are detailed below.

SENATE Bill (S. 3042):

We respectfully request that the ***House recede to the Senate*** on the following provisions, and that the Senate language be included in the final bill:

- **Section 7419: Smith-Lever Capacity Programs – CYFAR & Tribal Program**

This Senate-passed provision ensures that *all* designated Land-grant institutions are eligible to apply to compete for a few capacity programs administered as Smith-Lever 3(d) programs, specifically the Children, Youth, and Families at Risk (CYFAR) program, and Federally Recognized Tribes Extension program (FRTEP). The CYFAR and FRTEP amendment is supported by the Association of Public and Land-Grant Universities (APLU), First Americans Land-grant Consortium (FALCON), and the vast majority of federally recognized Indian Tribes and Tribal leaders in the U.S. Further, it is included in the Senate Indian Affairs Committee CROPS Act of 2018 and was included in Senate-passed legislation to reauthorize the Farm Bill in 2014.

Children, Youth, and Families at Risk (CYFAR): 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.” American Indian/Alaska Native (AI/AN) youth suffer the highest rates of suicide in the nation. In some of our Tribal communities, suicide among AI/AN youth is nine to 19 times as frequent as among other youth. AI/AN youth have more serious problems with mental disorders, including substance abuse and depression, than other youth, and AI/AN youth are more affected by gang involvement than any other racial group. AI/ANs have the highest high school drop-out rates in the nation and some of the highest unemployment and poverty rates. Yet, our AI/AN 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 apply to compete for CYFAR grants.

Federally Recognized Tribes Extension Program (FRTEP): Currently, *only* state (1862) and Historically Black (1890) Land-grant institutions can compete for funding under the Federally Recognized Tribes Extension Program to conduct extension activities on *Tribal* lands. The program’s stated purpose is to “support 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...on Tribally identified priorities using a culturally sensitive approach.” Ironically, the 1994 Land-grant institutions, which are chartered by federally recognized American Indian tribes and are located on or near Indian reservations, are not eligible to compete for FRTEP program funding. This apparent oversight in eligibility needs to be rectified.

- **Section 7414: McIntire-Stennis Competitive Forestry, Natural Resources, and Environmental Programs**

This amendment would allow 1994 Land-grant institutions with forestry degree programs to apply to participate in forestry research programs through state McIntire-Stennis programs. In 2008, the McIntire-Stennis Act was amended to include Tribal lands in the formula calculation for funding of *state* forestry programs. However, the 1994 Institutions 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 holdings.

HOUSE BILL (H.R. 2):

We respectfully request that the ***Senate recede to the House*** on the following provision, that the House language be included in the final bill, and that section 7118 of S. 3042 be deleted.

NOTE: Since this letter was prepared, the Senate Committee has agreed to compromise language that is acceptable.

- **H.R. 2, Section 11204: New Beginnings for Tribal Students**

Senator Thune and Representative Noem sponsored amendments to S. 3042 and H.R. 2, respectively, to establish a competitive grant program entitled “New Beginnings for Tribal Students” that would support efforts by Land-grant institutions to “increase the retention and graduation rate of Tribal students enrolled at the Land-grant college or university.” AIHEC strongly supports the intent of this program. However, the Senate-passed provision was drafted specifically to exclude 1994 Land-grant institutions from competing for funding, while both 1862 and 1890 Land-grant institutions are welcome to participate. After AIHEC brought attention to this oversight, the offices of Senator Thune and Representative Noem have agreed to work during the conference process to rectify this issue and ensure that 1994 Land-grant institutions are eligible to compete for participation in this new program, should it be funded. The “New Beginning Initiative” within H.R. 2, section 11204, allows all Land-grant institutions – including the 1994s – to compete for participation. Therefore, AIHEC requests the Senate recede to the House on section 11204 of H.R. 2 and that section 7118 of S. 3042 be deleted.

Should any language from the Senate measure be retained, we respectfully recommend that the state limitation of \$500,000 be removed, as the number and per capita percentage of American Indian and Alaska Native (AI/AN) college-age youth, as well as AI/AN agriculture lands varies dramatically among the 50 states.

GENERAL REAUTHORIZATIONS & TECHNICAL CHANGES:

- **H.R. 2, Section 7502 and S. 3042, Section 7402:**

We appreciate that both the House and Senate have included important provisions to reauthorize the 1994 Land-grant programs and to designate Red Lake Nation College as a 1994 Land-grant institution. We support section 7502 of H.R. 2 and section 7402 of S. 3042.

In closing, we thank you and your staff for your support of the 1994 Land-grant institutions and for your willingness to include many provisions vital to ensuring that Native America can more actively participate in U.S. agricultural competitiveness. We appreciate your ongoing work and attention to our priorities as you work toward a final measure to reauthorize the Farm Bill. Finally, we invite you to visit any of our institutions to see firsthand the remarkable Land-grant programs being implemented by the TCUs, and we look forward to our continued partnership.

Should you have questions, please contact AIHEC President & CEO, Carrie Billy at 703-447-1647 or cbilly@aihec.org or Patrese Atine, Director of Congressional and Federal Relations, at 703-838-0400 x111 or patine@aihec.org.

Sincerely,



Carrie L. Billy
President & CEO



David Yarlott, Jr.
Chair, Board of Directors

cc: House and Senate Conferees

Attachment: AIHEC Preferred Farm Bill Provisions

July 26, 2018

Carrie L. Billy
President & CEO

MEMBERSHIP:

ALASKA

Iñisaġvik College

ARIZONA

Diné College
San Carlos Apache College
Tohono O'odham Community College

CALIFORNIA

California Tribal College

KANSAS

Haskell Indian Nations University

MICHIGAN

Bay Mills Community College
Keweenaw Bay Ojibwa Community College
Saginaw Chippewa Tribal College

MINNESOTA

Fond du Lac Tribal and Community College
Leech Lake Tribal College
Red Lake Nation College
White Earth Tribal and Community College

MONTANA

Aaniiih Nakoda College
Blackfeet Community College
Chief Dull Knife College
Little Big Horn College
Fort Peck Community College
Salish Kootenai College
Stone Child College

NEBRASKA

Little Priest Tribal College
Nebraska Indian Community College

NEW MEXICO

Institute of American Indian Arts
Navajo Technical College
Southwestern Indian Polytechnic Institute

NORTH DAKOTA

Cankdeska Cikana Community College
Nueta Hidatsa Sahnish College
Sitting Bull College
Turtle Mountain Community College
United Tribes Technical College

OKLAHOMA

College of the Muscogee Nation

SOUTH DAKOTA

Oglala Lakota College
Sinte Gleska University
Sisseton Wahpeton College

WASHINGTON

Northwest Indian College

WISCONSIN

College of Menominee Nation
Lac Courte Oreilles Ojibwa Community College

WYOMING

Wind River Tribal College

The Honorable John Hoeven
Chairman
Senate Committee on Indian Affairs
838 Hart Senate Office Building
Washington, D.C. 20510The Honorable Tom Udall
Vice-Chairman
Senate Committee on Indian Affairs
838 Hart Senate Office Building
Washington, D.C. 20510

Dear Chairman Hoeven and Vice Chairman Udall,

On behalf of the nation's 38 Tribal Colleges and Universities (TCUs), which together compose the American Indian Higher Education Consortium (AIHEC), thank you for inviting President David E. Yarlott, Little Big Horn College and AIHEC Board of Directors Chair, to participate in the Senate Committee on Indian Affairs' School Infrastructure Needs in Indian Country Roundtable earlier this month in Washington, D.C.

Since 1973, AIHEC has served as the collective voice for the nation's TCUs, speaking on behalf of these unique, place-based higher education institutions, which are defined and controlled by their respective Tribal nations. In follow-up to the Roundtable, we are pleased to submit these comments for your consideration and to be included in the official record.

Chronic Infrastructure Needs and Innovative, Shared Solutions

Aaron Sansosie is an active member of the National Guard; he is also a veteran of the U.S. Army, father of four, and recent graduate of Navajo Technical University in Crownpoint, New Mexico. Like many TCU students, Aaron set impressive educational goals – he earned a carpentry certificate then immediately took on an associate's program in complex building information modeling, completing both programs in less than two years. To achieve his goals, Aaron enrolled in 17 to 19 credits each semester at NTU, taking classes all morning, labs all afternoon, and online courses and studying in the evening. This would be a grueling schedule for any student, but this father of four did all of this while sleeping out of his truck. He is not alone. At NTU and many of our Tribal Colleges, hundreds of students often sleep in their cars and trucks to attend class, because TCUs lack enough affordable student housing.

Aaron has since moved on to pursue other educational goals – he had to leave NTU to enroll in a baccalaureate degree in an architecture field, because NTU does not have the resources to build out its architecture program beyond the associate's level.

Student housing and limited advanced degree programs, particularly in high-wage/jobs-oriented career and technical fields are just two of the many outstanding infrastructure needs on TCU campuses throughout Indian Country. We urge the Committee, and the Congress as a whole, to act now and increase the federal investment in Tribal Higher Education. We are pleased to report that you will not have to do it alone, and establishing new programs is not necessarily needed – several authorities already exist but are either unfunded or are not open to TCU participation.

AIHEC Infrastructure Needs Survey

In preparation for the recent Roundtable, AIHEC conducted a survey of 22 Tribal Colleges, which revealed a list of chronic facility-related needs, including student housing, faculty housing, classrooms, libraries, laboratories, administrative offices, cafeterias, and student wellness/community fitness centers. The 22 TCUs surveyed have an estimated combined total need of **\$332.5 million in Deferred Maintenance and Rehabilitation costs and \$558 million to complete existing Tribal College Master Plans**. Please see the attached “Tribal College University Deferred Maintenance Master Plan Infrastructure Needs Survey.”

Infrastructure Funding at TCUs

TCUs work closely with their tribes to ensure that the education programs offered meet the needs and priorities of the chartering tribal government, and they are creative and accountable in putting together and managing complex construction packages from multiple sources. At NTU, for example, the Navajo Nation recently committed \$14.3 million to build a new dorm that will house more than 300 students like Aaron. Tribes that might lack the resources to fund construction support their colleges by providing land and other resources. The Saginaw Chippewa Tribe, for example, has given its college, Saginaw Chippewa Tribal College, 273 acres of land on which to build a campus. Through the college’s Living Building Challenge, it hopes to identify enough grants and loans to build the facilities, which will be constructed through its green building certification program and sustainable design framework that visualizes the ideal for the built environment.

Typically, a Tribal College will put together resources from several different public and private funding sources for new construction and rehabilitation. Federal programs tapped by TCUs include the U.S. Department of Education Title III grants for Tribal Colleges (Parts A and F, section 316 of the Higher Education Act); U.S. Department of Agriculture (USDA) TCU Community Facilities Program (small grants of about \$120,000 per eligible TCU); private foundation and capital campaign funding; USDA community facility loan programs; and limited funding from the U.S. Department of Housing and Urban Development. Virtually no construction funding for TCUs, other than small amounts for Haskell Indian Nations University and Southwestern Indian Polytechnic Institute, comes from the U.S. Department of the Interior.

Federal Investment Opportunities

Congress has the ability to advance Indian Country by investing in TCU infrastructure through existing statutes. AIHEC has identified the following statutes and programs as potential areas for increased funding, and we propose several legislative changes to allow TCU access to existing resources.

- 1) **TCCUAA Infrastructure Program (25 U.S.C. 1801 et. seq.):** The Tribally Controlled Colleges and Universities Assistance Act (P.L. 95-471, TCCUAA) will be 40 years old this October. Within TCCUAA, section 113 directs the Bureau of Indian Affairs to conduct a facilities and infrastructure needs study of all TCUs (25 U.S.C. 1812), and authorizes funding for an infrastructure development program for Tribal Colleges (25 U.S.C. 1813). However, the study has never been done, nor has the section ever been funded. To begin to address this neglected issue, AIHEC has requested \$31 million be included in FY2019 Interior Appropriations bill.
- 2) **USDA TCU Essential Community Facility Grants (7 U.S.C. 1926(a)(25)):** The USDA TCU Essential Community Facilities grant program provides funding for infrastructure improvements, equipment purchases, and development of essential community facilities, but it is an extremely small program with significant paperwork requirements. On average, eligible TCUs receive about \$120,000 per year, which they typically use for end-stage construction, rehabilitation, and laboratory outfitting.

Currently funded at \$4 million per year, AIHEC has requested that the fully authorized amount of \$10 million be included in the FY2019 Agriculture Appropriations Bill so that TCUs can actually begin to address facilities and construction needs in meaningful ways.

- 3) **HUD Tribal Colleges and Universities Program (42 U.S.C. 5307):** In 2000, Congress enacted legislation to establish a Tribal College construction program within the U.S. Department of Housing and Urban Development’s University programs, which for many years had been limited to Historically Black Colleges and Universities. Under the HUD TCU program, which was funded until President Obama’s fiscal year 2010 budget eliminated it, TCUs were able to construct vitally needed community-based facilities. Diné College constructed its landmark Shiprock Campus Library through funding from HUD and the U.S. Department of Education’s Title III program. Diné College’s library, like most TCU

libraries, serves as the community's public library, providing vital year-round services to Native youth and families. Oglala Lakota College on the Pine Ridge Reservation used the TCU HUD community facilities program to rehabilitate about 25 tribal Head Start centers across the 3,468 square mile reservation, after being asked to take over the Head Start program by the U.S. Department of Health and Human Services. When the college took over the programs, many of the facilities were in such a dilapidated state of disrepair that college staff cried when they saw the interior of buildings. Now, all the Head Start facilities are safe, nurturing, bright, and fun places for children to learn and grow.

The former HUD Tribal Colleges and Universities Program assisted TCUs in building, expanding, renovating, and equipping facilities designed to meet the needs of local communities. In addition to libraries and Head Start centers, TCUs used the program to build computer labs, wellness centers, community gyms, and many Tribal-TCU joint-use buildings.

AIHEC has requested that this program be reinstated to address outstanding infrastructure needs, even at a modest level of \$10-15 million per year.

- 4) **Historically Black Colleges and Universities Historic Preservation Building Fund (54 U.S.C. 302101):** The HBCU Historic Preservation Building Fund, administered by the National Park Service, provides grant funding to document, preserve, and stabilize historic structures on HBCU campuses. Since the creation of the program in 1988, NPS has awarded over \$60 million to HBCUs to assist in repairing historic buildings. Comparably, several TCU campuses have historic structures in urgent need of repair and preservation.

Since the National Park Service and Bureau of Indian Education are both within the U.S. Department of the Interior, AIHEC recommends that the Historical Preservation Fund be expanded to include TCUs with historic structures. (Currently, Haskell Indian Nations University, which is fully owned by the U.S. Department of the Interior, and United Tribes Technical College have facilities on the National Register of Historic Places.) Further, AIHEC recommends that the 30 percent match requirement for this program be waived for eligible TCUs.

- 5) **USDA Community Facilities Low-Interest Loan Program:** Currently, few TCUs participate in the USDA's low-interest loan program. Although the loan interest rates are very attractive, particularly to fund dormitories, the long-term payback commitment is risky for many TCUs for various reasons: (1) TCUs on average write off about \$100,000 in unpaid student tuition each year. This is because as open door institutions, TCUs do not want to turn away students who want to learn but who lack the resources to fund their education. TCUs clearly cannot rely on student payments (Pell, scholarships, savings) to finance dorm construction, and they do not want to encourage students to take out student loans to finance their education. (2) Because TCU operating costs are funded annually and have never reached the authorized level (currently, most TCUs receive \$7,285/Indian student, but the authorized level is \$8,000/Indian student), some accrediting bodies already rate TCUs as financially unstable. Incurring debt, even with low-interest loans, could put TCUs at increased accreditation risk.

Under the Historically Black Colleges and Universities Capital Financing Program (20 U.S.C. 1066), HBCUs frequently receive long-term loan repayment deferments and loan forgiveness. We recommend that the USDA's community facilities loan program be amended to give the Secretary the authority to forgive/deem satisfied loans to Tribal Colleges and Universities when the TCU meets the following conditions:

- a. the loan is essential to college affordability for TCU students; and
- b. the TCU has successfully met a minimum loan repayment obligation (either a minimum number of monthly/annual payments or a repayment level). For example, the college could be required successfully to make payments for a period of five years, or one-quarter of the grant.

- 6) **Federal E-Rate Program (S. 2205):** The Schools and Libraries Program, otherwise known as E-Rate, provides discounted internet access and equipment to K-12 schools and libraries. While many public and BIE-funded schools in Indian Country already benefit from the E-Rate program, essential community centers such as Tribal libraries and TCUs have not yet been granted access to the program. Increasingly, technology and broadband connectivity are becoming essential to everyday life. TCU students and teachers need reliable connectivity to conduct research, access interactive online courses, and explore job opportunities.

According to a 2018 Federal Communications Commission report, 35 percent of Americans living on Tribal lands lack broadband access. The local TCU is one of very few local internet access points available to them. TCUs provide public library services to their communities, which includes access to workforce training resources and early literary programs. In an effort to begin to address these problems, Senators Heinrich and Heller have introduced legislation to expand the E-Rate program to include Tribal Libraries and Tribal "anchor institutions." AIHEC has requested that Tribal Colleges and Universities be added to the list of eligible E-Rate participants through this or other legislation as soon as possible. Please see the attached "Inclusion of Tribal Colleges and University in E-Rate" document, which contains important information on the technology infrastructure needs of the TCUs.

In closing, we greatly appreciate the Committee's continued support in advancing the nation's Tribal Colleges and Universities. We look forward to working with you to develop an achievable plan to support Tribal higher education facilities needs.

Respectfully,



Carrie L. Billy
President & CEO

Attachments 1) Tribal College University Deferred Maintenance Master Plan Infrastructure Needs Survey
 2) Inclusion of Tribal Colleges and University in E-Rate

Cc: Senator Dan Sullivan
 Senator Lisa Murkowski
 Senator John McCain
 Senator Jeff Flake
 Senator Jerry Moran
 Senator Pat Roberts
 Senator Gary Peters
 Senator Debbie Stabenow
 Senator Amy Klobuchar
 Senator Tina Smith
 Senator Jon Tester
 Senator Steve Daines
 Senator Ben Sasse
 Senator Deb Fischer
 Senator Martin Heinrich
 Senator Heidi Heitkamp
 Senator James M. Inhofe
 Senator James Lankford

Senator Mike Rounds
Senator John Thune
Senator Patty Murray
Senator Maria Cantwell
Senator James E. Risch
Senator Mike Crapo
Senator Tammy Baldwin
Senator Ron Johnson
Senator John Barrasso
Senator Michael B. Enzi

Higher Education Act Reauthorization: Postponed until the 116th Congress

Preparing for the Next Round of HEA Deliberations:

Key Issues for Senator Patty Murray (D-WA), currently Ranking Member of the Senate HELP Committee

1. Tribal College Status: Public v. Private Institutions

- Some TCUs are incorrectly designated as **private** institutions with the U.S. Department of Education. This could be problematic if the Democrats regain control of the U.S. Senate. Senator Murray's staff are inclined to impose more rigorous accountability measures on private institutions and to focus federal programs toward public institutions of higher education.
- AIHEC has discussed the process for re-designating as a public institution with the U.S. Department of Education and has a document explaining the steps.

2. Accountability Standards: Outcome measures

- Senator Murray believes in institutional accountability, particularly in the federal student loan program. Any HEA reauthorization will require student and institution accountability
- *Options for accountability/outcome measures:* earnings relative to debt; college v. high school earnings: how do we factor in rural areas, public service, etc.?
- Review ASPIRE Act accountability provisions: Murray's staff believes this may be an option.

3. Access to Student Loans: "Equity Issue" for Low-Income Students

- In Senator Murray's world, lack of access to federal loans means students go to private lenders.
- How do we explain that LACK of access to the federal student loan program does not limit TCU student college accessibility; *or does it?*
- What do TCUs need to participate effectively in the federal student loan program?

4. Title III Eligibility: Dual Program Participation

- Many MSIs now meet the criteria for more than one competitive category:
 - TCU: 50 percent, certified
 - Predominately Black: 40 percent
 - Hispanic: 25 percent
 - Alaska Native: 20 percent
 - Native Hawaiian: 10 percent
 - Asian/Native Pacific Islander: 10 percent
 - Non-tribal Native Serving: 10 percent

Aim Higher Act

ACCESS | AFFORDABILITY | COMPLETION

FACT SHEET

As Republicans propose cuts to higher education, House Democrats introduce a comprehensive plan to give every student the opportunity to earn a debt-free degree that leads to a rewarding career

In December 2017, Republicans on the House Committee on Education and the Workforce advanced the *PROSPER Act*, H.R. 4508, a reauthorization of the Higher Education Act that **cuts nearly \$15 billion from federal student aid** and shifts federal dollars toward predatory, low-quality for-profit programs. The GOP's proposed cuts to student aid were advanced on a party-line vote just nine days before President Trump signed into law a nearly \$2 trillion giveaway to corporations and the wealthy few.

House Democrats have introduced H.R. 6543 – the *Aim Higher Act* – a comprehensive vision for higher education which **ensures every student has a path to a debt-free degree or credential that leads to a rewarding career**. The *Aim Higher Act* invests in students. It makes higher education more affordable today and addresses the rising cost of college to reduce the burden on students in the future.

The *Aim Higher Act* also recognizes that both access to college *and* college completion are critical to expanding economic opportunity. Accordingly, it lowers barriers to enrollment and invests in programs and services – like career counseling and campus-based child care – that will help students graduate and put them on a path to success.

Making College More Affordable

Republican Proposal: The GOP *PROSPER Act* cuts \$15 billion from federal student aid, leaving students with more expensive student loans that are more difficult to repay. At the same time, it does nothing to contain the rising cost of tuition.

- The *PROSPER Act* fails to make any meaningful improvements to the Pell Grant program, which is the cornerstone of federal student aid and serves 8 million students.
 - The maximum Pell Grant currently covers only 29 percent of the cost to attend a public university.
- The *PROSPER Act* cuts other sources of grant aid to the neediest students under the guise of simplification, which will force students to incur more debt. The GOP proposal:
 - Eliminates subsidized loans that make borrowing more affordable;
 - Caps parent and graduate student loans, which will push more students and parents to the private loan market;
 - Replaces existing income-based repayment plan programs with a less generous version, which will push more students into default;
 - Eliminates the Public Service Loan Forgiveness (PSLF) program that incentivizes talented individuals, including teachers, service members, and veterans, to pursue a career in public service;
 - Fails to restore the Perkins Loan Program – an important low-interest loan used by financial aid administrators to augment student aid packages – which expired in September 30, 2017.

Democratic Proposal: The *Aim Higher Act* makes college more affordable today and helps states make public college tuition more affordable in the future. It provides every student a path to a debt-free degree or a credential that leads to a rewarding career.

- The *Aim Higher Act* creates a federal-state partnership that incentivizes states to reinvest in higher education and, in exchange for federal funding, requires states to offer all students two years of tuition-free community college.
- The *Aim Higher Act* strengthens and modernizes the Pell Grant program in response to the rising cost of college and the wide range of four-year, two-year, and short-term programs that can launch graduates into successful careers. The Democratic proposal:
 - Increases the maximum award to give students more money to pay for college and permanently indexes the Pell award to inflation to maintain the purchasing power of the grant;
 - Allows quality short-term programs to access Pell to strengthen the workforce and extends Pell eligibility to more students;
 - Insulates Pell Grant funding from Republican cuts by making the majority of Pell Grant funding mandatory;
 - Makes Pell available for 14 semesters instead of 12; and
 - Incentivizes on-time graduation and improves the talent pipeline by allowing students to exhaust full Pell eligibility on graduate studies following completion of a bachelor's degree.
- Democrats are working to end the era of confusion, misinformation, and predatory practices in the student loan industry. The *Aim Higher Act* makes borrowing easier to understand and more affordable for students. The Democratic proposal:
 - Provides students with better up-front and ongoing information about college financing through annual loan counseling;
 - Eliminates loan origination fees;
 - Simplifies the loan repayment process by replacing the numerous existing repayment plans with one *fixed repayment plan* and one *income-based repayment plan* (IBR) that uses the more generous repayment terms than those currently available; and
 - Allows for verbal, secure IBR enrollment and automatic recertification of income for borrowers enrolled in income-based repayment to reduce barriers to relief for student loan borrowers.
- The *Aim Higher Act* protects the Public Service Loan Forgiveness program, which encourages talented professionals to enter public service. It also expands the program to include farmers and those who go to work for Veteran Service Organizations – such as the American Legion and Veterans of Foreign Wars (VFW) – who are currently ineligible for loan forgiveness.
- The *Aim Higher Act* recognizes state authority to protect consumers by maintaining their right to enact, regulate, and enforce consumer protection laws.
- The *Aim Higher Act* restores the Perkins Loan Program as a source of federal student aid for undergraduates and graduates by reserving a portion of Direct Loan volume to be distributed to institutions. This would be done under a new, more equitable formula based how well the school serves low-income students, not how long the school has participated in the program.

Ensuring Access to a Quality Degree

Republican Proposal: The *PROSPER Act* is a love letter to for-profit colleges and corporate interests despite demonstrated evidence of predatory practices at many for-profit institutions. The two most notorious examples – the devastating collapse of Corinthian Colleges and ITT Technical Institute – left thousands of students with crippling debt, non-transferrable credits, and no degree, while leaving taxpayers to foot the bill.

- Rather than strengthening existing safeguards to protect students and taxpayers from predatory for-profit programs, the *PROSPER Act* completely eliminates for-profit accountability. In doing so, it gives for-profit colleges unprecedented access to federal financial aid (Title IV funding) – regardless of quality – and leaves students, veterans, and taxpayers even more vulnerable to institutions that engage in fraud and deception.
 - According to the Century Foundation, of the 98,868 borrowers' defense claims filed by students alleging fraud or deception by a federally approved college or university, 99 percent were filed against for-profit schools.

Democratic Proposal: The *Aim Higher Act* protects students, veterans, and taxpayers from predatory for-profit institutions, and assists colleges and universities in their efforts to improve student outcomes.

- The *Aim Higher Act* empowers accreditors to focus on academic quality and student achievement by streamlining accreditation criteria, making the accreditation process and institutional outcomes more transparent, and strengthening the Department of Education’s oversight of accrediting bodies.
- The *Aim Higher Act* strengthens federal oversight of taxpayer dollars by improving the cohort default rate.
- The *Aim Higher Act* assists non-profit institutions struggling to meet accreditation standards by offering technical and financial support to improve institutional quality and serve students better.
- The *Aim Higher Act* closes the 90-10 loophole, which incentivizes for-profit institutions to aggressively recruit veterans.
- The *Aim Higher Act* ensures that all institutions relying on federal student aid dollars are investing in instruction and quality – not lobbying and marketing.

Improving Campus Climate

Republican Proposal: The *PROSPER Act* is another example of Republicans using the First Amendment as a weapon to attack civil rights and anti-discrimination laws.

- The *PROSPER Act* allows religious schools receiving taxpayer money to ignore civil rights laws, oversight, and other requirements that all other schools receiving Title IV funding must follow.
 - Religious institutions, which account for 12.5 percent of all colleges participating in Title IV of the Higher Education Act, currently access federal funds while complying with relevant civil rights law without issue.
- The *PROSPER Act* undermines efforts to combat campus sexual assault by allowing each school to create its own standard of evidence for disciplinary proceedings related to sexual assault. This would allow schools to use strict standards that favor the accused and have a chilling effect on students’ reporting of sexual assault.

Democratic Proposal: The *Aim Higher Act* protects every students’ right to feel safe on campus and to be treated with dignity and respect.

- The *Aim Higher Act* improves campus safety and transparency surrounding crimes in and around college campuses by amending the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, specifically adding hazing and harassment as reportable offenses under Clery.
- The *Aim Higher Act* encourages and supports diversity on our campuses by requiring the Secretary to appoint a Special Assistant for Equity and Inclusion. The Special Assistant will promote, coordinate, and evaluate equity and inclusion programs, including dissemination of information, technical assistance, and coordination of research activities.
- The *Aim Higher Act* ensures that institutions of higher education are complying with Title VI of the Civil Rights Act of 1964. The Democratic proposal requires institutions to:
 - Designate at least one employee to coordinate the institution’s efforts to comply with Title VI and notify students and employees of the contact information of such designee;
 - Notify students and employees of the institution’s Title VI policies, including the procedures for reporting and investigating complaints under Title VI;
 - Notify students and employees of Title VI violations; and
 - Collect and publish data on Title VI violations on the institution’s website and report it annually to the Department of Education.

Helping Students Become Graduates

Republican Proposal: The *PROSPER Act* does nothing to help more students enroll in college or improve graduation rates. It also eliminates current services that help struggling and underserved students complete their education, and fails to incentivize institutions to focus on completion.

- The *PROSPER Act* eliminates grant funding to help under-resourced institutions better serve their students, which would harm many minority-serving institutions and community colleges.

- The *PROSPER Act* cuts funding to programs – such as TRIO and GEAR UP – that improve college access for low-income and first-generation students.
- The *PROSPER Act* cuts programs that provide campus-based child care services for student parents and contains no provisions to ensure students with disabilities, veterans, Dreamers, and foster and homeless students have the support they need to graduate.

Democratic Proposal: The *Aim Higher Act* updates the Higher Education Act to help all students – regardless of circumstance or ability – access and successfully complete higher education.

- The *Aim Higher Act* focuses on both helping students get an affordable education at a quality institution *and* ensuring students graduate in a timely manner by offering comprehensive student support services. The Democratic proposal:
 - Increases funding for TRIO programs and campus-based childcare services for student parents;
 - Helps foster and homeless youth successfully transition to and complete college;
 - Provides grants to assist institutions that serve a significant number of veterans and their families to establish, maintain, improve, and operate Veteran Student Centers;
 - Provides funding for dual enrollment and early college programs, where high school students can earn college credit in high school and at no cost;
 - Invests in training to help faculty deliver accessible, inclusive instruction for students with disabilities; and
 - Helps community colleges create comprehensive services to ensure students complete an associate’s degree in a timely fashion.
- The *Aim Higher Act* incentivizes institutions of higher education to focus on helping students graduate with a degree or credential that will lead to a rewarding career.
 - The bill strengthens the Education Department’s ability to hold institutions accountable for their students’ outcomes by requiring accreditors to do more and revising the Cohort Default Rate to encourage institutions to focus on completion and successful entry to the workforce.
- The *Aim Higher Act* allows Dreamers to access federal financial aid so they can reach their full potential in the only country they have ever called home.

Supporting Teachers

Republican Proposal: The *PROSPER Act* abandons America’s teachers during a national teacher shortage crisis.

- The *PROSPER Act* eliminates all current programs in the Higher Education Act that help recruit, train, and support teachers who dedicate their lives to educating students, and eliminates teacher loan forgiveness programs.
 - There is a teacher shortage in all 50 states.
 - According to a report by the National Center for Education Statistics, 94 percent of teachers pay for classroom supplies, spending an average of \$479 a year.

Democratic Proposal: The *Aim Higher Act* invests in teachers and strengthens training for teachers and school leaders to improve the quality of our schools.

- The *Aim Higher Act* expands teacher quality partnership grants to strengthen coordination between local education agencies, state agencies, and institutions of higher education.
- The *Aim Higher Act* increases teacher capacity, supports teacher leadership, and emphasizes diversity in the teacher and school leader workforce through recruitment and retention efforts.
- The *Aim Higher Act* strengthens the TEACH Grant program, which gives prospective teachers an incentive to join a profession, and maintains Perkins Teacher Loan Forgiveness and Direct Stafford Loan Cancellation for teachers.

For more information on the *Aim Higher Act* (H.R. 6543), please visit: <http://democrats-edworkforce.house.gov/aim-higher>

Strengthening Minority-Serving Institutions Act

Senator Doug Jones
Section-by-Section Summary

Section 1 – Short Title

This bill will be called Strengthening Minority-Serving Institutions Act.

Section 2 – Strengthening Historically Black Colleges and Universities and Other Minority-Serving Institutions

This section permanently reauthorizes funding that is set to expire in Fiscal Year 2019 and increases mandatory funding from \$255 million to \$300 million.

- Hispanic-Serving Institutions would receive \$117.5 million, an increase in \$17.5 million in capacity-building funding, with priority for STEM and Articulation programs.
- Historically Black Colleges and Universities (HBCUs) would receive \$99,875,000, an increase of nearly \$15 million in capacity-building funding.
- Predominantly Black Institutions (PBIs) would be eligible for a competitive grant program funded at \$17,625,000, an increase of \$2.6 million, with each school eligible for \$600,000 grants.
- All other Minority-Serving Institutions would receive \$65 million, an increase of \$10 million in capacity-building funding.
 - American Indian Tribally Controlled Colleges and Universities would receive \$35 million.
 - Alaska Native and Native Hawaiian-Serving Institutions would receive \$18 million.
 - Asian American and Native American Pacific Islander-Serving Institutions and Native American-Serving, Nontribal Institutions would each receive \$6 million.

Section 3 – Mandatory Funding for Masters and Postbaccalaureate Programs

This section increases and permanently reauthorizes mandatory funding for masters and postbaccalaureate programs, including funding for programs at HBCUs and PBIs that expired in Fiscal Year 2014.

- Masters Degrees at HBCUs and Masters Degrees at PBIs would receive \$13.5 million in mandatory funding that expired after fiscal year 2014.
- Promoting Postbaccalaureate Opportunities for Hispanic Americans would receive \$21 million.

Strengthening Minority-Serving Institutions Act

Senator Doug Jones

Type of Institution	Current Funding Level	Proposed Funding Level
HSI STEM and Articulation	\$100,000,000	\$117,500,000
HBCU	\$85,000,000	\$99,875,000
PBI	\$15,000,000	\$17,625,000
TCCU	\$30,000,000	\$35,000,000
ANNH	\$15,000,000	\$18,000,000
AANAPISI	\$5,000,000	\$6,000,000
NASNTI	\$5,000,000	\$6,000,000
Masters Degrees at HBCUs and PBIs	\$11,500,000 (<i>expired in 2014</i>)	\$13,500,000
PPOHA	\$11,500,000	\$21,000,000

Key

AANAPISI	Asian American and Native American Pacific Islander-Serving Institution
ANNH	Alaska Native and Native Hawaiian-Serving Institution
HBCU	Historically Black Colleges and Universities
HSI	Hispanic-Serving Institution
NASNTI	Native American-Serving, Nontribal Institution
PBI	Predominantly Black Institution
PPOHA	Promoting Postbaccalaureate Opportunities for Hispanic Americans
STEM	Science, Technology, Engineering, and Mathematics
TCCU	American Indian Tribally Controlled Colleges and Universities

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Senator Heidi Heitkamp (<https://www.heitkamp.senate.gov/public/index.cfm/home>)

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Sep 26 2018

Heitkamp Backs New Bill to Boost Funding for Tribal Colleges and Universities (<https://www.heitkamp.senate.gov/public/index.cfm/press-releases?ID=E55B6C22-41BE-47B0-A45F-DCC0800F8649>)

Senator Successfully Pushed for Increase in Funding to Support Schools Serving Minority Populations

WASHINGTON, D.C. – U.S. Senator Heidi Heitkamp today announced she is supporting legislation to permanently extend and increase federal funding for minority-serving higher education institutions like North Dakota's five tribal colleges.

The *Strengthening Minority-Serving Institutions Act* would increase mandatory funding levels from \$255 million to \$300 million for minority-serving institutions of higher education. A majority of the mandatory funding for Tribal Colleges and Universities is set to expire in the next year, leaving schools without the resources needed to serve their students.

The funds would be used for capital improvement needs, faculty and curriculum development, and student services. American Indian Tribally Controlled Colleges and Universities would receive \$35 million, a \$5 million increase from the current funding level.

"North Dakota's tribal colleges are vital institutions that help prepare the next generation of Native American students for fulfilling careers," **Heitkamp said**. "Often, students that attend Tribal Colleges are the first in their families to seek a higher education. Adequate funding is essential to help these important institutions carry out their mission, which is why I've been pushing for increased funding for schools that serve minority populations. Every North Dakota community is stronger when we work to build a skilled workforce and make sure a good education is in reach for every student."

Heitkamp supported an increase in funding for Tribal Colleges and Universities in the bipartisan government funding bill that passed the Senate last week, and is expected to become law soon. Heitkamp **offered an amendment** (https://www.heitkamp.senate.gov/public/_cache/files/ff949fd5-89b2-469f-85ea-298dea1a9b5b/fy19-l-hhs-ed-amendment-for-tcus.pdf) to boost this funding even more to help North Dakota's colleges, but it was not included in the final bill. This new legislation would permanently boost funding to the level Heitkamp requested.

"As a small, rural, tribal college, Cankdeska Cikana Community College (CCCC) relies on the Title III funding as essential funding to operate our institution," **said Cynthia Lindquist, President of Cankdeska Cikana Community College in Fort Totten.** "If we should lose this funding or if it is reduced by any amount, I am uncertain as to whether or not CCCC would remain open. The proposed legislation supported by Senator Heitkamp, demonstrates the understanding that higher education is a good and viable investment for rural communities and disenfranchised students. We make a difference in people's lives, their families, and their communities."

"United Tribes Technical College (UTTC) thanks Senator Heitkamp for this important bill to provide resources to assist tribal colleges and universities (TCUs) to support Native students with the tools they need to start careers and support their families," **said UTTC President Russ McDonald.** "Education is more than just a certificate or diploma – it's about lifting entire communities by making sure North Dakota's workforce needs are met. TCUs face many unique challenges, and this funding is one way we can continue to provide the education and opportunities that Native students deserve."

North Dakota is home to thousands of students who enroll each year in one of the state's five tribal colleges, which include: Turtle Mountain Community College, Nueta Hidatsa Sahnish College (formerly Fort Berthold Community College), United Tribes Technical College, Sitting Bull College, and Cankdeska Cikana Community College.

Heitkamp has been a strong advocate for North Dakota's tribal colleges, **leading a bipartisan effort** (<https://www.heitkamp.senate.gov/public/index.cfm/2018/2/heitkamp-leads-bipartisan-group-of-senators-in-recognizing-national-tribal-colleges-and-universities-week>) every year since 2013 to celebrate the unique and critically important role these institutions of higher education play in supporting students from Indian Country.

Click here (<https://www.youtube.com/watch?v=i9PsoGppgy0>) for a video of Heitkamp and North Dakota students discussing the importance of TCUs, and **click here** (https://www.youtube.com/watch?v=R_q0GSgMuAc) for video of Heitkamp and U.S. Senator Lisa Murkowski (R-AK) recognizing National Tribal Colleges and Universities Week on the Senate floor.

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Permalink: <https://www.heitkamp.senate.gov/public/index.cfm/2018/9/heitkamp-backs-new-bill-to-boost-funding-for-tribal-colleges-and-universities>
(<https://www.heitkamp.senate.gov/public/index.cfm/2018/9/heitkamp-backs-new-bill-to-boost-funding-for-tribal-colleges-and-universities>)

2018 Fall BoD Meeting

AIHEC QUARTERLY REPORT

Board of Directors Quarterly Update: October 2018 (Fall BoD Meeting)



SUSTAINING: TCU ADVANCEMENT (FUNDING)

FY 2019 Appropriations:

All 12 House and Senate appropriations bills were reported by the relevant committees and several were approved by the House and/or Senate prior to end of FY2018, which has been a rare occurrence over the past several years. In an effort to pass funding bills before federal funding expires on September 30 of each fiscal year, appropriations committees sometimes combine appropriation bills into a “minibus” (several bills) or “omnibus” (all bills) appropriations bill for consideration and passed by each chamber. For FY2019, Congress combined the 12 funding bills into three minibuses.

In mid-September, Congress completed negotiations and approved the first minibus package of funding measures, comprising the Energy and Water, Legislative Branch, and Military and Veterans Affairs appropriation bills. On September 21, President Trump sign the bill into law. This bill includes \$2 million for the Department of Energy’s TCU advanced manufacturing initiative.

A second minibus was created by strategically combining funding for the Departments of Defense, Labor, Health and Human Services, and Education (LHHS). This minibus also includes a continuing resolution (CR) that will keep all federal agencies without finalized appropriation bills operating through **December 7, 2018**. The final conferenced bill includes an increase of \$315,000 for the Higher Education Act, Title III-Part A funding (section 316). Congress approved this minibus on September 28 followed by President Trump who signed the funding package on September 28 avoiding a government shutdown.

Finally, both the House and Senate passed different versions of a third minibus, which combines funding bills for the Departments of Interior, Agriculture, Transportation, and Housing, and Urban Development, along with various environmental and financial services agencies and programs. The

House Interior appropriation bill included a \$3 million increase for Tribal College and University (TCU) operating funding. In contrast, the Senate bill maintains the FY18 funding level of \$69,793,000. Currently, the House and Senate appropriations committees are negotiating a few remaining funding levels and policy riders contained in their respective bills. While a compromise on the policy riders is not yet in sight, the CR contained in the second minibus (Defense-LHHS) provides funding at FY 2018 levels for these agencies through December 7, giving the members time to work out their differences. However, some pundits and experts are speculating that, depending on the outcome of the mid-term elections, President Trump *may not* sign this third minibus into law prior to the December 7 deadline if it does not include funding for the U.S.-Mexico border wall. If democrats seize control of either the House or Senate, the 115th Congress will be Mr. Trump's final chance to secure border wall funding, and with the Department of Defense and Veterans Administration funded for FY2019, there may be little standing in the way of a president-imposed prolonged partial government shutdown.

Authorizations:

Farm Bill Reauthorization: Both the Senate and House both introduced and have passed legislation to reauthorize the Agriculture Act of 2014, more commonly known as the Farm Bill. Through AIHEC/TCU advocacy, the Senate-passed Farm Bill included three major TCU specific provisions (McIntire-Stennis Forestry program eligibility; Children, Youth, and Families at Risk program eligibility; Federally Recognized Tribal Extension Program eligibility), as well as updates to the 1994 Land-grant institution list. Additionally, both versions of the Farm Bill included language to authorize a new competitive discretionary grant program entitled "New Beginnings for Tribal Students". The Senate version, offered by Senator John Thune (R-SD), would provide new funding only for 1862 and 1890 Land-grant institutions to provide wrap-around services such as tuition, text books, tutoring, and career counseling for Tribal students pursuing degrees in agriculture. The House provision, authored by Congressman Kristi Noem (R-SD), included all Land-grant institutions, including 1994s.

On July 18, the House formally rejected the Senate version of the Farm Bill and officially voted to go to conference with the Senate to reconcile the differences between the two bills. 47 House conferees and nine Senate conferees were selected to participate in the formal conference negotiations. Throughout August, the 56 members of the House-Senate conference committee began unofficial discussions in preparation for official Farm Bill conference negotiations. AIHEC staff met with several key Congressional offices and participated in several meetings hosted by Minority leadership of the Senate Agriculture Committee to elevate and reiterate TCU priorities. Throughout the summer and early fall, AIHEC staff also worked vigorously with the South Dakota Congressional delegation to negotiate a compromise on the "New Beginnings" provision to ensure that the 1994 Land-grant institutions can participate in the program, should the initiative ever be funded. We are pleased to report that AIHEC prevailed on this issue. In addition, prior to the start of the official conference, AIHEC sent a letter to the leadership of Farm Bill conference summarizing TCU priorities (letter is posted on the AIHEC website).

The Farm Bill conference committee was great pressure to reach agreement on a final compromise version of the Farm Bill reauthorization prior to the September 30 deadline; however, the committee was unable to do so. Committee leadership continue to work toward a compromise on certain contentious issues, including work requirements for SNAP benefits, with a hope to have a Farm bill before the end of 2018. AIHEC continues to vigorously advocate for the inclusion of the

1994 provisions. As a back-up, AIHEC is also working with key Congressional staff to ensure that some key 1994 program changes are included in a bill to extend the current Farm Bill, should negotiations fail.

Carl Perkins Career and Technical Education Act: Last summer, House passed legislation (H.R. 2353) to reauthorize the Carl D. Perkins Career and Technology Education Act of 2006 (CTE Act). The Senate, on the other hand, did not take action on the CTE Act until this summer. AIHEC received an early draft of the proposed Senate bill and immediately began advocating for increased funding for the "Tribally Controlled postsecondary Career and Technical Institutions" section which funds United Tribes Technical College and Navajo Technical University, because we noticed that the authorized funding was extremely low. In the past, appropriations for most sections of the bill were open ended, with "such sums as may be necessary" authorized for appropriations. However, in an effort to be more fiscally responsible, the House now requires specific authorization amounts for most programs. On July 31, the CTE Act was signed into law, and through AIHEC's advocacy, we are pleased to report that the final bill includes higher than expected funding levels for Tribally Controlled Postsecondary Career and Technical Institutions. The final legislation also included a provision that could allow institutions to use CTE funding for four year degree programs, in addition to associate level programs and certificates. While many community colleges are against this provision, NTU and UTTC could benefit from this expansion. AIHEC will work with the Department of Education to push for this broader interpretation. However, we expect to meet opposition in the Department.

Higher Education Act Reauthorization: Early this summer, Senate Health, Education, Labor and Pensions (HELP) Committee Chairman Lamar Alexander (R-TN) announced that his committee would not introduce legislation to reauthorize the Higher Education Act (HEA) during this session of Congress. Despite this announcement, rumors continued to circulate that House Education and Workforce Chairwoman Virginia Foxx was working to bring the House HEA legislation to the floor for consideration. To date, Ms. Foxx's efforts have been unsuccessful as her bill, the PROSPER Act (HR 4508), lacks sufficient support to pass the House and higher education groups continue to submit letters to the Hill expressing concerns and opposition to the bill.

AIM Higher Act (H.R. 6543): On July 26, Representative Bobby Scott (D-VA), Ranking Member on the House Committee on Education and the Workforce, introduced the House Democrats' comprehensive legislation to reauthorize the HEA. The Aim Higher Act (H.R. 6543), which in many ways is a complete rejection of PROSPER Act principles, includes federal incentives and support for public 2- and 4-year colleges to offer free tuition, tightened accountability, and increased federal student aid. AIHEC had hoped to support the AIM Higher Act, which includes many of AIHEC's requested amendments to HEA and the Tribal College Act; however, the bill includes a so-called "State Relief from Federal Education Mandate" provision that would provide federal funding to certain state public nontribal Native American serving institutions, including Fort Lewis College, which is required to waive tuition for American Indian and Alaska Native students pursuant to a poorly written, longstanding land/building exchange agreement with the federal government. AIHEC's long standing position is that new federal operating funding should not be provided to nontribal Native American serving institutions until the federal government meets tribal treaty obligations and trust responsibility to fully and adequately fund TCUs. Because the bill contains this provision, AIHEC opted not to publically support the bill. Staff have raised this issue with Rank Member Scott's staff and will continue to educate Congressional staff on this issue.

It is important to note that the Aim Higher Act has no chance of advancing during this Congress and serves as a marker bill for future HEA reauthorization efforts in the 116th Congress which starts in January 2019.

AIHEC Letter to SCIA on TCU Infrastructure Needs: On July 12, the Senate Committee on Indian Affairs hosted a roundtable on “School Infrastructure Needs in Indian Country” to discuss needs of all levels and types of schools on and near Tribal lands. President Yarlott participated in the roundtable on behalf of TCUs, advocating for TCU infrastructure funding (facilities maintenance, new construction, broadband expansion, and e-rate eligibility). AIHEC submitted a follow up letter to the Committee, at their request, which summarizes President Yarlott’s comments and identifies additional areas of opportunity. The letter is posted on the AIHEC website.

Strengthening Minority Serving Institutions Act (S. 3467): On September 18, Senator Doug Jones (D-AL) introduced the “Strengthening Minority Serving Institutions Act” (S. 3467) which would permanently authorize HEA Title III – Part F funding (currently set to expire at the end of FY2019). AIHEC worked with Senator Jones’ staff in the development of this bill and is officially supporting the bill, along with the United Negro College Fund, Thurgood Marshall College Fund, and the Hispanic Association of Colleges and Universities. Due to the timing of the introduction of this bill, it is unlikely that it will pass before the end of this Congress, but rather will be a marker for HEA reauthorization efforts in the 116th Congress.

AIHEC will continue to work with both chambers to ensure that TCU priorities are included in any HEA legislation moving forward during the remainder of the 115th Congress and into the 116th Congress.

Senate Committee on Indian Affairs Roundtable/“School Infrastructure Needs in Indian Country”: On July 12, the Senate Committee on Indian Affairs hosted a roundtable on “School Infrastructure Needs in Indian Country” to discuss needs of all levels and types of schools on and near Tribal lands. President Yarlott participated in the roundtable and advocated for TCU



infrastructure funding (facilities maintenance, new construction, broadband expansion, and e-rate eligibility). While in DC, President Yarlott also met with several key members of Congress to advocate for TCU Farm Bill provisions, HEA Title III (Part F) permanent authorization, and other funding priorities. A follow up letter, which summarizes President Yarlott’s comments, was provided to the Senate Committee on Indian Affairs. The letter is posted on the AIHEC website.

Federal Agency Issues & Updates

On August 17, Ms. Billy and Ms. Atine met with Diane Jones, Principal Under Secretary, and Ron Lessard, Acting Executive Director for the White House Initiative on American Indian and Alaska Native Education, both at the Department of Education (ED). Ms. Jones has worked with TCUs in the past under the George W. Bush Administration and remains supportive of TCUs. During the meeting, Ms. Jones expressed interest in holding a convening with TCU presidents, ED officials, and perhaps other federal officials and Congressional staff.

AIHEC staff are working with Mr. Lessard to potentially hold this convening in February in conjunction with the AIHEC Winter Meeting (week of February 2, 2019). Ms. Jones also expressed her intent to collaborate with AIHEC to define for ED three to four specific and strategic goals important to the TCUs, which the administration could achieve in the next two to six years. She is particularly interested in guidance on ways to realign existing ED priorities and grant programs to better meet the needs of TCUs. AIHEC is working with ED-Federal Student Aid Office on the first annual MSI Presidents' Summit, which will be held in Atlanta, GA, on November 26-27, 2018. President Sandra Boham will be highlighted on a panel of presidents at the Summit.

AIHEC has also raised the issue of the National Advisory Council on Indian Education (NACIE) and the lack of TCU representation on the council with the Department and recently nominated Presidents Leander McDonald (United Tribes Technical College) and Cynthia Lindquist (Cankdeska Cikana Community College) to serve on NACIE.

AIHEC continues to work with a number of other agencies on key TCU-related issues, including working with the Bureau of Indian Education regarding the release of TCU Act funding and the process for including continuing education credits in the TCU Act funding formula and various other issues.

We are also working with the National Science Foundation on a new I-CORPs pilot initiative related to innovation and entrepreneurship, with the goal of assisting TCUs in being catalysts for economic sustainability in our tribal communities. This initiative kicked off with a TCU cohort attending the first national NSF Innovation Inclusion conference in the Washington D.C. area. AIHEC's Carrie Billy was a keynote speaker, and the following TCUs were represented at the conference: Salish Kootenai College, Oglala Lakota College, Navajo Technical College, Bay Mills Community College, Leech Lake Tribal College, Red Lake Nation College, United Tribes Technical College, and Little Big Horn College.

EDUCATING: PERFORMANCE ACCOUNTABILITY

Indigenous Evaluation Framework

AIHEC's Indigenous Evaluation Framework (IEF) is approaching a turning point, as our current grant draws to a potential close. A final evaluation session was held with administrators and faculty at Northwest Indian College, who are using the IEF to begin a process of using traditional cultural values to guide the development of their strategic plan. TOCC reported that their use of the Man in the Maze model for evaluation (an outcome of AIHEC's IEF training at the college) was used in additional grant applications. In one proposal, they would plan for a full-scale implementation of the model through their STEM program, and in another they want to incorporate it in program-level assessment and student retention through a holistic model of education.



The IEF manual is in the process of being revised and updated. The revision will be completed by the end of the year, if possible. Because our research found that large, two- to three-day workshops were difficult for busy college staff, the approach to training in the IEF will encourage smaller groups at the colleges to meet in a series of short sessions to go through the IEF to plan for an evaluation. The revised manual will be designed as a workbook that smaller groups at

TCUs can use to guide them through the IEF process.

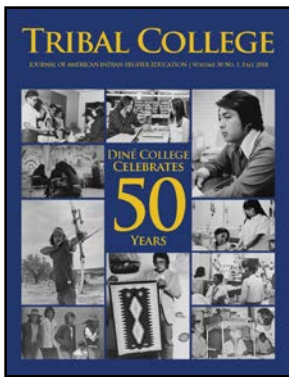
AIHEC AIMS

Approximately 30 TCU data collection and institutional research staff gathered at Salish Kootenai College in July during the TCU Summer Meeting at SKC. The group discussed AIHEC AIMS data collection, reporting, and use, as well as best practices. Peer instructors demonstrated various ways to manage and share data. Participants discussed future data needs and ways to collaboration with other Tribal Colleges and to make data more accessible and useful to faculty and staff. The evaluation showed that the meeting was quite well received. The following week, a group of eight data collection and IR staff from five TCUs gathered at Mystic Lake Casino and Hotel for a similar workshop, which was also well received.



The 2018 data collection cycle has begun. TCU staff involved with AIHEC AIMS received their data collection materials in August. The fall 2018 Interim Report is due November 1, 2018. TCUs have already started submitting this report. The 2017-18 AIHEC AIMS annual report is due November 30, 2018.

Tribal College Journal Update

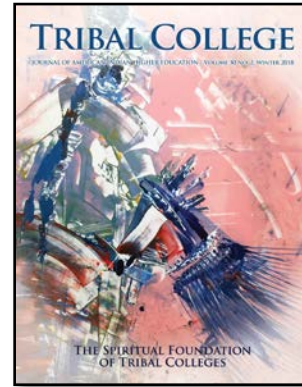


TCJ's fall issue (30.1) on Diné College's 50th anniversary was distributed in late August. The issue contains a variety of articles and special features that commemorate the golden anniversary of America's first Tribal College. Tribal College movement founder Lionel Bordeaux penned the issue's special anniversary introduction, offering his memories of those early days and words of inspiration and hope for the future. Diné College educator Miranda Haskie (Navajo) and TCJ editor Bradley Shreve edited and compiled the feature "Remembering Diné College: Origin Stories of America's First Tribal College." This compilation of oral histories from Diné College's Navajo Oral History Project recounts the founding years of the college from the perspectives of those who lived through it.

Among those featured are Ruth Roessel, Jack Jackson Sr., Harry Walters, Agatha Spencer, and Della Toadlena. Online, former Diné College president and current regent, Tommy Lewis, gives his thoughts on the history of the institution in this issue's "Current Reflections." Web site visitors can also watch a roundtable discussion recorded during AIHEC's summer meeting in Barrow, Alaska. Moderated by Carrie Billy, participants addressed a variety of questions on the past, present, and future of Tribal Colleges.

The fall issue also includes the 2018 edition of "TCJ Student," which showcases Tribal College student creative writing and art. Acclaimed Anishinaabe author Kimberly Blaeser served as guest editor and wrote the issue's inspiring introduction. UTTC's Dennis Houle won the cover art contest for his painting *Crossroads*; other great artworks are featured throughout the student edition and online. The TCJ web site features a wide arrange of art and the top two film entries from TCJ's student film competition. Once again, Navajo Technical University took top honors with Wade Shannah's edgy, noir-horror film, *What a Night*.

The winter issue (Vol. 30.2) is now in the proofing stage. This edition will focus on the spiritual foundation of Tribal Colleges. Cheryl Crazy Bull and Cynthia Lindquist ground the issue with their overview of Indigenous spirituality and how and why it is so central to the Tribal College movement. Richard Littlebear gives us an up-close look at how one Tribal College has sought to incorporate spirituality into all facets of college life and curriculum and Thomas Shortbull's discusses the spiritual foundation of Oglala Lakota College. A web-exclusive exposé will focus on Alaska Pacific University's bid to become a tribal college.



TCJ is beginning work on the spring 2019 issue entitled, "The Community Garden." The issue is still in the early stages but is set for editing in November, proofing in January, and delivery in late February. In late November, TCJ will make a call for features for the summer issue, which will focus on Tribal College families.

TCJ is happy to announce the publication of the e-book *Language Revitalization at Tribal Colleges and Universities: Overviews, Perspectives, and Profiles, 1993-2018*. Organized into four sections, the first part looks at the state of language revitalization programming at a given time. The second section, entitled Voices, showcases thinking on language revitalization over the past 25 years. Section three is devoted to language revitalization program profiles at various TCUs, and the final section features an original study by Janine Pease. Each section of the e-book is organized chronologically, which illuminates how language revitalization efforts and strategies have evolved over time. We hope this volume will serve as a useful tool for TCU educators and administrators. The book will be available for purchase on www.Amazon.com and www.BarnesandNoble.com.

Finally, TCJ is gearing up for its third annual online fundraiser auction from November 19-December 4. Auction items are coming in from donors including artwork, jewelry, and logo gear from the Tribal Colleges. A link to the auction site can be found at www.tribalcollegejournal.org.

INNOVATING: STRENGTHENING COMMUNITIES

AIHEC NARCH Behavioral Health Initiative



Research Cohorts: The AIHEC NARCH Project has completed its fifth year of our 6-year project. Three cohorts of TCUs have received two-year sub-awards to initiate behavioral health research projects. Cohort I included Cankdeska Cikana Community College (CCCC), Diné College (DC), Northwest Indian College (NWIC), Oglala Lakota College (OLC), and Stone Child College (SCC). Cohort II is comprised of Aaniiih Nakoda College (ANC), Fort Peck Community College (FPCC), Haskell Indian Nations University (HINU), Iłisaǵvik College (IC), Keweenaw Bay Ojibwa Community College (KBOCC), and Tohono O'odham Community College (TOCC). Four of the six colleges in Cohort II have requested no-cost extensions to complete their projects. Cohort III is comprised of the Institute of American Indian Arts (IAIA), Little Priest Tribal College (LPTC), and United Tribes Technical College (UTTC). IAIA completed a one-year project and second-year awards have been made to LPTC and UTTC to complete their research initiatives.

Indigenous Research Methodology Graduate Certificate: A second major NARCH project activity was the development of the Indigenous Research Methodology Graduate Certificate. This certificate program piloted in 2017-2018 with eight of the ten students completing this 17-credit graduate certificate program in July. The certificate was offered under SBC's master of education program. The certificate program is designed to help TCU faculty and staff interested in behavioral research to design and implement research projects. Classes were predominately offered on-site with online classes held Friday afternoons for up to five hours. Students who completed this pilot program are: Kathryn Hartzell, Dine College; Stacie Lyon, LLTC; Charene Alexander, NWIC; Katrina Rodriguez, NWIC; Joan Banel, NWIC; Sarah Vande Corput, CMN; Kelli Chelberg, CMN; and Lisa Bosman, CMN. The faculty teaching in this program include: Dr. Bonnie Duran, University of Washington (UW); Dr. Myra Parker, UW; Dr. Joan LaFrance, Mekinak Consulting; Dr. William Freeman, NWIC; Dr. Wayne Shelley, SBC; and Dr. Deborah His Horse is Thunder, AIHEC NARCH Director. AIHEC is currently exploring potential funding to allow the continuation of this groundbreaking and innovative graduate certificate program.

Professional Development: AIHEC NARCH staff developed and have offered three regional Institutional Review Board (IRB) professional development sessions this year, with the final (3rd) training being held in Bloomington, MN on September 27-28, 2018. This 1.5-day professional development session was intended for members of IRBs serving Tribal communities and Tribal Colleges. Each of this year's three sessions provided an overview of the purpose, scope, and mission of IRBs including the requirements that must be met according to Title 45 (6 CFR, Part 46) as administered by the U.S. Department of Health and Human Services. Most specifically, the focus of each session examined the nuances of research in Indian Country and the challenges presented to IRBs. There was discussion on issues being faced by IRBs in Indian Country including best practices. Offering these sessions on a regional basis helped to reduce travel time and cost for the tribal colleges. The evaluations of the sessions were very positive. AIHEC awarded up to 20 travel scholarships to cover participants' travel costs for each training.

Expert consultants presenting the training include Dr. William Freeman, NWIC (formerly headed the national IHS Research Office), Dr. Deana Around Him (formerly with NCAI), Mr. Dave Oreiro and Ms. Barbara Juarez, Co-Chairs of the NWIC/AIHEC IRB, Ms. Naomi Tom (AZ only), Ms. Anita Fredrick, President of the Tribal Nations Research Group (MN only), and Dr. His Horse is Thunder, AIHEC NARCH Project Director.

Fifth Annual Behavioral Health Research Institute: The AIHEC NARCH project collaborated with the Indigenous Wellness Institute at the University of Washington (UW) to host a 3.5-day TCU Behavioral Health Research Institute on the UW campus June 18 - 21, 2018. The first day of the institute featured a keynote address on effective Indigenous research by Dr. Sweeney Wind Chief, Montana State University-Bozeman (Nakoda) and presentations of research findings by NARCH sub-awardees, IC and HINU. Two students from IAIA's NARCH initiative also presented their findings, with a wrap-up discussion of the researchers' experience with IRBs. The second day of the Institute featured application of the research initiatives through a grant-writing session conducted by Dr. Roberto Delgado, Jr. and Dr. Kathy Etz. This session focused on resource opportunities to continue behavioral health research and to seek funding for additional behavioral health research. The remaining 1.5 days were devoted to UW's TCU substance use data that they have collected for the past nine years with regard to analysis and dissemination efforts in peer-

reviewed journals. All activities were held on the UW campus.

AIHEC Aseto'ne Network Project - Encouraging Students to Pursue Health Research

Careers: The purpose of the Aseto'ne Network Project (ANP) is to establish a broad, multi-institutional initiative to coordinate outreach, educational enrichment, mentoring, and exposure to research for TCU students. The project promotes student interest and engagement in health and biomedical research, building on health-focused programs and initiatives which the TCUs currently offer or with which they are involved. AIHEC has partnered with the University of Nebraska Medical Center. Dr. Deborah His Horse is Thunder is the project director; and Ms. Darryl Monteau is the project coordinator. The proposal was funded for one year under NIH's IPERT Program, but AIHEC has submitted a new proposal for up to five additional years to continue this program. So far, AIHEC has received positive feedback about the potential for ongoing funding. However, we have not yet received definitive word. At this point, AIHEC will continue the project through April 2019. In addition to the AIHEC Research Committee, an ANP advisory committee was established to guide this project. Five Native researchers were invited to serve on this committee: Dr. Mark Bauer, DC; Dr. Pricilla Sanderson, NAU and Director of CAIR; Dr. Jennie R. Joe, retired director of the Native American Research and Training Center (NARTC); Dr. Billie Jo Kipp, clinical psychologist; Dr. Francine Gachupin, UA. This advisory committee held its second meeting on June 8, 2018.



Aseto'ne Institute participants at UNMC, Omaha, NE.

Considerable work has been completed thus far under this project, including:

- Coach/Mentors – Five coach/mentors worked with Summer Institute students: Dr. Melissa Holder, HINU; Dr. Kerri Patrick Wertz, ANC; Dr. Jeremy Guinn, UTTC; Dr. Emma Norman, NWIC; and Dr. Regina Robbins, UN. The coach/mentors were required to attend the mentor training and the Aseto'ne Summer Institute, submit a report, and maintain contact with their mentees.
- Webinar Series - The Aseto'ne Network Project webinar series seeks to introduce TCU students to careers in health and health research through online presentations featuring health professionals in various fields. Webinars were recorded and posted on the AIHEC web site. Five webinars were offered with a sixth scheduled on October 22, 2018. The two fall 2018 webinars were:
 - Dr. Tommy Begay, Diné, gave a presentation titled "Sacred Wisdom: A Psychosocial Approach to Research in the Health Sciences" on September 5. Begay is a clinical assistant professor in the Department of Psychiatry, College of Medicine at the University of Arizona. He is a cultural psychologist by academic training, focusing on the interrelationship of culture, biology, and environment, to understand human behavior as applicable to health, and wellness.
 - Dr. Don Warne, Oglala Lakota, is the new director of Indians into Medicine; associate dean of Diversity, Equity and Inclusion; and professor in the Department of Family & Community Medicine at the University of North Dakota School of Medicine & Health Sciences (SMHS). He is known internationally for his extensive research and countless publications and his

webinar will highlight his research. Dr. Warne's webinar will be held on October 26 at 2:00 p.m. CST. An informational flier will be sent to all TCUs.

All of the webinars are available online for viewing at any time. We encourage TCU students and faculty to take advantage of this rich resources! Staff have discussed strategies to increase participation in future webinars, and again, we encourage you to view the webinars at your convenience online.

- *Aseto'ne Summer Institute* – AIHEC held the first 2-week *Aseto'ne* Summer Institute on June 4-15 with ten students. A variety of lectures, field trips, and hands-on activities engaged the students on the UNMC and University of Nebraska-Omaha's campus. Some highlights included presentations by UNMC faculty, a presentation on research ethics by Dr. Deana Around Him, and a visit with the Mayan community in Omaha. A report of the institute is on file with recommendations to improve the program from students, staff, coach/mentors, and the advisory committee. Suggested changes to the program would include moving the date to late June to include the TCUs on the quarter system, having two tracks for new students and returning students, and revising the student deliverables.
- Outreach - The project has set up a web page that can be accessed through the AIHEC web site and is updated on a regular basis. A Facebook page was set up to share information.
- SACNAS – The project staff have established a fruitful relationship with SACNAS. ANP s will co-host a reception with the SSNAP (Scholars in Science: Native American Path) group at the annual SACNAS Conference on Wednesday, October 10, as part of the conference's preliminary events. In addition, we will be providing travel support to five TCU students who attended the *Aseto'ne* Summer Institute and one coach/mentor to attend the conference. One TCU student will present her research in the poster session.

National Native Health Research Training Initiative

AIHEC, in partnership with) the federal Indian Health Service (IHS), the American Indian Science and Engineering Society (AISES), and the Native Research Network (NRN) held our very successful second annual **National Native Health Research**



Training Conference in Prior Lake, MN on August 8-10, 2018. The goal of the three day conference is to strengthen, sustain, and share best practices in American Indian and Alaska Native tribally driven and tribally



directed research, training, and collaboration through the National Native Health Research Training Initiative. AIHEC's vision for the initiative is *to develop the capacity of American Indian and Alaska Native (AI/AN) Tribes, Tribal Colleges, and Tribal communities to plan, manage, use, and disseminate the outcomes of their own health research that will lead to changes in health policy and practice and significantly reduce the health disparities within AI/AN communities.*

AIHEC is currently beginning planning for our third annual NNHRT conference, which will be held in June or July 2019. Unfortunately, due to funding cuts, late contracts, and onerous demands by IHS, AISES has decided to withdraw from this initiative. The 2019 conference will be co-hosted by IHS, AIHEC, and NRN, at this point.

Wells Fargo Cultural Awareness Language and Revitalization Program

AIHEC is pleased to report that we will receive an award from the Wells Fargo Foundation for our *Reclaiming the Words of Our People Initiative: a Collaborative TCU Language Action Planning Project*. The project will initiate a TCU institutional capacity-building process that includes:

- (1) *Reviewing & Assessing*: conduct baseline research and assessment relative to extant Native language preservation and revitalization programs and resources at TCUs, as well as best practices in Native language revitalization;
- (2) *Collaborative Planning*: facilitate strategic, collaborative TCU-based planning relative to leveraging, increasing, and sharing Native language preservation and revitalization programmatic infrastructure/resources; and
- (3) *Sharing & Acting*: create and disseminate a comprehensive TCU-wide capacity-building action plan that will delineate areas of consensus, map forward movement in key priority areas, and strengthen and enhance TCU language preservation and revitalization programs through changes in current practices, adoption and development of new educational and media technologies, and continuous improvement research involving national research partners and expert consultants.

Outgrowths of this process will be more coordinated TCU alliances that are poised to respond to local and national needs and the definition of a “nucleus” of Indigenous experts and advisors who are able to serve as touchpoints for Wells Fargo and other organizations that actively support initiatives to improve outcomes in Native language revitalization.

AIHEC Tribal Climate Science Liaison

AIHEC has hired Althea Walker as AIHEC’s new Tribal Climate Science Liaison, based at the Southwest Climate Adaptation Science Center (SWCASC) in Tucson AZ. Althea began work on July 1 and has been introducing herself to SW Tribes, consortium partners, and federal agencies, as well as letting them know who she is and the services she is able to provide through SWCASC in support of Tribal climate adaptation work. SWCASC is currently developing, with input from AIHEC, a Tribal engagement strategy. The strategy will encompass a range of outreach, training, and technical support activities that will bring climate science research resources to Tribal communities responding to emerging climate challenges. Althea is planning to engage the Tribal Colleges in the SWCASC service area as part of her liaison work. These include Diné College, Tohono O’odham Community College, Navajo Technical University, and San Carlos Apache College.

AIHEC Land-grant Programs

AIHEC is pleased to announce that we have received a new grant from USDA’s Outreach to Socially Disadvantaged Farmers, Ranchers, and Veterans Program to support TCUs in providing direct training and technical assistance to Native agricultural producers. A RFA was released in September which solicits proposals for TCUs to employ VISTAs and TCU students to provide outreach, training, and TA services. Projects are one year and include at least one local workshop.

AIHEC is also working with the USDA Natural Resources Conservation Service (NRCS) to support four TCUs or Tribal organizations in developing tribal nurseries through the installation of high tunnel greenhouses and/or developing edge-of-field water monitoring systems. A RFA process was completed in August 2018, and four awardees were selected, including the Blackfeet Tribe, Dineh Water Users Association (in partnership with Diné College), Oglala Lakota College, and United Tribes Technical College.

AIHEC-TCU VISTA Program

The AIHEC Tribal VISTA Program continues to strategically position itself for the future. In July-September 2018, the program re-enrolled three sites (including United Tribes Technical College), and enrolled three new placements (College of Menominee Nation, CMN Sustainable Development Institute, and Fond du Lac Thirteen Moons Extension Program). AIHEC continues to partner with the Boys and Girls Club of America-Native Services to support one site through November 2018 and to retain another site on a cost-share basis. AIHEC's VISTA leader in the central office, Juan Garcia, helps to manage the workload. In total, the program now supports 12 VISTA members in six states, with six placements at TCUs.



Strategically, the AIHEC Tribal VISTA Program has expanded its scope to include three areas: (1) natural resource management; (2) education, student success, and youth development; and (3) behavioral health. By expanding its programming scope, the goal is to support more TCUs, which remain our top priority audience. Our goal is to place VISTAs in 20 TCUs over the next several years.

The program has implemented a cost-share policy which is necessary to become financially self-sustaining. The Corporation for National and Community Service (CNCS) is charging AIHEC a 25 percent cost-share, including salaries and overhead, therefore, the cost to each site of hosting one VISTA member is \$8,000-\$12,000. For this sum, the host TCU or tribe receives a qualified full-time employee with full benefits for one year, as well as training and technical assistance from AIHEC.

Economic Empowerment:

Apprenticeships & Jobs in Indian Country

We are pleased to report that AIHEC has received an award from the Northwest Area Foundation to collaborate on an initiative to further steps toward economic sustainability in Indian Country, focusing on the NWAFF-TCU apprenticeship program currently being implemented at five Montana TCUs. As part of this initiative, AIHEC will work with the five TCUs to explore the current status of the TCU apprenticeship programs, identify challenges and successes, and develop recommendations and ideas about how, and if, these apprenticeship programs are a key component for economic sustainability in Indian Country. This will be followed by a two-day meeting bringing together about 25 stakeholders to begin recommending next steps for addressing the question of the suitability of TCU apprenticeship programs in providing economic stability in

rural Tribal communities. A key result of this project will be a set of recommendations for improving current apprenticeship programs, or possibly suggesting a new way of looking at the combined issues of workforce development, economic sustainability, and higher education in Indian Country.

TCU Cyberinfrastructure Initiative Project

AIHEC has begun Year 2 of this important project. We are continuing to conduct site visits to review the technology infrastructure at each TCU willing to participate in the project, and provide recommendations to each institution (policy, hardware/software, staffing) that would help ensure that each TCU can take full advantage of current technologies to support your institution's research and education programs. Al Kuslikis, principal investigator, is the project lead. Also working on the project are expert consultants in information technology systems: Dale Smith, network engineer from the University of Oregon, and Jim Bottum, co-principal investigator and campus governance/management lead. Mr. Bottum recently retired as CIO at Clemson University, and has been a leader in supporting HBCUs in developing cyberinfrastructure-enabled research and education programs.

To date, the project team has conducted 12 TCU site visits and plans to conduct at least 18 more before the end of the grant period. **Please contact Al Kuslikis to begin making arrangements for your visit.** Each of the visits has provided us with at least a preliminary understanding of the challenges the colleges face in terms of funding limitations, equipment, staffing and training needs, and Internet connectivity options, to name a few prominent issues. It has also shown us how resourceful TCUs can be in making do with the resources they have available.

One of the long-term goals of this project is to promote and strengthen a community of practice among the TCU IT directors and staff. We conducted the first annual TCU IT directors' meeting July 18-20 at the Big Ten Conference Center in Rosemont, IL. The agenda included an update on the TCU CI Study project and presentations on IT topics such as cybersecurity and supplementing IT staff with student workers. This meeting, held in coordination with the Northern Tier Network Consortium summer meeting, provided an excellent opportunity for TCU IT directors to network with the NTN membership. Northern Tier Network is an association of universities and organizations focused on advancing networking facilities and shared cyberinfrastructure to support education, research, and economic vitality.

DoE-Advanced Manufacturing Initiative

The DOE-funded Advanced Manufacturing Network Initiative continues to develop advanced



manufacturing programs at Bay Mills Community College, Cankdeska Cikana Community College, Navajo Technical University, Salish Kootenai College, and Turtle Mountain Community College

through funding from the U.S. Department of Energy-National Nuclear Security Administration. This summer, the University of Nebraska - Lincoln College of Engineering hosted the initiative's eight-week Advanced Manufacturing Summer Institute. Students from Northwest Indian College, Navajo Technical University, Cankdeska Cikana Community College, Nebraska Indian Community College, Haskell Indian Nations University, and College of Menominee Nation participated in the institute. The institute was designed to provide students a firm grounding in key advanced manufacturing topic areas. The students attended special topic presentations by industry leaders, UNL faculty, and Sandia National Laboratories. They received mentoring by UNL engineering graduate students and were provided opportunities for interaction with UNL research faculty and students. The students worked in teams on advanced manufacturing projects involving 3D design, engineering, and metrological testing of drones. The students were encouraged to continue their project work (with continued assistance available from national laboratory mentors) when they returned to their home campuses. The colleges are encouraged to explore using the drones for local data collection and analysis applications. Dr. Stan Atcitty, a Navajo research engineer, continues to serve as lead expert consultant working with this project. Amy Moser from the Kansas City National Security Complex provides subject matter experts from KCNSC to support the colleges' projects and serves as liaison with the HBCU advanced manufacturing consortium.

Wells Fargo Financial Capability Project

AIHEC was invited to submit a proposal to Wells Fargo's financial capability program. Although we realize most TCUs are probably inundated with financial literacy programs, AIHEC decided to submit a proposal due to the level of interest by Wells Fargo staff. The project, titled *Nahat'á*: TCU Financial Capability Circle of Practice Initiative, would involve (a) a systematic review of existing TCU financial capability resources and perceived barriers to effective use of currently available financial resources; (b) development of a framework for financial education and coordinated planning; and (c) the establishment of a community of practice among TCUs to support, improve, and sustain TCU student financial capability using a TCU-wide planning process. The *Nahat'á*: TCU Circle of Practice will draw on the outcomes of the discovery and planning phases of the initiative to identify specific culturally adapted curriculum, training materials, interventions, and strategies needed to more effectively target Native students and communities. The funding amount available for the grant does not meet the need for the scope of the project proposed, so we are not sure whether we can accept an award if offered.

Department of the Interior Office of Trust Records (OTR) Records Management Program

AIHEC continues to support Blackfeet Community College and College of Menominee Nation in developing records and information management certificate programs under the TCU Records Management project funded by the BIA Office of Trust Records to increase the number of TCU students prepared to enter the records management workforce. AIHEC is exploring the possibility of establishing an apprenticeship program for students who complete both RIM 1 and RIM 2 and receive their RIM certificates. BFCC is planning to offer an online version of the program, beginning spring 2019 that will be accessible to all TCU students. The two courses that constitute the certificate program could be added to existing TCU business certificate or degree programs.

USDA Agricultural Business/Finance Career Readiness Project

AIHEC is working with the USDA Farm Service Agency (FSA) to develop a career pathway for TCU students. FSA looks to develop a diverse workforce for jobs such as financial managers,

business analysts, and loan officers. Through a RFA process, three TCUs (Nebraska Indian Community College, Blackfeet College, and United Tribes Technical College) were selected to work collaboratively with USDA and AIHEC to develop courses and a certificate program to prepare students for FSA careers. Paid apprenticeships and direct relationships with local county and state FSA service centers will be included. All courses and the certificate program developed will be shared with USDA and the TCUs.

The three TCUs have developed a total of six courses and are currently offering two courses for the fall 2018 semester. A template of an agribusiness certificate program has been developed and the TCUs are in various stages of implementing their own certificate programs.

ENGAGING: STUDENT SUCCESS

AIHEC Student Success Collaborative

Since the summer report to the Board, progress has been underway to plan a final convening for the National Science Foundation (NSF) funded TCU STEM Student Success Collaborative. The initial years of the project, which began in 2013, were dedicated to identifying cohorts of Native educators at the TCUs who would employ problem-based learning (PBL) as a means of increasing American Indian/Alaska Native students' engagement in STEM courses and persistence in higher education at TCUs. During this reporting period, AIHEC continued to monitor the progress of two projects at Sinte Gleska University and Turtle Mountain Community College. The TCUs reported on their progress with Indigenous PBL projects at the end of September 2018. Turtle Mountain Community College is implementing PBL through the research and construction of an Indigenous botanical garden. A cohort of students will participate in all phases of development and the garden will become an educational resource and community space on the college campus. Sinte Gleska University continues to engage in a project with an agricultural focus on American Bison (*Bison bison*) and range ecology at the SGU Bison Field Station.



The graphic features a circular collage of images showing students and community members. Below the collage is the AIHEC logo and the text: TRIBAL Colleges. Educating. Engaging. Assessing. Sustaining.

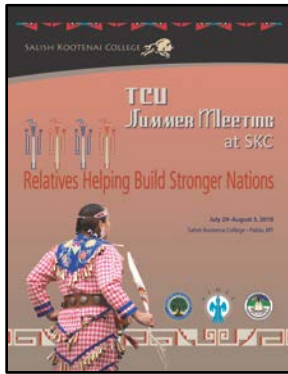
AIHEC Initiatives: Building Culturally Grounded, Student Centered Communities of Practice Engaged in Continuous Improvement

- › **Student Success Collaborative:** Innovations in Problem Based Learning, informed by Indigenous Evaluation Framework (Indigenous Values, Ways of Knowing; Builds Ownership)
- › **TCU Pathways to Success:** TCU-BIE College Bound Partnership; TCU Career Pathways Initiative
- › **Advanced Manufacturing:** Moving from Workforce Development to Job Creation (Pship with Dept. of Energy and Industry)
- › **AIHEC Institutional Practices Improvement & Completion Collaborative (AIPIC):** Accreditation, Governance, Financial Management, etc.

At this time, planning is underway to facilitate a TCU STEM Training and Networking Workshop. The workshop invitees will consist of the TCUs that were selected to participate in the NSF project; a total of approximately 50-70 members of the TCU leadership, STEM faculty, representatives from funding institutions, and other key stakeholders who will contribute to and participate in panel discussions and experiential opportunities focused on STEM teaching, training, research, and STEM faculty capacity-building at TCUs. The collaborative convening aims to share innovations and effective strategies in PBL with American Indian/Alaska Native students; share best practices for recruitment, retention, and training of American Indian/Alaska Native students in STEM; and further develop a framework for building a TCU STEM network. The training and networking convening will be a culminating point for the NSF TCU STEM Student Success Collaborative.

Additionally, AIHEC was among the selected organizations with a focus on American Indians/Alaska Natives invited to submit a letter of interest in two areas of focus to potentially

secure funding via Wells Fargo's five-year commitment to support "the unique economic, social, and environmental needs of American Indian/Alaska Native (AI/AN) communities." The proposed project in the area of American Indian culture and language preservation is promising and holds potential for increasing language and culture preservation resources at TCUs and expanding opportunities for student engagement and success in this area. The selection process is still underway and announcements of successful proposals are expected in October 2018.



TCU Summer Meeting at SKC: AIHEC once again co-sponsored and coordinated content planning for the TCU Summer Meeting at SKC, which included the 7th annual meeting of the TCU Chief Academic Officers, along with meetings of TCU institutional research staff/data collectors, residence life directors, financial aid staff, and more. The theme of this year's conference was *Relatives Helping Build Stronger Nations*. 140 TCU staff attended the meeting, down by 33 compared to last year. In addition to TCU staff, participants attended from the American Indian College Fund, U.S.



Department of Education, Achieving the Dream, Jenzabar, Empower, tribal education departments, and others. Teams from each TCU were encouraged to attend the meeting together and, as a result, the number representatives from each TCU ranged from of 1 to 10. Among CAOs, 20 TCUs were represented.

Deborah His Horse is Thunder, AIHEC NARCH Program Director and Expert Consultant, led the CAO meeting, and Katherine Cardell, AIHEC Research Associate organized the strand for institutional researchers/data specialists. We are sad to report that Dr. His Horse is Thunder stepped down as our overall meeting content coordinator and CAO meeting lead after this year's event. AIHEC and the summer meeting planning team will miss Deborah's patient leadership, seemingly endless energy, and tremendous expertise. Her role will be difficult to fill, but fill it we must, and soon. We are hoping that a CAO, perhaps from one of the NM TCUs, will agree to take over components of Deborah's role.

TCU Governing Boards Training Initiative: AIHEC is collaborating for the fourth year with the Association of Community College Trustees to host two special training sessions for Tribal College governing boards. We held our first training this year at the UTTC Annual Tribal Leaders Summit, with representatives from several TCUs. The training focused on institutional governance aimed at student success and included a moving panel presentation by a group of talented UTTC students. We will host our second GISS 4.0 session on December 6-7, 2018 at Wild Horse Pass in Chandler, AZ (just outside of Phoenix). This training is a cost-effective way to provide vital board training and involves teams of board members and presidents. The

training is provided free to TCU boards, a savings of \$400-\$700 per board member over the regular cost of such training. This TCU-focused training was specifically requested by TCU governing boards and provides an excellent opportunity for board members to share best practices and unique TCU experiences.

AIHEC Student Congress (ASC)

ASC Election: The ASC has new leadership! The following elected officers and representatives began their terms at the L.I.F.E. Conference in June, 2018:

- **Estabon Hayes, ASC President:** Estabon is a senior at the Northwest Indian College (NWIC) pursuing a bachelor's degree in the Tribal governance business management program. He is a member of the Spokane Nation, attends school full-time, and is a successful entrepreneur who owns and operates Zephyr Lemonade, a small lemonade vending business.
- **Roland Begay, ASC Vice-President:** Roland is a sophomore in the information technology program for an associate of applied science degree at the Navajo Technical University. His goal is to improve the enrollment rate at all TCUs.
- **Jessica Baker, ASC Secretary:** Jessica is a junior at Sitting Bull College (SBC) pursuing a BA in Native American studies. She lives in the Long Soldier district of the Standing Rock Indian Reservation, where she is an enrolled member.
- **Kaylie Trottier, ASC Treasurer:** Kaylie is a junior at Sitting Bull College (SBC) currently working on her Bachelor of Science degree in business administration and a Bachelor of Science degree. She is the secretary/treasurer for the SBC student government. She is enrolled in the Turtle Mountain Band of Chippewa.
- **Samantha Borah, ASC Sergeant-at-Arms:** Samantha is a junior at Sitting Bull College (SBC) working on two degrees. During the 2017-18 school year, she served as the secretary for the SBC AISES Chapter. In February 2018, Samantha served as the ASC Midwest representative and her term ended in June at the 2018 LIFE Conference.
- **Kimberlee Blevins, ASC Historian:** Kimberly is a junior in environmental science and research at United Tribes Technical College. She served as the 2015-16 ASC historian and Miss AIHEC.
- **Adam Schulz, ASC Midwest Regional Representative:** Adam is a student at the College of Menominee Nation (CMN) in the bachelor of business administration program with an emphasis on management. He was the vice-president of the CMN student government for the 2017-18 academic year.
- **Verna King, ASC Great Lakes Regional Representative:** Verna is a sophomore pursuing an associate of arts degree in Indigenous leadership and an AAS in business management.
- **Caleigh Benally, ASC Southwest Regional Representative:** Caleigh is a sophomore pursuing a Bachelor of Arts degree in the cinematic arts and technology program. She is an enrolled member of in the Diné Nation and her goal is to become an independent filmmaker and travel the world creating documentaries of Indigenous peoples.

Currently, one ASC position remains open -- ASC Northwest regional representative. The ASC is actively seeking applications from TCU students from this region.

ASC Initiatives: The 2018-19 ASC is developing and working on the following initiatives:

- 1) A student newsletter to showcase what students and student groups are doing on their campus to inspire other students to do the same on their campuses. The newsletter would spread news about the great ventures fellow TCUs are implementing.
- 2) A mentorship program for high school seniors planning on attending a TCU, as well as college freshmen enrolled at a TCU. This initiative has the potential to keep younger students focused on school, homework, etc., and increasing the enrollment numbers at the TCUs.
- 3) Production of a pamphlet to generate interest in AIHEC and Student Congress and recruit and retain students through mentorship.
- 4) Planning and hosting the 2019 L.I.F.E. Conference.

AIHEC L.I.F.E. Conference – A Success! The ASC worked diligently, even with finals pending, on the 2018 L.I.F.E. Conference, which was held at NWIC in Bellingham, WA on June 19-21, 2018. Twenty-nine TCU students participated in the conference, nearly half of whom were first-generation students. The ASC nominated and contacted speakers and workshop facilitators for the conference and drafted the conference agenda. The 2018 L.I.F.E. Conference covered three full days, each focusing on different themes: the first day focused on governance, the second day on entrepreneurship, and the third day on culture and self-care. Over the three days, the students heard from and dialogued with the following speakers: Jack Soto, leadership; Celina Phair, governance; Felisha Adams, building a successful business; Abdib Jamshedi,



entrepreneurship. A few planned activities for the students included a campus tour of NWIC, a Shark Tank activity, and a canoe activity, which ended with a salmon and seafood feast.

The ASC acknowledges Estabon Hayes, NWIC and ASC Northwest representative, for his leadership in the successful conference; and a huge “thank you” to President Guillory and all of the NWIC faculty and staff for hosting a great conference on their campus!

AIHEC Athletic Commission: The AIHEC Athletic Commission is in the process of developing and reviewing a new policy on Transgender Student-Athlete Participation in AIHEC athletics. The Commission hopes to present a draft to the Board at the fall meeting.

There remains one vacancy for an Athletic Director on the AIHEC Athletic Commission. Forward nominations to Stacia Prue, AIHEC: sprue@aihec.org.

1st

ANNUAL

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- **Managing the Institution's Most Critical Risks: Enterprise Risk Management and the Presidential Role**
- **Title IV: Audit Compliance Strategies/Specific A-133 Challenges**
- **Highlight strategies utilized by former and current presidents who have achieved measurable improvements in overall institutional student success metrics by concentrating on student engagement, positive learning environments, and post-college job enhancement and engagement.**

This will be a unique opportunity to hear from U.S. Department of Education and Federal Student Aid senior administrators about the future vision for higher education and **Title IV** student financial assistance programs.

Summit registration:

www.cvent.com/d/pgq66h/4W

Hotel reservations:

www.omnihotels.com/hotels/atlanta-cnn-center/meetings/msi

If you have any questions regarding registration for the summit and making hotel reservations, please contact Sydney Williams.

Sydney.williams@ed.gov



LEADERSHIP EDUCATING THE NEXT GENERATION

GISS-TCU 4.0:

December 6–7, 2018

Wild Horse Pass Hotel, 5040 Wild Horse Pass Blvd., Chandler, AZ
Group rates available for \$129/night. Call 1.800.946.452 or book a room **online**.

Dec. 6: 8:00–11:30 am: Special session for new trustees and presidents

12:00–5:00 pm: Regular GISS (lunch and snack included)

Dec. 7: 8:00 am–4:00 pm (breakfast and lunch included)

Register here or on the ACCT website (<https://www.acct.org>).

Thanks to the generous support of the Lumina Foundation and ACCT and AIHEC, there is **no registration fee** for this event.

Questions? Contact: Norma Goldstein, 202.775.6488, ngoldstein@acct.org



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AIHEC TRIBAL AMERICORPS VISTA PROJECT



Host a full-time, paid VISTA member at your TCU to work on projects addressing local community needs and opportunities.



AIHEC is seeking TCUs and tribal organizations to host full-time, college-educated, Volunteers in Service to America (VISTAs) through the AIHEC TCU VISTA Program. VISTAs are a low cost capacity resource for community-driven projects that address critical community needs, such as strengthening climate resilience, fighting poverty, promoting food sovereignty, increasing academic achievement, and mentoring youth.

TCUs and tribal organizations are eligible to receive a full-time low cost VISTA member for up to three years to work on approved projects.

VISTAs:

- Serve full-time for one year
- Are college-educated
- Receive a monthly living stipend
- Receive an education award of \$6,095
- Live in the communities they serve

Cost-Sharing

To participate in the opportunity for a full-time staff member, a minimal cost share is required (\$12,000/year maximum).

How VISTAs Can Help

VISTAs mobilize local human, financial, and material resources needed to implement and sustain your project.

VISTAs can:

- Facilitate partnerships
- Fundraise
- Plan and help conduct community events
- Carry out research/data collection activities

VISTAs can write grant proposals, conduct feasibility studies, assist with workforce development planning, identify long-range business strategies, and more.

How Do You Get Started?

Contact John or Juan and talk about your project idea. They will help you identify how, with the help of a VISTA member, your idea can lead to a sustainable program that will strengthen your community.

Our project connects full-time VISTA members with communities and organizations to address needs and disparities within tribal communities.

AIHEC will provide VISTA training, project development, and recruitment support.

Host Sites: Eligibility & Requirements

- Host site must be a TCU or tribal community-based organization
- Provide supervision of assigned VISTA
- Help your VISTA identify affordable housing
- Develop a three year project plan for your VISTA

For more information about hosting a VISTA member, contact John or Juan:

John Phillips, AIHEC VISTA Director, jphillips@aihec.org, 706.310.4199

Juan Garcia, VISTA Leader, jgarcia@aihec.org, 703.838.0400 x113



AIHEC ASETO'NE NETWORK PROJECT

WEBINAR: October 26, 2018, at 2:00 PM CST

Join from PC, Mac, Linux, iOS, or Android:

<https://zoom.us/j/436706564>



The AIHEC Aseto'ne Network Project is excited to announce the sixth webinar of the project's series: **Impact of Unresolved Trauma in Indian Health and Higher Education** featuring Donald Warne, MD, MPH.

Dr. Donald Warne, a member of the Oglala Lakota tribe in Pine Ridge, SD., is director of Indians into Medicine; associate dean of Diversity, Equity and Inclusion; and professor in the Department of Family & Community Medicine at the University of North Dakota School of Medicine & Health Sciences. He earned his Doctorate of Medicine degree from the Stanford University School of Medicine and completed his residency training at the Good Samaritan Regional Medical Center in Phoenix, AZ, and earned his Master of Public Health degree from Harvard University. Dr. Warne served several years as a primary care and integrative medicine physician with the Gila River Health Care Corporation in Sacaton, AZ, and three years as staff clinician with the National

Institutes of Health in Phoenix. During Dr. Warne's time in AZ, he conducted diabetes research and developed diabetes education and prevention programs in partnership with tribes. Previously, he served as chair of the Department of Public Health at North Dakota State University. He currently serves as an adjunct professor at the University of Nebraska Medical Center and the Sanford/University of South Dakota Medical School and adjunct clinical professor at the Sandra Day O'Connor College of Law, Indian Legal Program at Arizona State University. Dr. Warne is a member of the National Board of Trustees for March of Dimes; the Health Disparities Subcommittee for the Centers for Disease Control and Prevention; and the National Advisory Committee for Rural Health and Human Services with the Department of Health and Human Services.

JOIN WEBINAR	
PC, Mac, Linux, iOS or Android	https://zoom.us/j/436706564
iPhone one-tap	US: +16465588656,,436706564# or +16699006833,,436706564#
Telephone	Dial (for higher quality, dial a number based on your current location): US: +1 646 558 8656 or +1 669 900 6833 Meeting ID: 436 706 564 International numbers available: https://zoom.us/u/dX64xq16S

If you have any questions, please contact:

Ms. Darryl Monteau, Project Coordinator, dmonteau@aihec.org, or Dr. Deborah His Horse is Thunder, Project Director, dhishorseisthunder@aihec.org



Please visit the AIHEC Aseto'ne Network Project webpage for up-to-date information regarding the institute and to connect to other events, activities, and resources: <http://www.aihec.org/what-we-do/asetoneNetwork.htm>

Upcoming AIHEC Board & Other Meetings 2018-2019

DATE	MEETING	LOCATION
Oct. 10-13, 2018	49 th Annual NIEA Convention	Hartford, Connecticut
Oct. 11-13, 2018	SACNAS Conference	San Antonio, TX
Oct. 17-18, 2018	Native Waters on Arid Lands Tribal Summit	Atlantis Casino Resort Reno, NV
Oct. 21-26, 2018	75 th Annual NACI Conference	Denver, CO
Oct. 24-27, 2018	ACCT Leadership Congress	Renaissance New York Time Square Hotel New York, NY
Nov. 2-5, 2018	FALCON Annual Conference	Radisson Blu Minneapolis, MN
Nov. 26-27, 2018	1 st Annual Presidential Leadership Summit	Omni Hotel Atlanta, GA
Dec. 6-7, 2018	AIHEC-ACCT GISS 4.0 (TCU Governing Board Training)	Wild Horse Pass Chandler, AZ
Dec. 11-13, 2018	NAEPSDP Annual Conference	Hilton Alexandria, VA
Feb. 4-7, 2019	AIHEC 2019 Winter Meeting	Holiday Inn Capitol Washington, D.C.
March 14-16, 2019	AIHEC Spring Board Meeting	Radisson Personnel (formerly Holiday Inn) Billings, MT
March 17-19, 2019	AIHEC 2019 Student Conference <i>(Registration & Coaches Meeting: March 16)</i>	Radisson Personnel (formerly Holiday Inn) Billings, MT
March 21-24, 2019	AIHEC Annual Basketball Tournament <i>(Registration & Coaches Meeting: March 20)</i>	Little Big Horn College Crow Agency, MT
Summer 2019	AIHEC Summer 2019 Board Meeting	Fort Totten, ND
July 22-26, 2018	TCU Summer Meeting at SKC	Salish Kootenai College Pablo, MT
Oct. 7-9, 2019	AIHEC Fall 2019 Board Meeting	Minneapolis, MN
Oct. 9-12, 2019	<i>50th Annual NIEA Convention</i>	Minneapolis, MN
Feb. 3-6, 2020	AIHEC 2020 Winter Meeting	Holiday Inn Capitol Washington, D.C.
Spring 2020	AIHEC 2020 Student Conference	Southwest/OK

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Draft Sample Resolution of Support

RESOLUTION OF THE BOARD OF DIRECTORS
OF THE
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
RESOLUTION NO. [xxxx]
FALL 2018 MEETING

RESOLUTION SUPPORTING THE NEW IĻISAĠVIK COLLEGE CAMPUS PROJECT

Whereas, the nation's 36 Tribally and Federally chartered colleges and universities, whose primary mission is to serve American Indians and Alaska Natives, collectively are the American Indian Higher Education Consortium (AIHEC);

Whereas, the presidents of each accredited Tribal College and University sit on the AIHEC's board of directors;

Whereas, Tribal Colleges and Universities are chartered by their respective Tribal governments to ensure that tribal communities have access to relevant postsecondary education training that is created specifically for American Indians/Alaska Natives by American Indians/Alaska Natives;

Whereas, together, the 38 Tribal Colleges and Universities operate more than 75 campuses and prepare, train, and educate more than 130,000 American Indians and Alaska Natives in academic and community-based programs each year, and collectively these individuals represent well more than 250 federally recognized Indian tribal nations from more than 30 states;

Whereas, Tribal Colleges and Universities and AIHEC fulfill a fundamental role in maintaining, preserving and revitalizing irreplaceable American Indian and Alaska Native languages, lands, and cultures and provide accredited postsecondary education and career/technical education, as well as a wide variety of community-based economic and workforce development programs, community-based support programs, and collaborative partnerships with tribes, K-12 systems and schools, federal agencies; and operate important sustainability, land and natural resource management programs and services, and traditional foods revitalization/food sovereignty programs, all on extremely limited budgets;

Whereas, IĻisaĠvik College was founded locally by the North Slope Borough (NSB) in 1986 as the North Slope Higher Education Center, later Arctic Sivunmun IĻisaĠvik College in 1991, by the direction of the NSB and NSB Assembly and remains the only higher education institution in the region;

Whereas, IĻisaĠvik College Corporation was established in 1995 as an independent, public, non-profit corporation with full power for governance of the college vested in the Board of Trustees, leading to its accreditation by the Northwest Commission on Colleges and Universities in 2003;

Whereas, Iḷisaḡvik continues to exercise the same educational sovereignty which created Iḷisaḡvik College and in sharing a mission and a vision with the other 37 member TCUs of the American Indian Higher Education Consortium; and

Whereas, Iḷisaḡvik College has provided quality post-secondary education in a retired Naval Arctic Research Laboratory, the 70-year-old infrastructure of which was never meant to house a college and requires a new campus in Utqiaḡvik to meet these growing needs;

Now therefore be it resolved, that the American Indian Higher Education Consortium supports Iḷisaḡvik College on the New Iḷisaḡvik College Campus Project.

Executed and certified that the foregoing is a binding Resolution of the American Indian Higher Education Consortium, approved on the 10th day of October, 2018 in Hartford, CT., by the undersigned, being the Secretary of the Corporation.

October 10, 2018

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date