



AMERICAN INDIAN
HIGHER EDUCATION CONSORTIUM

February 12–15, 2018

AIHEC WINTER 2018 MEETING
WASHINGTON, D.C.

AIHEC BRIEFING BOOK Capitol Hill Visits



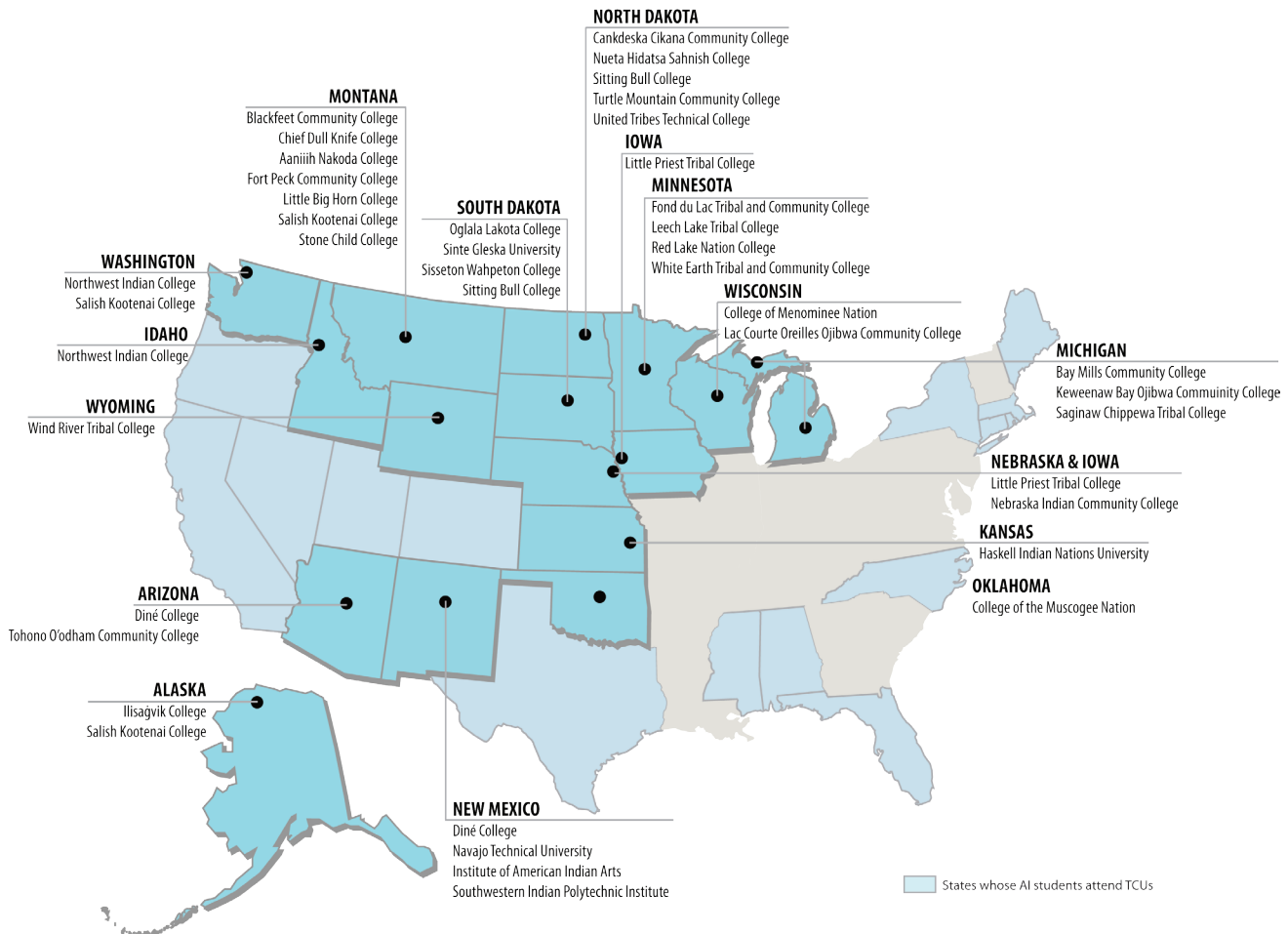


BACKGROUND:

**TCU INFO
CAPITOL HILL VISITS
& MORE**

Tribal College and University (TCU) Demographic Information:

- 36 TCUs operating more than 75 campuses and sites in the U.S., with a student/faculty ration of 8:1.
- TCUs provide access to quality, low cost higher education to students from more than 30 states and more than half of the 566 federally recognized tribes. Average annual tuition of \$2,937 makes a TCU education the most affordable in the nation.
- All TCUs offer associate degree programs; 14 offer baccalaureate programs; five offer master's degree programs.
- Well over half of the federally recognized tribes are represented at TCUs, including AI students from 15 states that do not have their own TCU.
- 85 percent of TCU students receive federal financial aid.
- TCUs are a proven and solid investment: for every \$1 invested in TCUs, the return is at least \$5.20 annually, according to an independent study.



AIHEC TRIBAL COLLEGES

Alaska

Iliisagvik College
Barrow, AK

Arizona

Diné College
Tsaile, AZ
additionally:
Chinle, AZ
Crownpoint, NM
Shiprock, NM
Tuba City, AZ
Window Rock, AZ

Tohono O'odham Community College
Sells, AZ:
San Carlos, AZ

Kansas

Haskell Indian Nations University
Lawrence, KS

Michigan

Bay Mills Community College
Brimley, MI
additionally:
L'Anse, MI
Petoskey, MI
Sault Ste. Marie, MI

Keweenaw Bay Ojibwa Community College
Baraga, MI
additionally:
L'Anse, MI

Saginaw Chippewa Tribal College
Mount Pleasant, MI

Minnesota

Fond du Lac Tribal and Community College
Cloquet, MN

Leech Lake Tribal College
Cass Lake, MN

Red Lake Nation College
Red Lake, MN

White Earth Tribal and Community College
Mahnomen, MN

Montana

Aaniiih Nakoda College
Harlem, MT

Blackfeet Community College
Browning, MT

Chief Dull Knife College
Lame Deer, MT

Fort Peck Community College
Poplar, MT
additionally:
Wolf Point, MT

Little Big Horn College
Crow Agency, MT

Salish Kootenai College
Pablo, MT
additionally:
Anchorage, AK
Wellpinit, WA
Yakama, WA

Stone Child College
Box Elder, MT

Nebraska

Little Priest Tribal College
Winnebago, NE
additionally:
HoChunk Village, NE
Sioux City, IA

Nebraska Indian Community College
Macy, NE
additionally:
Niobrara, NE
South Sioux City, NE
Walthill, NE

New Mexico

Institute of American Indian Arts
Santa Fe, NM

Navajo Technical University
Crownpoint, NM
additionally:
Chinle, AZ
Teec Nos Pos, AZ

Southwestern Indian Polytechnic Institute
Albuquerque, NM

North Dakota

Cankdeska Cikana Community College
Fort Totten, ND

Nueta Hidatsa Sahnish College
New Town, ND
additionally:
Mandaree, ND
Parshall, ND
Twin Buttes, ND
White Shield, ND

Sitting Bull College
Fort Yates, ND
additionally:
McLaughlin, SD
Mobridge SD

Turtle Mountain Community College
Belcourt, ND

United Tribes Technical College
Bismarck, ND

Oklahoma

College of the Muscogee Nation
Okmulgee, OK

South Dakota

Oglala Lakota College
Kyle, SD
additionally:
Allen, SD
Batesland, SD
Eagle Butte, SD
Manderson, SD
Martin, SD
Oglala, SD
Pine Ridge, SD
Porcupine, SD
Rapid City, SD
Wanblee, SD

Sinte Gleska University
Mission, SD
additionally:
Lower Brule, SD
Marty, SD

Sisseton Wahpeton College
Sisseton, SD

Washington

Northwest Indian College
Bellingham, WA
additionally:
Auburn, WA (Muckleshoot)
Kingston, WA (Port Gamble S'Klallam)
La Conner, WA (Swinomish)
Lapwai, ID (Nez Perce)
Olympia, WA (Nisqually)
Tulalip, WA

Wisconsin

College of Menominee Nation
Keshena, WI
additionally:
Green Bay, WI

Lac Courte Oreilles Ojibwa Community College
Hayward, WI
additionally:
Hertel, WI (St. Croix)
Lac du Flambeau, WI
Washburn, WI

DEVELOPING TCU

Wyoming

Wind River Tribal College
Ethete, WY

Highest Degree Offered
BLACK: Associate
BLUE: Bachelors
GREEN: Masters

BASIC FACTS: ANSWERS TO FREQUENTLY ASKED QUESTIONS ABOUT TCUs
FOR INTERNAL REFERENCE – NOT FOR OUTSIDE DISTRIBUTION
Congressional Members or staff may ask you some general questions about TCUs
PLEASE REVIEW BEFORE HEADING TO CAPITOL HILL

TCUs: PRESENCE IN INDIAN COUNTRY

- TCUs are PUBLIC institutions of higher education, chartered by federally recognized Indian tribes or the federal government
- 36 TCUs in the U.S., operating more than 75 sites in 16 states
- 80 percent of Indian Country is served by the TCUs
- Seven of the 10 largest Indian reservations have TCUs
- Well more than half of the 566 federally recognized tribes have students at TCUs

TCU STUDENTS

- Each year, TCUs serve about 130,000 American Indians and Alaska Natives (AI/ANs) and other rural community residents in academic and community-based programs.
- Of the 130,000, approximately 23,000 are students enrolled annually in TCU *academic* programs
 - Females = 63 percent of students (59% full-time/ 41% part-time)
 - Males = 37 percent of students (68% full-time/ 32% part-time)
 - Veterans = More than 2 percent of students (based on TCUs reporting to AIHEC AIMS)¹
- Most TCU enroll both Tribal and non-tribal students
 - Nearly 15 percent of students enrolled at the TCUs are non-Indian
 - Most TCUs are open enrollment; all students are welcome

TCU DEGREE PROGRAMS

- All offer associate's degrees. All have articulation agreements with 4-year universities
- 14 TCUs offer bachelor's degree programs (including elementary education, science, environmental science, natural resources, engineering, business, and nursing); five offer master's degree programs.

ACCREDITATION

- 34 of 36 TCUs are fully accredited; one has candidacy status (RLNC); and one is a developing TCU working toward accreditation candidacy (WRTC).
- 9 TCUs are accredited by Northwest Association of Schools and Colleges; HLC accredits 26.

TCUs: IMPACTING TRIBAL COMMUNITIES

- ***Community-based Programs:*** In addition to the almost 23,000 students enrolled in academic programs, nearly 107,000 AI/AN and other community members attend TCUs for community-based programs and services each year, including: public library services; job training; HS equivalency program instruction/testing; health promotion; Head Start and K-8 immersion programs; financial literacy; community gardens; youth/college prep and summer camps; Native languages, cultural, and civic programs.
- ***Employment:*** TCUs are major employers and engines of workforce development in their communities, providing significant economic benefit to the region. The average annual return on investment for students attending TCUs is 16.6 percent. The vast majority of TCU-trained workers stay in the local area contributing to the local economy.

¹ 2% of all students from reporting schools are veterans. 1.9% of Native students; 4% of non-Indians. Data excludes statistically significant schools: HINU, OLC, SGU, UTTC, FPCC, TOCC.

FUNDING TCU OPERATING BUDGETS

Funding of TCU operations is a federal responsibility, arising from treaty obligations, the federal trust responsibility and the exchange of over 1 billion acres of land. Five operating funding authorities exist:

1. **Tribally Chartered Academic TCUs**: Tribally Controlled Colleges and Universities Assistance Act of 1978 (20 USC 1801 et seq.)
 - Title I: funds 27 reservation-based TCUs at \$7,285 per Indian student (but authorized at \$8,000 per Indian student). NOTE: No federal operating funds for non-Indian students, which account for 15 percent of TCU enrollments. *Red Lake Nation College recently achieved accreditation candidacy and became the 28th TCUs funded under Title I of the Act (July 2017).*
 - Title II: Diné College Act (formerly the Navajo Community College Act, 25 USC 640a et seq.)
 - Title V: Navajo Technical University (NTU) and United Tribes Technical College (UTTC)
2. **Tribally Chartered Career & Technical TCUs**: Carl Perkins Career and Technical Education Act (20 USC 2327): Tribal postsecondary career and technical institutions (NTU and UTTC)
3. **Federally Chartered TCUs**: Snyder Act (25 USC 13): Haskell and SIPI are chartered and operated directly by the Department of the Interior-BIE
4. **Congressionally Chartered TCU**: American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act (20 USC 4411): The Institute of American Indian Arts (IAIA)

Developing TCUs: Wind River Tribal College (WY) is developing a plan to work toward accreditation candidacy status. In addition, San Carlos Apache College (Arizona), California Tribal College (CA), and Alaska Pacific University (AK) are all working toward accreditation as Tribal Colleges. When these goals are achieved, there will be 39 Tribal Colleges, 33 of which will be funded under Title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978.

TCU ARE "1994 LAND-GRANT INSTITUTIONS" (34 TCUs)

- TCUs are the 1994 land-grant institutions through the Equity in Educational Land Grant Status Act of 1994 (7 USC 301 note). ("1862s" = state land grants; "1890s" = HBCU land grants)
- A TCU must be accredited or be a formal candidate for accreditation and specifically named in statute; 34 TCUs are currently designated as federal land-grant institutions. *Red Lake Nation College (newly accredited) is seeking to be added to the list as the 35th 1994 land-grant.*
- 1994 land-grant programs include: education equity, extension, research, annual interest from a Treasury endowment, and essential community facilities at TCUs (rural development).
- Land-grant status is critically important to Indian people: 75 percent of the 72.8 million acres that compose Indian lands are agricultural and forestry holdings.

TCUs AND INDIAN GAMING

Several reservations that are home to TCUs have gaming operations, but they are not among the handful of large, urban, highly publicized, and highly profitable casinos. Rather, most are small businesses located in impoverished areas of rural America.

- Few TCUs receive regular income from gaming revenue - amounts vary from year to year.
- Private and state-run gaming far exceeds Indian efforts: Tribal casinos are only about one-fifth of the U.S. casino industry; nearly 80 percent of all U.S. casinos are private or state-run, not tribal casinos.
- Most reservation casinos are small and only marginally profitable: only 12 percent of all tribal gaming operations generate more than 65 percent of Native gaming revenue; the vast majority of tribal casinos is far less financially successful, particularly those in the Midwest/Great Plains regions, where many of the TCUs are located. While small reservation-based gaming operations generate very limited revenue, they can provide employment opportunities to reservation residents. Many tribes use gaming revenue to maintain casino operations and expand employment; create sustainable economic development opportunities; run health programs; improve K-12 facilities and programs; build roads; and better equip law enforcement.

THE ECONOMIC VALUE

of American Indian and Alaska Native Tribal Colleges & Universities (TCUs)

FACT SHEET, AUGUST 2015

The nation's 37 Tribal Colleges and Universities (TCUs) promote economic growth throughout Indian country and the U.S. by developing and strengthening an American Indian/rural America workforce. TCUs create a positive impact in American Indian/Alaska Native communities and throughout the business community. They generate a return on investment to their major stakeholder groups—students, tribes, society, and all taxpayers. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, the study calculates the benefits to each of these groups. Results of the analysis reflect Academic Year (AY) 2013-14.

JOB EQUIVALENTS BASED ON INCOME

Job equivalents represent full- and part-time jobs that would not have occurred in the nation without the TCUs. They are calculated by jobs to sales ratios specific to each industry. The known alumni impact of \$2.3 billion in added income supports 28,778 within the nation.

IMPACT ON BUSINESS COMMUNITY

Alumni impact

- Over the years, students have studied at TCUs and entered or re-entered the workforce with newly acquired skills. This represents the accumulation of human capital that the TCUs have fostered. Today, thousands of these former students are employed in the U.S.
- The economic impacts of TCUs are described below: The accumulated contribution of former students currently employed in the national workforce amounted to **\$2.3 BILLION** in added income, or gross domestic product, during the analysis year.
- This total effect represents the higher wages that students earned during the year, the increased output of the businesses that employed the students, and the multiplier effects that occurred as students and their employers spent money at other businesses.

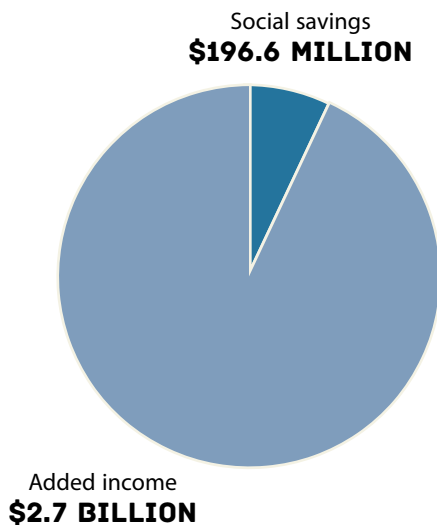
INCOME CREATED BY TCUs IN AY 2013-14 (ADDED INCOME)

TOTAL ALUMNI IMPACT	
\$2.3 BILLION	ADDED INCOME
28,778	JOBS

FOR EVERY \$1 SPENT BY...

STUDENTS	<p>\$4.10 Gained in lifetime income for STUDENTS</p>
SOCIETY	<p>\$5.20 Gained in added state income and social savings for SOCIETY</p>
TAXPAYERS	<p>\$2.40 Gained in added taxes and public sector savings for TAXPAYERS</p>

FIGURE 2. PRESENT VALUE OF ADDED INCOME AND SOCIAL SAVINGS ACROSS THE U.S.



IMPORTANT NOTE

Some benefits of TCUs are beyond quantification: it may be impossible to measure in monetary terms the preservation of language, lands, culture, history, and sovereignty.

RETURN ON INVESTMENT TO STUDENTS, SOCIETY, AND TAXPAYERS

Student perspective

- TCUs’ 2013-14 students paid a total of **\$38.8 MILLION** to cover the cost of tuition, fees, books, and supplies. They also forwent **\$155.3 MILLION** in money that they would have earned had they been working instead of learning.
- In return for the monies invested in the TCUs, students will receive a present value of **\$794.3 MILLION** in increased earnings over their working lives. This translates to a return of **\$4.10** in higher future income for every \$1 that students invest in their education. The average annual return for students is **16.6 PERCENT**.

Social perspective

- Society as a whole in the U.S. will receive a present value of **\$2.7 BILLION** in added national income over the course of the students’ working lives. Society will also benefit from **\$196.6 MILLION** in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state.
- For every dollar that society spent on TCUs during the analysis year, society will receive a cumulative value of **\$5.20** in benefits, for as long as the 2013-14 student population at TCUs remains active in the regional workforce.

Taxpayer perspective

- In AY 2013-14, taxpayers across the U.S. paid **\$337.9 MILLION** to support the operations of TCUs. The net present value of the added tax revenue stemming from the students’ higher lifetime incomes and the increased output of businesses amounts to **\$715.1 MILLION** in benefits to taxpayers. Savings to the public sector add another **\$46 MILLION** in benefits due to a reduced demand for government-funded services in the U.S.
- Dividing benefits to taxpayers by the associated costs yields a **2.4** benefit-cost ratio, i.e., every \$1 in costs returns \$2.40 in benefits. The average annual return on investment for taxpayers is **6.2 PERCENT**.

KEYS TO A SUCCESSFUL MEETING ON CAPITOL HILL

115TH CONGRESS – SECOND SESSION (2018)

- **BE ON TIME FOR ALL MEETINGS:** Take into consideration heightened security and other activities happening around Capitol Hill - allow additional time to go through security (metal detectors) when entering buildings and find meeting rooms. (In February, lines can be LONG to enter Hill buildings!)
- **MUTE CELLPHONES! NO EATING or TWEETING:** Nothing is more important for the brief time that you are meeting with your Congressional Members and staff. Give undivided attention to your message and those with whom you are meeting, even if they use their phones. No texting, tweeting, eating, or talking on phones!
- **EXPECT MEMBER MIGHT BE DELAYED:** This is normal due to Floor votes, committee hearings, and last minute schedule changes. While waiting, meet with staff or review your priorities and presentation.
- **DESIGNATE A SPOKESPERSON TO LEAD EACH MEETING:** The team leader needs to clearly state the collective requests, quickly and efficiently. Large groups need to confer before meetings to be sure each person knows her/his role and to ensure your message is conveyed, effectively.
- **KEEP INTRODUCTIONS BRIEF/LIMIT SMALL TALK:** Expect no more than 20 minutes with the Member – use your time wisely. Make your request(s) right away and keep the focus on your specific requests.
- **KEEP YOUR MESSAGE BRIEF:** In discussing your specific requests, illustrate why the issue/request is important to your community and therefore, to the Member. Demonstrate positive impacts to the Member's district or state. In other words, show him/her why this is a good investment of federal funds.
- **KNOW YOUR FACTS:** If you do not know the answer to a question, just say so, and promise to get them an answer. Then be sure to follow-up with the information in a timely manner.
- **PREPARE SHORT ANECDOTAL STORIES (SUCCESS STORIES, IMPACT, LOCAL HARDSHIPS, ETC.):** Particularly effective role for **students** – illustrate in 2-3 minutes why/how your TCU is important to you, your family, and community. **Presidents**, prepare a similar illustration of how the requests will impact your students, community, and the economy. Make it important to the Member to help you.
- **BE RESPECTFULLY ASSERTIVE:** Do not get into an argument with Member/staff or corner them in a public environment such as a hallway or cafeteria – this serves absolutely no good purpose and can result in ill-will. The goal is to build a long-term, mutually respectful, working relationship.
- **CHECK YOUR PERSONAL POLITICS AT THE DOOR: *Policy is the issue – NOT Politics.*** Whether you have a political party affiliation or you personally like or dislike your particular Members of Congress, this is NOT the appropriate time to display or discuss it.
- **CLOSE THE DEAL:** Tell your Member what you want her/him to do and politely get a commitment for action (i.e. to send a letter; co-sign a letter; cosponsor legislation, include TCU requests in office's communication to appropriations subcommittees, etc.)
- **THANK MEMBER & STAFF AT THE END OF THE MEETING, AND E-MAIL A FOLLOW-UP MESSAGE:** In your follow-up thank you message, mention all staff in attendance by name and recap the discussion and any commitments made. Also, maintain regular communication with your Members/staff (e.g. add the staff with whom you met to any electronic newsletter distribution lists).
- **INVITE MEMBER & STAFF TO VISIT YOUR COLLEGE:** Invite Member to be commencement speaker or guest at another college event (e.g. ground breaking or opening ceremony). Plan to meet with Member in the district/state office(s) during upcoming Congressional recesses to further your working relationship.
- **BOTTOM LINE: WHY ARE YOU HERE -- WHAT ARE YOU ASKING FOR?** Be sure when you leave the Member's office – her or his staff is clear on the answers to these two questions.



TCU PRIORITIES & FY 2019 FUNDING REQUESTS

OUR MESSAGE TO CONGRESS: ADVANCING TRIBAL STUDENTS – ADVANCING TRIBAL NATIONS

- 1. Reauthorize and fund TCU Title III: continue HEA-Title III, Part F beyond FY2019:** *TCU-Title III is a proven investment in truly developing institutions. Without Congressional support, the program will be cut by **more than half**.*
 - **FY2018 Appropriations:** *Need FINAL Omnibus Bill*
 - **FY2019 Appropriations:** *EXTEND TCU Title III-Part F; Fully Fund TCU Act for first time in 40 years*
- 2. Parity for TCU Operating Programs and 1994 Land-grant Programs:** *Support TCU amendments in reauthorizations for Higher Education Act, TCU Act, and Farm Bill. Work toward parity in programs that help TCUs build a skilled and competitive workforce:*
 - **Support:** *New TCU Agriculture Education Parity Amendment*

YOUR NOTES

FISCAL YEAR 2019 INTERIOR APPROPRIATIONS REQUESTS
TRIBAL COLLEGES AND UNIVERSITIES



Appropriations Bill: INTERIOR

Agency: Bureau of Indian Education

AUTHORIZATION/TCU PROGRAM	FY 2017 ENACTED	FY 2018 AIHEC REQUEST	FY 2019 AIHEC REQUEST
Tribally Controlled Colleges and Universities Assistance Act [25 USC 1801 et seq.]			
Title I, II, III and contracts (28 TCUs)	\$69,793,000	\$80,200,000	\$80,200,000 Fully fund at \$8K/ISC (Title I) \$17M (Title II) \$109K (Title III) TA: \$701,000
Title V (Tribal career & technical institutions)	\$7,414,000	\$9,000,000	\$10,000,000
American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act [20 USC 4411]			
Institute of American Indian Arts w/Center for Lifelong Education & Museum (IAIA)	\$15,212,000 Included \$5.4M to complete forward funding	\$11,500,000	\$11,948,000
<ul style="list-style-type: none"> Haskell Indian Nations University (HINU) Southwestern Indian Polytechnic Institute (SIPI) 	\$22,117,000	\$33,172,000 Includes \$11.05 for forward funding	\$25,000,000 (+ forward funding, if necessary)

Honor Sovereignty—Exempt TCUs and Other Tribal Programs From Across the Board Cuts, Including Sequestration: TCUs are chartered by their respective American Indian tribes, which hold a long-established special legal relationship with the U.S. federal government, actualized by more than 400 treaties, several Supreme Court decisions, Congressional action, and the ceding of more than one billion acres of land to the U.S. Despite the trust responsibility and treaty obligations, TCUs’ primary source of operating funds has never been fully funded. With sequestration, this already underfunded but essential program faces significant cuts and the more than 30 year federal investment in this proven program will be lost, as some of these institutions may be forced to close their doors.

Engaged Institutions: TCUs are primary job creators in reservation communities that suffer some of the highest unemployment rates in the nation. TCUs offer high quality, culturally relevant postsecondary education opportunities, and they uniquely fulfill broader, essential roles within their reservation communities: they are community centers, public libraries, tribal archives, career and business centers, economic development centers, Native language hubs, research centers, and child and elder care centers. Each TCU is committed to improving the lives of its students through higher education and to moving American Indians toward self-sufficiency. TCUs are not only on the forefront of training the future Native workforce to compete in a global economy, but they are large employers in their reservation communities.

Chronic Underfunding: The TCUs are receiving \$7,285/ISC for academic year 2017–18, still short of the Congressionally authorized enrollment driven funding level for basic institutional operations. It has taken over 35 years to come within reach of achieving the authorized funding level of \$8000/ISC. We ask Congress to take the last step and fully fund these very deserving—and historically underfunded—TRIBAL institutions of higher education AND provide sufficient funding so that ALL Tribal Colleges can start each academic year with adequate funding appropriated and available. TCUs need and deserve to be funded at the authorized funding level.

FISCAL YEAR 2019 LABOR-HHS, EDUCATION APPROPRIATIONS REQUESTS
TRIBAL COLLEGES AND UNIVERSITIES



U.S. Departments of Education (OPE/OCTAE) and Health and Human Services (ACF-Head Start)

AUTHORIZATION/TCU PROGRAM	FY 2017 ENACTED	FY 2018 HOUSE COMMITTEE REPORT	FY 2019 AIHEC REQUEST
Higher Education Act [20 USC 1059c] (OPE)			
TCU HEA Title III-A (§316) "Parts A & F"	\$27,599,000 (Part A)	\$27,599,000 (Part A)	\$35,000,000 (Part A)
	\$27,960,000 (Part F)	\$27,960,000 (Part F)	+\$30,000,000 (Part F)
Title V (Tribal career & technical institutions)	\$7,414,000	\$7,914,000	\$10,000,000
Carl Perkins Technical and Career Education Act [20 USC 2327] (OPE)			
Tribal postsecondary career & technical institutions	\$8,286,000	\$8,286,000	\$10,000,000
TRIBAL COLLEGES AND UNIVERSITIES HEAD START PARTNERSHIP PROGRAM			
TCU Head Start Partnership Program (set-aside)	—	—	\$8,000,000 (from existing funds)
<p>TCU HEA-Title III: \$30M is needed for the TCU Title III, Part A (discretionary) program in FY2019, along with the mandatory allocation for Part F. The Part F program—which makes up more than half of the TCU Title III program—is slated to end after FY2019 if Congress does not allocate new funding. Failure to fund the program would be devastating to TCUs, which by any definition truly are developing institutions. Despite serious resource challenges, TCUs provide high quality, culturally appropriate higher education opportunities to some of the most rural/isolated, impoverished, and historically underserved areas of the country. The goal of HEA Title III programs is "to improve the academic quality, institutional management and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation." The TCU are employing these funds to address the critical, unmet needs of their students who are primarily American Indian/Alaska Native (AI/AN) to effectively prepare them to succeed in a globally competitive workforce.</p> <p>Tribally Controlled Career and Technical Institutions: Carl D. Perkins Career and Technical Education Act (§117) provides a competitively awarded grant opportunity for tribally chartered and controlled career and technical institutions, which are providing vitally needed workforce development and job creation education and training programs to AI/ANs from tribes and communities with some of the highest unemployment rates in the nation.</p> <p>TCU-Head Start Partnership Program: With the reauthorization of the Head Start Program in the mid-1990s, Congress mandated that by 2013, 50 percent of Head Start teachers nationwide must have at least a baccalaureate degree in Early Childhood Education and all teacher assistants must have a child development associate credential or be enrolled in an associate's degree program. Today, almost three-quarters of Head Start teachers nationwide hold the required bachelor's degree; but only 39 percent of Head Start teachers in Indian Country meet the requirement, and only 38 percent of workers meet the associate-level requirements. This disparity in preparation and teaching demands our attention: AI/AN children deserve—and desperately need—qualified teachers. TCUs are ideal catalysts for filling this gap, as demonstrated by the modest program conducted through a TCU-Head Start Program from 2000–2007, which helped TCUs build capacity in early childhood education by providing scholarships and stipends for Indian Head Start teachers and teacher's aides to enroll in TCU early childhood programs. Before the program ended in 2007 (ironically, the same year that Congress specifically authorized the program in the Head Start Act), TCUs had trained more than 400 Head Start workers and teachers, many of whom have since left for higher paying jobs in elementary schools.</p>			

FISCAL YEAR 2019 AGRICULTURE APPROPRIATIONS REQUESTS
TRIBAL COLLEGES AND UNIVERSITIES



Appropriations Bill: AGRICULTURE

Agency: NIFA and Rural Development

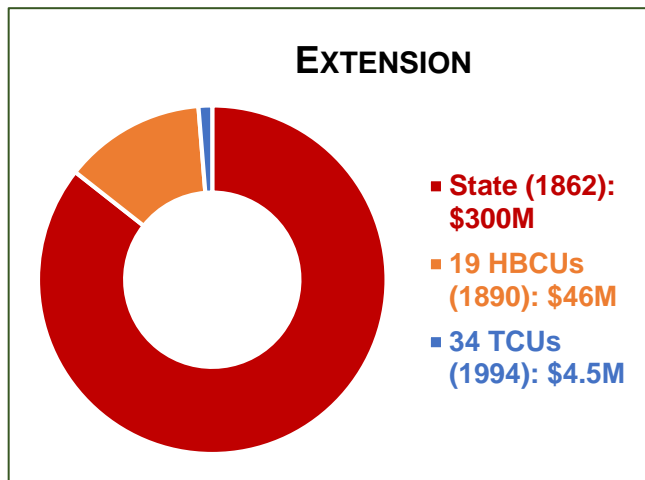
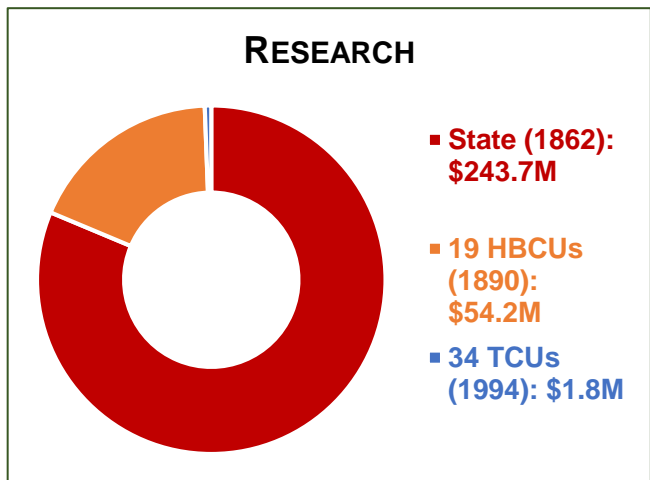
AUTHORIZATION/TCU PROGRAM	FY 2017 ENACTED	FY 2018 HOUSE COMMITTEE REPORT	FY 2019 AIHEC REQUEST
Equity in Educational Land Grant Status Act [7 USC 301 note]			
1994 Institutions Extension Program (NIFA)	\$4,446,000	\$4,446,000	\$7,000,000
1994 Institutions Research Program (NIFA)	\$1,801,000	\$1,801,000	\$4,000,000
1994 Institutions Equity Payment (NIFA)	\$3,439,000	\$3,439,000	\$4,000,000
Native American Endowment Payment (NIFA)	\$11,880,000	\$11,880,000	\$136,000,000 corpus payment only annual interest yield is scored (FY 2016 gross interest = \$4.7 M)
Consolidated Farm & Rural Development Act [7 USC 1926(a)]			
TCU Essential Community Facilities	\$4,000,000	Combines TCUs with other programs	\$8,000,000

In Comparison

Research: In FY 2017, the 1862 land-grants (state) research program (Hatch Act) received \$243.7M; research at the 1890s (19 HBCUs) received \$54.2M; and the research grants for 1994s (34 TCUs) received \$1.8M

Extension: In FY 2017, Congress appropriated \$476M for extension activities. The 1862s (state) received \$300M in formula driven extension funds; 1890s (19 HBCUs) received \$46M, also formula driven; and 1994s (34 TCUs) received \$4.45M for competitively awarded grants.

Additionally, the **1994 land-grants** are the only federal land-grant institutions that are barred from competing for over \$85.5M in Smith-Lever 3(d) grant funds, including FRTEP and the Children, Youth, Families at Risk program (CYFAR).



These stark inequities cannot be justified or allowed to continue. The first Americans, last to join the nation's land-grant family, deserve parity. We propose both doubling of the endowment corpus to provide about \$10M in interest income, and to allocate increased funding to the 1994's NIFA programs as a first step to addressing this funding imbalance within the federal land-grant system.

FISCAL YEAR 2019 SCIENCE & ENERGY APPROPRIATIONS REQUESTS
TRIBAL COLLEGES AND UNIVERSITIES



Appropriations Bill: COMMERCE, JUSTICE, SCIENCE and RELATED AGENCIES

National Science Foundation

Directorate: Education and Human Resources (EHR)

AUTHORIZATION/TCU PROGRAM	FY 2017 FINAL	FY 2018 HOUSE COMMITTEE REPORT	FY 2019 AIHEC REQUEST
NSF—Education and Human Resources (EHR)			
NSF-TCUP	\$14,000,000	\$14,000,000	\$15,000,000
<p>Justification: In FY2009, NSF awarded \$4.2 billion in science and engineering (SE) funding to the nation’s institutions of higher education. TCUs received \$10.5 million, or one-quarter of one percent of this funding. Among MSIs, NSF awarded \$144.2 million in SE funding to 174 HBCUs and HSIs, averaging \$828,545/institution, while 29 TCUs received an average of \$362,000/institution. This disproportionate distribution trend has yet to be recognized and addressed. Since FY2001, modest funding has been allocated to the TCU initiative administered under the NSF-EHR. This competitive grants program enables TCUs to enhance the quality of their STEM instructional, research, and outreach programs. TCUs that have been awarded an NSF-TCUP grant are expected to complete a comprehensive program needs analysis and to develop a plan for addressing both their institutional and NSF goals, with a primary goal being significant and sustainable expansion and improvements to STEM programs. Through NSF-TCUP, tribal colleges have been able to establish and maintain programs that represent a key component of the career pipeline for the American Indian/Alaska Native STEM workforce.</p>			

Appropriations Bill: ENERGY AND WATER DEVELOPMENT

Department of Energy

Agency: National Nuclear Security Administration (NNSA)

AUTHORIZATION/TCU PROGRAM	FY 2017 FINAL	FY 2018 HOUSE COMMITTEE REPORT	FY 2019 AIHEC REQUEST
DoE—National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership Program (MSIPP)			
MSIPP/Tribal College Initiative			\$5,000,000 from existing funds
<p>Advanced Manufacturing Network Initiative: Now in its third year, the AIHEC/TCU Advanced Manufacturing Network Initiative is an innovative advanced manufacturing training and education program involving five TCUs that prepares an American Indian advanced manufacturing workforce—through certificate and 4-year degree programs—and is creating reservation-based economic and employment opportunities through design, manufacture and marketing of high quality products in partnership, with tribes, major industry, and the National Laboratories. Full funding of the project will allow AIHEC to engage more TCUs as well as National Laboratory and industry partners, establishing a technically skilled workforce and manufacturing base in Indian Country prepared to support the engineering and technology needs of the nation.</p> <p>Report Language Request: We request report language in the FY2019 Energy and Water Development, and Related Agencies, Appropriations bill designating \$5 million of the funds appropriated for the Department of Energy, National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership Program (MSIPP), specifically for the Tribal Colleges and Universities Initiative.</p>			



SUMMARY OF STATUTORY REAUTHORIZATION REQUESTS

SUMMARY OF PROPOSED AMENDMENTS TO THE HIGHER EDUCATION ACT (February 2018)

The nation's 36 Tribal Colleges and Universities (TCUs), who together are the American Indian Higher Education Consortium (AIHEC), respectfully request that the following amendments be included in legislation to reauthorize of the Higher Education Act of 1965. In addition to some changes to the current TCU-Title III-A program, TCUs seek the authorization of two additional programs within Title III-A to help address time-critical Native language vitalization and training programs at TCUs and the continuing need for expanded support services for our students to help ensure their persistence and success in completing their courses of study.

Recommended amendments to Title IV of the Higher Education Act (HEA) include: (1) keeping participation in Federal student loan program voluntary; (2) restoring eligibility for Federal financial aid to disenfranchised populations; and (3) a more equitable disbursement process for Federal Supplemental Educational Opportunity Grants (FSEOG) and Work-Study Grants.

Additionally, the Tribally Controlled Colleges and Universities Assistance Act will be reauthorized in conjunction with the HEA. AIHEC is seeking to update this critically important legislation.

The following are requests and justification of changes sought during the HEA reauthorization.

TITLE III: INSTITUTIONAL AID (Technical Amendments)

Technical amendments: (1) remove a senseless requirement that the U.S. Department of Education impose a burdensome and unnecessary pre-application process on the clearly defined, and therefore strictly limited, pool of participants in the Tribal Colleges and Universities Title III-A program (Sec. 316); (2) extend for five years the time to expend funds obligated during the initial five-year grant period, as currently provided for in the HBCU Title III formula funded grant awards, and (3) increase the authorized funding level for the TCU Title III-A program to allow equitable participation by new TCUs without penalizing existing colleges.

1. ELIMINATE PRE-APPLICATION PROCESS

Amendment Language: The Higher Education Act of 1965 is amended as follows:

“Strike Title III-A Sec 316 (d)(1) and redesignate the subparagraphs accordingly.”

The eligibility requirement is intended to define and narrow the pool of applicants that may compete in the general Title III Strengthening Institutions grant program. Since 2008, the TCU-Title III program is formula-funded, and therefore, it is not necessary or relevant to impose the pre-application process. It is worth noting that the Historically Black Colleges and Universities Title III program, which has always been formula-funded, is not subject to the pre-application process in order to be eligible to receive a grant under said program. While the Department has agreed that this is not a necessary step and has suspended the requirement, until the statutory language is removed, the Department can, at any time, return to the prior practice and require that all TCUs go through an annual process of applying for eligibility, *months prior to*

submitting an application for participation. This unnecessary and often confusing step is contrary to existing statutory language which directs the Department to “simplify and streamline the process of applying for grants” under the TCU Title III program (Sec. 316(d)(2)(B)). We are seeking this legislative change, which will help to streamline and simplify the process and to ensure that the needless step is permanently eliminated from the process of administering the TCU Title III formula-funded grant program.

2. EXTENTION OF GRANT CARRYOVER TIME LIMIT

Amendment Language: The Higher Education Act of 1965 is amended as follows:

At the end of Title III-A Sec 316(d)(3)(B) insert the following new subparagraph:

“(iii) Use of unexpended funds

Any funds paid to an institution and not expended or used for the purposes for which the funds were paid during the five-year period following the date of the initial grant award, may be carried over and expended during the succeeding five-year period, if such funds are obligated for a purpose for which the funds were paid during the five-year period following the date of the initial grant award.”

In some cases TCUs have significant balances remaining at the end of a five-year grant period, particularly related to funds awarded in years four and five of said period. This is because grant funds are intended for long-term projects, such as construction, which often takes years to complete due to remoteness and climate. However, the Department of Education has now decided that it does not have the authority to extend the time TCU-Title III grant funds must be formally obligated or encumbered beyond the five-year limit of the grant. Should the remaining funds not be spent or at least formally obligated by the end of the grant, the funds will revert to the U.S. Treasury and be lost to the program. AIHEC successfully worked with the Department to address this issue previously, however, the Department has stated repeatedly that a long-term fix is needed and should be included in the HEA reauthorization. The language sought is the same as that already included in the Title III program for HBCUs, which is the other formula-funded Title III program. By adding this same language to the TCUs program, the Department will be afforded the authority and direction needed to grant for time extension to expend Title III grant funds intended for long-term projects.

3. Additional Information Regarding Technical Amendments:

Issues with Section 312(b), which specifies the eligibility criteria for participation in Title III-A programs, as applied to the TCUs’ Title III-A program, include:

Under current law, this eligibility criterion applies to all programs authorized under Title III-A of the Higher Education Act that are not specifically exempted from all or part of Section 312(b), regardless of whether the program was formula-driven or not. Over the years, the Department has imposed the requirement on all TCUs one year, and then reversed the policy in other years. The arbitrary imposition and enforcement of the eligibility application process on TCUs has led to several TCUs being excluded from this vitally needed program. For example, in FY2008, Navajo Technical University (NTU) in Crownpoint, New Mexico was excluded from participating in the program simply because its name had changed (from Crownpoint Institute of Technology) between the time that it last filed an eligibility application and the FY2008 competition. The FY2008 competition was especially important, because it included a one-time solicitation for \$60 million in mandatory construction funding under the College Cost Reduction and Access Act (CCRAA), specifically for TCUs. Without notifying the institution or asking a single question about the new name, Department of Education staff simply threw out its application, thus leaving NTU out of the

competition for \$60 million in construction funding, as well as the smaller discretionary TCU construction program. Another TCU (Fort Peck Community College in Montana) also was arbitrarily excluded from the program, even though the institution received a letter signed by a Department official stating that it was eligible to compete.

Another example of the irrelevancy of the requirement is that 27 of the TCUs are funded under Title I of the Tribally Controlled Colleges and Universities Assistance Act (TCCUAA), and thus receive an IDENTICAL amount of funding, per student, for “educational and general expenditures,” therefore, section 312(b)(1)(B) is essentially irrelevant to these TCUs. To receive this funding, they must meet the federal definition for a Tribal College.

Further, included in the eligibility application is a waiver option for TCUs for both the needy student and the educational and general expenditures (E&G) requirements, which make it clear that the Department recognizes that this additional step in the application process is irrelevant for Tribal Colleges.

Since enactment of the TCU Title III program, two legislative changes have been made to the statutory language in recognition of the small and clearly defined pool of eligible applicants and the burdensome application process: the first, (a) directs the Secretary to “streamline and simplify the application process” for the TCU program, and (b) exempts the TCU program from the 2-year wait-out period applicable to the general Title III-A program. Most recently, the TCU program was changed from a competitive to a formula-funded program.

4. USE FTE RATHER THAN ISC (INDIAN STUDENT COUNT) IN DISTRIBUTION FORMULA

Amendment Language: The Higher Education Act of 1965 is amended as follows:

In Title III-A Sec 316 (d)(3)(B)(i)(I) strike “based on the respective Indian student counts (as defined in section 2(a) of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801(a)) of the Tribal Colleges and Universities.” And insert in lieu thereof “based on the full-time equivalent (FTE) of all students.”

Currently, the statutory formula for distributing funding under Title III-A §316 to Tribal Colleges is based on each institution’s Indian student count, which includes only those students who are enrolled in a federally recognized tribe, or the biological child of an enrolled tribal member. However, the TCU Title III program is intended to benefit of the entire college community and not one faction of its students. Therefore, all students, and not just enrolled members/children of enrolled members of federally recognized tribes, should be counted for the purpose of calculating each institution’s annual share of available funds. This amendment would correct the formula components by using each institution’s FTE students rather than its Indian student count.

5. RESOURCES FOR LOCAL RECRUITMENT ACTIVITIES

AMENDMENT LANGUAGE: The Higher Education Act of 1965 is amended as follows:

In Title III-A Sec 316 (c)(2)(L) by inserting before the semicolon the following “, and conducting other recruitment activities”

With enrollments dropping at many if not most IHEs and high school dropout rates for AI/AN youth growing, TCUs are looking for resources to increase their local recruitment efforts. TCU Title III grant funds may be used to establish “community outreach programs that encourage Indian elementary and secondary school

students to develop the academic skills and the interest to pursue postsecondary education.” We request that Title III-A Sec 316 (c)(2)(L) be amended to clarify that the colleges may use their Title III grant funds to produce materials or events regarding the benefits of college and attending a TCU, as part of community outreach programs.

TITLE III: INSTITUTIONAL AID
(Funding Authorization Amendments)

6. Authorization of Appropriations at \$35 million (Part A: Discretionary Funding)

We are requesting a \$35 million authorization for fiscal year 2019 and “such sums” for each succeeding fiscal year. We are looking to increase funding authority to a level adequate to continue to support those institutions currently qualified to apply for funding under the TCU program, as well as to accommodate a number of identified emerging TCUs. These new TCUs will further expand access to and completion of quality higher education opportunities for American Indian and Alaska Native peoples.

7. Authorization of Appropriations at \$35 million (Part F: Mandatory Funding)

Amendment Language: In the Higher Education Act of 1965 is amended as follows:

In Section 371(b) (20 U.S.C. 1067q(b)) is amended—

(1) in paragraph (1)(A)—

(A) in the first sentence, by striking “appropriated,” and all that follows through “2019” and inserting the following: “appropriated, \$300,000,000 for each of the fiscal years 2019 through 2028”; and

(B) in the second sentence, by striking “2019” and inserting “2028”; and

(2) in paragraph (2)—

(A) in subparagraph (A)—

(i) in clauses (i) and (ii), by striking “\$100,000,000” each place it appears and inserting “\$117,500,000”; and

(ii) in clause (iii), by striking “\$55,000,000” and inserting “\$65,000,000”;

and

(B) in subparagraph (D)—

(i) in clause (i), by striking “\$30,000,000” each place it appears and inserting “\$35,000,000”;

(ii) in clause (ii), by striking “\$15,000,000” each place it appears and inserting “\$18,000,000”; and

(iii) in clauses (iii) and (iv), by striking “\$5,000,000” each place it appears and inserting “\$6,000,000”.

The Part F program – which funds more than half of the TCU Title III program – is slated to end after FY2019 if Congress does not authorize new funding. Failure to fund the program would be devastating to the TCUs, which by any definition truly are developing institutions. TCUs have used this funding to develop and implement career training programs, vitally needed facilities and laboratory modernization, information and technology maintenance and expansion, student support services; to improve data collection and reporting; and to institute financial management systems and practices. We are requesting a \$35 million authorization for fiscal year 2019 through 2028 to continue this critical funding.

TITLE III: INSTITUTIONAL AID
(New Authorizing Amendments)

1. NEW: TRIBAL COLLEGE OR UNIVERSITY NATIVE AMERICAN LANGUAGE VITALIZATION AND TRAINING PROGRAM.

An amendment creating a new section under Title III-A to provide grants to tribal colleges or universities to promote the preservation, revitalization, relevancy, and use of Native American languages.

AMENDMENT LANGUAGE: Part A of Title III of the Higher Education Act of 1965 (20 U.S.C. 1057 et seq.) is amended by adding at the end the following:

“SEC. NATIVE AMERICAN LANGUAGE VITALIZATION AND TRAINING PROGRAM.

“(a) DEFINITIONS.—In this section:

“(1) TRIBAL COLLEGE OR UNIVERSITY.—The term ‘tribal college or university’ has the meaning given the term ‘Tribal College or University’ in section 316(b).

“(b) ESTABLISHMENT.—

“(1) IN GENERAL.—The Secretary shall establish a program, to be known as the ‘Native American Language Vitalization and Training Program’, under which the Secretary shall provide grants to tribal colleges or universities to promote the preservation, revitalization, relevancy, and use of Native American languages.

“(2) REQUIREMENTS.—

“(A) BASIS.—The Secretary shall provide grants under paragraph (1) on a competitive basis.

“(B) TERM.—The term of a grant under paragraph (1) shall be not more than five years.

“(3) APPLICATION.—

“(A) IN GENERAL.—To be eligible to receive a grant under this subsection a Tribal College or University shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may reasonably require.

“(B) STREAMLINED PROCESS.—The Secretary shall establish application requirements in such a manner as to simplify and streamline the process for applying for grants under this section.

“(C) INCLUSIONS.—An application under this paragraph shall include a plan for the program proposed to be carried out by the Tribal College or University using the grant, including—

“(i) a description of a 5-year strategy of the tribal college or university for meeting the needs of American Indians or Alaska Natives, as appropriate, in the area served by the tribal college or university;

“(ii)(I) an identification of the population to be served by the Tribal College or University; and

“(II) an identification of the status of Native American language understanding and use within that population and a description of the manner in which the program will help preserve and revitalize the relevant Native American language;

“(iii) a description of the services to be provided under the program, including the manner in which the services will be integrated with other appropriate activities; and

“(iv) a description, to be prepared in consultation with the Secretary, of the performance measures to be used to assess the performance of the tribal college or university in carrying out the program.

“(D) REQUIREMENT.—A program plan under subparagraph (C) shall be consistent with the purposes of this section, as determined by the Secretary.

“(c) USE OF FUNDS.—A Tribal College or University may use a grant provided under this section to carry out activities, including—

“(1) curriculum development and academic instruction, including educational activities, programs, and partnerships relating to students in prekindergarten through grade 12;

“(2) professional development for Tribal College and University faculty and in-service training programs for prekindergarten through grade 12 instructors and administrators; and

“(3) innovative Native American language programs for students in prekindergarten through grade 12, including language immersion programs.

“(d) APPLICABILITY OF OTHER PROVISIONS.—

“(1) CONCURRENT FUNDING.—A Tribal College or University that receives a grant under this section may concurrently receive funds under section 316.

“(2) EXEMPTION.—Sections 312(b) and 313(d) shall not apply to a Tribal College or University that receives a grant under this section.

“(e) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section \$15,000,000 for each of fiscal years 2019 through 2024.”

Explanation of Request: Tribal Colleges and Universities are engaged institutions of higher education created by American Indians/Alaska Natives for American Indians/Alaska Natives primarily on rural and

isolated Indian reservations, which were virtually excluded from the rest of this nation's system of higher education.

Tribal Colleges and Universities and their students contribute significantly to the economic and social health of reservation communities. The TCUs offer a variety of social services for students and community members and often serve as community centers, libraries, tribal archives, career and business centers, economic development centers, public meeting places, and childcare and wellness centers. The nation's 36 TCUs are ideal forums for advancing the time-sensitive efforts to rescue Native languages from extinction. Of the 155 Indigenous languages still being spoken in the United States, 135 of these are spoken only by elders. Native languages have rich oral cultures with stories, songs, and histories passed on to younger generations, but many have no written forms. When a language is lost, it is lost forever, and with it an entire culture is lost. Language and culture are at the heart of the mission of each Tribal College and University, and these institutions play a strong leadership role in Native language immersion. Indeed, TCUs are responsible for the majority of the 50 or so Native language immersion programs in the United States. Despite the proven success of TCU Native language preservation and vitalization efforts, only minimal federal and private sector resources are directed toward these critical activities. Because many Native languages are on the verge of extinction, we do not have the luxury of time. We must address this critical issue now, before it is too late.

2. *NEW*: TRIBAL COLLEGES AND UNIVERSITIES SUPPORT SERVICES FOR STUDENTS PROGRAM.

An amendment creating a new section under Title III-A to establish and expand student support services programs that will allow for more efficient and effective application and administration of such programs addressing the unique population of students at Tribal Colleges.

AMENDMENT LANGUAGE: Part A of Title III of the Higher Education Act of 1965 (20 U.S.C. 1057 et seq.) is amended by adding at the end the following:

“SEC. TRIBAL COLLEGES AND UNIVERSITIES SUPPORT SERVICES FOR STUDENTS.

“(a) DEFINITIONS.—In this section:

“(1) TRIBAL COLLEGE OR UNIVERSITY.—The term ‘tribal college or university’ has the meaning given the term ‘Tribal College or University’ in section 316(b).

“(b) ESTABLISHMENT.—

“(1) IN GENERAL.—The Secretary shall establish a program, to be known as the ‘Tribal Colleges and Universities Student Success Program’ to establish and expand support services for students that will allow for more efficient and effective application and administration of such programs addressing the unique population of students at Tribal Colleges and Universities.

“(2) REQUIREMENTS.—

“(A) BASIS.—The Secretary shall provide grants under paragraph (1) on a competitive basis.

“(B) TERM.—The term of a grant under paragraph (1) shall be not more than five years.

“(3) APPLICATION.—

“(A) IN GENERAL.—To be eligible to receive a grant under this subsection a tribal college or university shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may reasonably require.

“(B) STREAMLINED PROCESS.—The Secretary shall establish application requirements in such a manner as to simplify and streamline the process for applying for grants under this section.

“(C) INCLUSIONS.—An application under this paragraph shall include a plan for the program proposed to be carried out by the Tribal College or University using the grant, including —

“(i) a description of a 5-year strategy of the Tribal College or University for meeting the unique needs of American Indian/Alaska Native students;

“(ii) the number of students to be served for each year of the grant;

“(iii) a description of the services to be provided under the program; and

“(iv) a description, to be prepared in consultation with the Secretary, of the performance measures to be used to assess the performance of the Tribal College or University in carrying out the program.

“(D) REQUIREMENT.—A program plan under subparagraph (C) shall be consistent with the purposes of this section, as determined by the Secretary.

“(c) USE OF FUNDS.—A Tribal College or University may use a grant provided under this section to carry out activities, including—

“(1) academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;

“(2) advice and assistance for students in navigating –

(A) course selection

(B) mentoring programs

(C) student financial aid programs, including scholarships and assistance in completing public and private financial aid applications

(D) education or counseling services designed to improve financial and economic literacy

(E) application for admission to, and securing financial assistance for, enrollment in four-year and/or graduate programs

- (F) other activities proposed in the application that contribute to carrying out the intent of this program as described in subsection (b) and are approved by the Secretary as part of the review and acceptance of such application

“(d) APPLICABILITY OF OTHER PROVISIONS.—

“(1) CONCURRENT FUNDING.—A Tribal College or University that receives a grant under this section may concurrently receive funds under section 316.

“(2) EXEMPTION.—Sections 312(b) and 313(d) shall not apply to a Tribal College or University that receives a grant under this section.

“(e) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section \$10,000,000 for each of fiscal years 2019 through 2024.”.

Explanation of Request: Tribal Colleges must find stable funding for student support services to achieve their collective goal to increase participation, retention, and completion rates of American Indian/Alaska Native students in postsecondary education. Among institutions of higher education, TCUs have a disproportionate number of students in need of developmental/remedial education and other services that can only be addressed through a sustained and comprehensive student support program. The penultimate TRIO student support services (SSS) competition (2005) resulted in a 26 percent drop in the number of SSS grants being awarded to TCUs. In 2010, the number of TCUs with SSS grants dropped again by 11.8 percent; and this year (2015) the number of TCUs with SSS grants dropped by 14.3 percent. The drop is not an indication of inferior proposals. On the contrary, it illustrates the extreme need for such programs and a lack of adequate funds available for such vital grant programs nationwide. The grant scoring cut off of these SSS competitions is exceedingly high, further illustrating the dearth in available resources and leaving many worthy programs unfunded. Clearly institutions such as Tribal Colleges and Universities will be hard pressed to compete with larger, more developed institutions that have the stable resources and are in a position to hire professional grant writers. Prior experience points, complexity of application, and lack of adequate resources have kept TCUs from being able to participate in this critical program, at even a fraction of need. Tribal colleges propose this competitive program to afford the TCUs a solid opportunity to secure funds to build stable student support programs at their respective institutions. The continued drop in grant awards to TCUs is most unfortunate and needs to be reversed so that TCUs can continue to provide access and foster success in quality higher education opportunities for the Native and non-Native students enrolled at the nation’s Tribal Colleges and Universities.

TITLE IV: STUDENT ASSISTANCE

1) Maintain voluntary participation in Federal student loan program

TCUs are the most affordable institutions in higher education and only two TCUs currently participate in federal student loan programs. Some TCUs are beginning to explore the federal loan programs, as more are offering an increasing number of bachelor's and master's degrees. However, TCUs work hard to keep tuition low to allow their students, especially those planning to seek advanced degrees, to graduate without debt. That goal, along with limited institutional resources to administer loan programs, has led the vast majority of TCUs to avoid participating in federal student loans. Mandating loan program participation and tying institutional Title IV eligibility to loan performance metrics will unnecessarily impede Native and other low-income students from pursuing, let alone achieving, higher education goals that may be necessary for securing and advancing their career objectives. TCUs need flexibility to create aid programs that meet the unique needs of their students and communities.

2) Federal Supplemental Educational Opportunity Grants (FSEOG) and Work-Study

In addition to increasing authorization levels for these campus-based programs, changes are needed in order to create a system closer to parity between older institutions (those institutions in existence prior to 1979) that continue to benefit from "hold harmless" provisions in the law and newer institutions. Currently, aid disbursements for FSEOG and Work-Study programs fund older institutions at levels that are much higher than institutions established after 1979, even though student need is equal or greater at the newer institutions.

We do not believe that institutions should be penalized when documented student need is equal *or greater*, simply because they were not in existence when a program was originally established or modified. We urge reevaluation of the current funding and distribution processes for these programs in order to create a system that is fair to all students in need, regardless of the age of the institution they attend.

One possible solution would be to stipulate that for the disbursement of new funds, priority for full funding shall be given to institutions with high rates (75 percent or higher) of students in financial need. (The Pell grant threshold could be used for FSEOG and Work-Study.)

3) Restore eligibility for Federal financial aid to disenfranchised populations

The elimination of aid for prisoners and individuals with non-violent, drug-related convictions represents an excessive and imprudent penalty for individuals who are already paying their debt to society. To help ensure that these individuals will become productive, taxpaying citizens, efforts must be made to promote their rehabilitation and positive contribution to the Nation. Restoring eligibility for Federal financial aid would be a step toward breaking recurring negative patterns and promoting rehabilitation among this population.



**SUMMARY OF PROPOSED AMENDMENTS TO THE
TRIBALLY CONTROLLED COLLEGES AND UNIVERSITIES ASSISTANCE ACT
(REAUTHORIZED IN CONJUNCTION WITH THE HIGHER EDUCATION ACT)
(February 2018)**

The Tribally Controlled Colleges and Universities Assistance Act of 1978 is reauthorized under Title IX (Amendments to Other Laws) of the Higher Education Act. The presidents of the nation's Tribal Colleges and Universities (TCUs), who together are the American Indian Higher Education Consortium (AIHEC), respectfully request the following amendments to the Tribal College Act, in any HEA reauthorization bill ultimately enacted.

The following amendments, many of which are technical, are intended to update the legislative language, much of which is no longer relevant, to remove ambiguities, and address issues that have arisen.

1. Amendment Section: Delete Sec. 1801(a)(9)

Justification: The language regarding Indian students making satisfactory progress in determining an institution's Indian Student Count (ISC), which is the measure used for disseminating a TCU institutional operating funds under Title I of the Act, was removed in the last reauthorization of the Act (Pub. Law 110-315). However, the definition of "satisfactory progress" related to the provision was not also removed at that time.

2. Amendment Section: Strike Section 1801(b)(1) and insert in lieu thereof "Such number shall be calculated on the basis of the number of Indian students enrolled at the conclusion of the third full week of each academic term; or on the fifth day of a shortened program beginning after the third full week of an academic term."

Justification: TCU administrators have expressed concern that credits earned by students enrolled in shortened academic programs (either block or compressed) that do not begin at the start of a "regular" term cannot be counted in an institution's ISC. This amendment is to clarify that academic credits earned for courses that begin at any time during a regular scheduled semester or quarter (term), can be included in an institution's ISC.

3. Amendment Section: In the last sentence in Section 1801(b)(3) insert "solely" before "obtaining a high school degree"

Justification: The law currently does not allow TCUs to count students that are enrolled in dual credit programs. As more and more institutions and students are seeking to complete degrees as early as possible, dual credit programs are growing. Dual credit students are garnering college credit as they finish their secondary education requirements. This amendment would permit colleges to make dual credit students part of the ISC.

4. Amendment: Following Sec. 1801(b)(5) insert a new subparagraph as follows:
"(6) Enrollment data from the prior-prior academic year shall be used."

Justification: Each year the distribution of operating grants is held up while the BIE gathers and confirms the immediate prior year's average ISC. TCUs are unable to accurately budget for the coming year, because the per student distribution figure is not available. If the BIE used the prior-prior year's average ISC, the numbers would be available, the BIE could do the necessary calculation to determine the per Indian student funding level earlier in the year. TCUs would know the amount that they would be receiving on July 1, and the BIE should be in a position to get the funds out the door the first week of July.

- 5. Amendment:** In Sec. 1804(3) strike "If in operation more than one year, has" and insert "On-campus, has" before "students a majority of whom are Indians".

Justification: To be eligible to receive a grant under this Act requires that the college has a majority American Indian/Alaska Native enrollment, irrespective of when the college was established. By establishing an institution's eligibility to receive funding under Title I of the Tribally Controlled Colleges and Universities Assistance Act based on its on-campus students, will allow the TCUs to expand their outreach to non-reservation Indians and others, through online programs.

- 6. Amendment:** Delete Sec. 1804a.

Justification: This section was also included in the initial legislation to help define considerations for determining the feasibility of a tribe establishing a tribal college; the procedures for submitting and reviewing applications for planning grants; and the reservation of appropriated funds to do so. Today, there is a prescribed process for establishing a tribal college. For a tribe to seriously consider chartering a tribal college, it must be prepared to support the college until it is accredited and thereby eligible for Tribal College Act funding.

- 7. Amendment:** In Sec. 1805(a)(2) strike "tribally controlled college or university" and insert "tribally controlled colleges and universities"

Justification: Tribal colleges have a wide array of technical assistance needs, some specific to a few colleges and other issues of almost universal concern. The Bureau of Indian Education (BIE) has determined that it is much more efficient and cost effective to deliver technical assistance by contracting with an organization chosen by the stakeholders (TCUs) themselves. In doing so, all TCUs can benefit from the experiences of others through networking with peers, relevant workshops and professional development opportunities, as well as wide dissemination of best practices and problem solving methods and valuable information about federal and private grant opportunities.

- 8. Amendment:** In Sec.1806(a) - Strike "Bureau of Indian Affairs" and insert "Bureau of Indian Education"

Justification: In 2006, the Office of Indian Education Programs was renamed and the Bureau of Indian Education (BIE) established to reflect the parallel purpose and organizational structure BIE has in relation to other programs within the Office of the Assistant Secretary for Indian Affairs.

- 9. Amendment:** The last sentence in Sec. 1806(b) is amended to read: "Such a positive determination shall not be effective before the fiscal year succeeding the fiscal year in which such determination is made."

Justification: A wait-out period is necessary to allow for adequate funding to be secured for any new TCU that becomes eligible for funding under Title I of the Tribal College Act so as to not negatively impact those institutions currently receiving operations funding under the Act.

10. Amendment: In Sec. 1806(c)(2) strike “5 per centum” and insert “\$20,000”

Justification: Procedures and criteria for determining a prospective college’s eligibility to receive funding under the Act have long been delineated. A site visit of the prospective college is the final step in determining the institutions eligibility for funding under this section. The number of colleges and therefore the level of funding have increased considerably since the Act was initially funded in FY 1981. In FY 2015, 5 percent of the appropriation for operating Title I institutions would provide \$3.45 million to conduct a site visit of an applicant college. Therefore, we recommend that the amount be limited to \$20,000, which should be more than adequate to conduct a site visit or even multiple visits should there be more than one viable application submitted in a single funding cycle.

11. Amendments: Delete Sec. 1807(c) and redesignate the subsequent subsection

Justification: Redesignation of the subsections is simply that, correcting the numbering. The subsection (c) that lays out priority of number of grants was applicable when the legislation was first enacted, but is no longer relevant.

12. Amendment: In section 1807, the newly redesignated subsection (c) insert “higher education” after “national Indian”

Justification: As this legislation only impacts Tribal institutions of higher education, consultation should be conducted with national Indian organizations that are focused on and are experts in Tribal higher education.

13. Amendment: In section 1808(a), strike “(2) Exception” and insert in lieu thereof “(2) Exceptions”

14. Amendment: In section 1808, insert a new subparagraph (A) as follows, and designate the subsequent paragraph as “(B):

“(A) If the sum appropriated for any fiscal year for grants under this section is not sufficient to pay in full the total amount that approved applicants are eligible to receive under this section for such fiscal year, the Secretary shall first allocate to each such applicant that received funds under this part for the preceding fiscal year an amount equal to 100 percent of the product of the per capita payment for the preceding fiscal year and such applicant’s Indian student count for the current program year, plus an amount equal to the actual cost of any increase to the per capita figure resulting from inflationary increases to necessary costs beyond the institution’s control.”

Justification: A new exception is warranted to provide a “hold harmless” for those TCUs currently funded under the Title I of the Act. With the new exception, the Secretary is directed to first allocate available funds to existing TCUs before any new grants are awarded. This is to ensure some stability in operating budgets for the colleges currently funded under Title I.

15. Amendment: In the heading for Sec. 1808(b) strike “Advance installment payments” and insert “Payments”;

In Sec. 1808 (b)(1) strike “funds available for allotment by October 15 or no later than 14 days after appropriations become available,” and insert “amounts appropriated for any fiscal year on July 1 of that fiscal year,” ; and
Strike “January” and insert “September”

Justification: In FY2010, forward funding of grants under Title I of the Act was initiated. Now the Title I funded TCUs receive their operating grants in July prior to the start of the new academic year. Therefore advanced installment payments are no longer applicable to these grants, and the timetable for dissemination of funds shifts from the federal fiscal year to that of the academic year.

16. Amendment: In 1808(c)(2) strike “, in consultation with the National Center for Education Statistics,” and insert “either directly or by contract,”

Justification: The Integrated Postsecondary Education Data System (IPEDS), widely recognized as a critically flawed system, is a product of the NCES. Current law states that proposed the data collection system is for the purpose of “obtaining information with respect to the needs and costs of operation and maintenance of Tribally Controlled Colleges and Universities.” Given the unique nature of Tribal higher education institutions, consultation with the NCES seems ill-advised and most unnecessary.

17. Amendment: In 1808(c)(2) Strike “or universities” and insert “and universities”

18. Amendment: In the heading for Sec. 1809(b) and in the first sentence in Sec. 1809(c), strike “Indian Affairs” and insert “Indian Education”; and correct subsection numbering accordingly.

Justification: In 2006, the Office of Indian Education Programs was renamed and the Bureau of Indian Education (BIE) established to reflect the parallel purpose and organizational structure BIE has in relation to other programs within the Office of the Assistant Secretary for Indian Affairs.

19. Technical Corrections to Sec. 1810:

In subsection (a) strike “2009” each place it occurs and insert “2018”;
Strike “such sums as may be necessary” in second place it occurs in each of subparagraphs (a)(2) and (a)(3); and
In subparagraph (a)(4) strike “or universities” and insert “and universities”

20. Technical Correction to Sec. 1811:

In subsection (a)(2) strike “or universities” and insert “and universities”

21. Technical Corrections to Sec. 1812:

In subsection (a) strike “or universities” and insert “and universities”;
In subsection (a) strike “2009” each place it occurs and insert “2018”;
In subsection (c)(1) strike “Navajo Community” and insert “Diné”; and
In subsection (c)(2)(B) strike “or universities” and insert “and universities”

22. Amendments to Sec. 1813:

In subparagraph (b)(1), strike “section 105 or 107” and insert “this Act”;
In subparagraph (b)(2) is amended to read as follows:

“(2) must be accredited or determined to be a candidate for accreditation, by a nationally recognized accrediting agency listed by the Secretary of Education pursuant to the last sentence of section 1001 of title 20. In any case where a grant is awarded to an institution that is a candidate for accreditation, such grants under this section shall be available only for planning and development of proposals for construction.”

In subparagraph (c)(1), strike all after “the cost of such construction” through the end of the sentence.

Justification: The proposed language updates the law to current practice and holds TCUs seeking institutional operating grants to a higher standard than original law, by requiring formal accreditation candidacy status and eliminating subjective waivers based on the Secretary expectations of an institution being granted accreditation within 18 months. Additional language ensures that all TCUs funded under the Act may participate in section 1812 and 1813 programs.

23. Technical Correction: In section 1814(a), at the beginning of the first sentence, strike “The Navajo Tribe” and insert in lieu thereof “Except as provided in sections 1812 and 1813, the Navajo Tribe”

24. Technical Amendment: Strike Sec. 1815

Justification: This section was relevant when the legislation was first enacted; but, it is no longer applicable and is therefore, unnecessary.

25. Amendment Section: Strike “and” at the end of Sec. 1832(b)(4), as redesignated, and strike the period at the end of Sec. 1832(b)(5), as redesignated and insert in lieu thereof “; and

(c) Term of Grants: The period of a grant under this section shall be not more than 20 years.

During the grant period, an institution may withdraw and expend interest income generated by the endowment for any operating or academic purpose. An institution may not withdraw or expend any of the endowment fund corpus. After the termination of the grant period, an institution may use the endowment fund corpus for any operating or academic purpose.

(d) Repayment provisions

(1) Repayment: If at any time during the grant period an institution withdraws part of the endowment fund corpus, the institution shall repay to the Secretary an amount equal to 150 percent of the withdrawn amount. The Secretary may use up to 75 percent of such repaid funds to make additional endowment grants to, or to increase existing endowment grants at, other eligible institutions.

(2) Waiver: The Secretary may waive the requirements of subsection (c) if the institution demonstrates such an expenditure is necessary because of (I) a financial emergency, such as a pending insolvency or temporary liquidity problem; (II) a life-threatening situation occasioned by a natural disaster or arson; or (III) any other unusual occurrence or exigent circumstance.”

26. Technical correction to Sec. 1851

In subsection (a) strike “or universities” and insert “and universities”; and

In subsections (a) and (c) strike “Navajo Community” and insert “Diné”



PROSPER

Promoting Real Opportunity, Success,
and Prosperity through Education Reform Act

The promise of postsecondary education is broken.

Americans have invested billions of dollars and countless hours of hard work into higher education in an effort to earn a better job and live a fulfilling life. Unfortunately, today's chaotic maze of federal aid programs, requirements, and red tape has driven up college costs and made pursuing and finishing a postsecondary education unworkable for far too many individuals. We are failing the next generation at a time when more businesses are demanding their employees attain postsecondary credentials to fill technical, high-skill, good-paying jobs. Americans deserve a better postsecondary education system that works for them.

The Committee on Education and the Workforce's *Higher Education Act* reforms support students in completing an affordable postsecondary education that will **prepare them to enter the workforce with the skills they need for lifelong success.**

Our commonsense proposal will transform the college marketplace by promoting innovation, access, and completion; simplifying and improving student aid; empowering students and families to make informed decisions; and ensuring strong accountability and a limited federal role.

- **We encourage institutions to evolve** in ways that meet the needs of today's students by expanding access to innovative forms of education, creating a pathway for competency-based education programs, and allowing new providers of higher education to collaborate with traditional colleges and universities.
- **We equip institutions to prepare students for careers** by reforming the federal work-study program, allowing students to use federal student aid for shorter-term programs that will get them into the workforce more quickly, and encouraging partnerships between colleges and industry to expand earn-and-learn opportunities leading to high-wage, high-skill, and high-demand careers.
- **We emphasize the importance of completion** by providing an incentive to students to complete on time, requiring colleges that receive institutional aid to meet a completion rate threshold, limiting annual and aggregate borrowing, rewarding institutions who help the most vulnerable students complete their education, and requiring institutions to share in the risk of non-completion.
- **We simplify and improve student aid** by moving to a one grant, one loan, and one work-study system. Our reasonable annual and aggregate loan caps on all borrowers, combined with institutional flexibility to lower loan limits, robust annual loan counseling, and the elimination of costly hidden fees, will help students borrow responsibly to pay for their education.
- **We provide better information** to reduce students' and families' confusion by creating a consumer-tested College Dashboard that displays key facts about colleges and universities, including program-level information on average debt and earnings of federal financial aid recipients. This new information will assist students and families in making the best postsecondary decision for their individual situation.
- **We hold institutions accountable** by requiring accreditors to focus on student learning and educational outcomes as a part of their review and have a system in place to annually identify institutions that may be experiencing difficulties accomplishing their missions. We hold all programs at institutions accountable to a loan repayment rate. If an institution's program does not set a student up for success in repayment, the program will not be eligible for federal aid.
- **We get the federal government out of the way** by repealing federal regulations and requirements from the books and prohibiting the Secretary from exceeding her authority under the law.

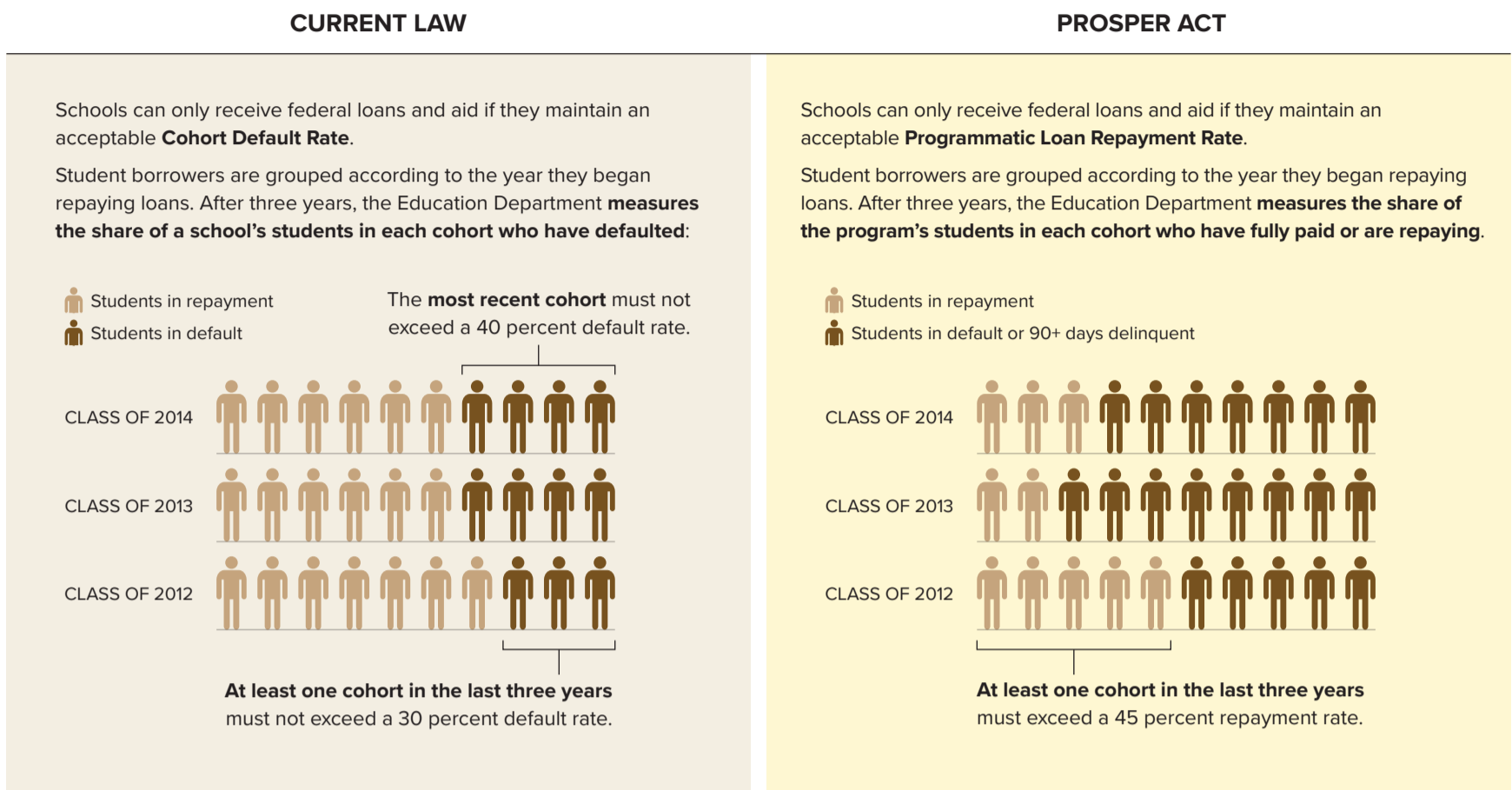
Jan. 10, 2018

How PROSPER Would Hold Higher Education Accountable

The PROSPER Act — a House GOP bill to reauthorize the Higher Education Act — would substantially rewrite the standards that determine which institutions can receive federal funding from the Department of Education. The bill would undo several Obama administration rules that regulate for-profit and vocational schools, and would give private accrediting agencies more flexibility to develop their own standards.

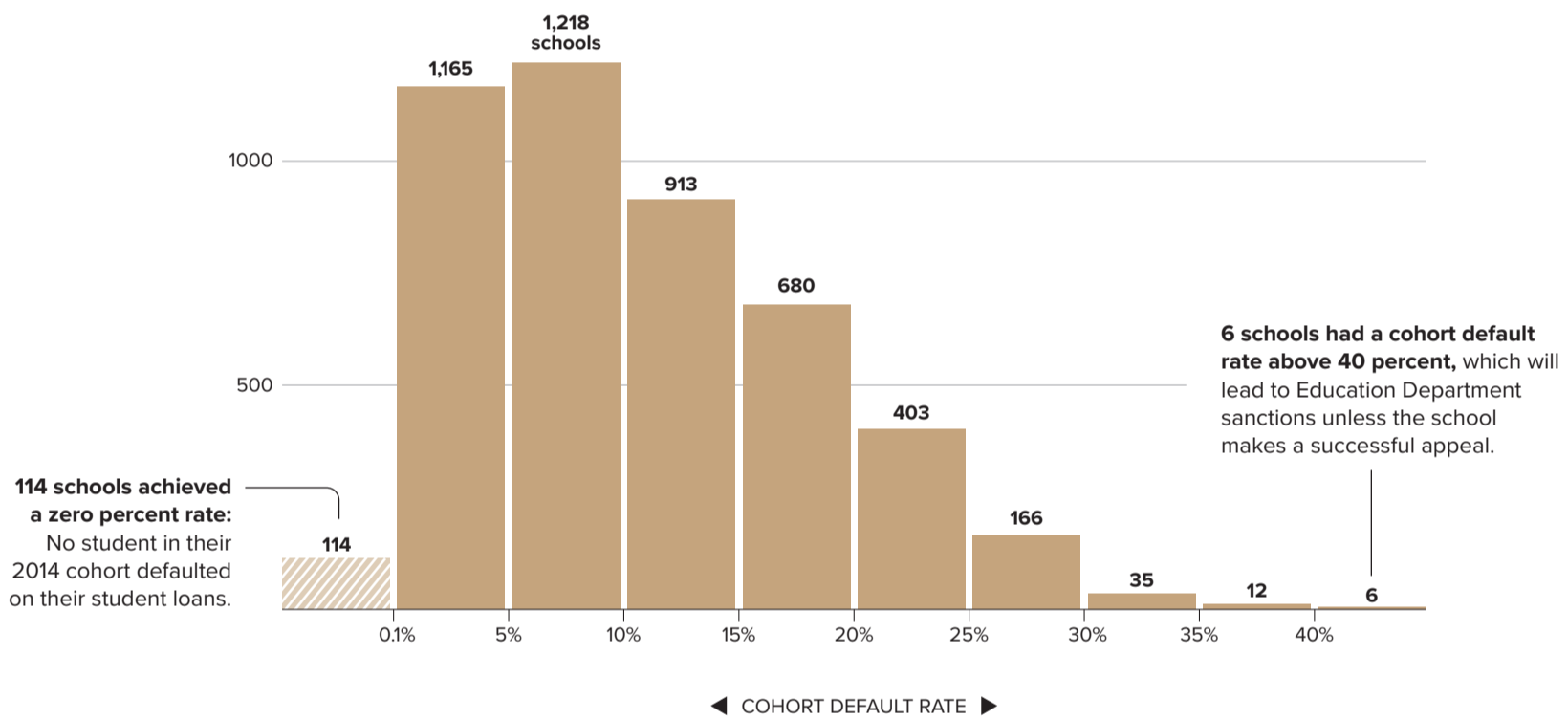
The bill would also make a major change to how the Education Department measures loan repayment, altering a key standard that has been at the center of recent debates over school affordability and quality.

Changes to minimum loan repayment standards in the PROSPER Act



Number of schools by Cohort Default Rate, for the fiscal 2014 cohort

Among schools that received federal Title IV funds in fiscal 2014:



Major PROSPER Act changes to higher education accountability and accreditation

	CURRENT LAW	PROSPER ACT
Loan repayment standards	<ul style="list-style-type: none"> To be eligible for Title IV funds, schools must keep their Cohort Default Rate below 40 percent in the most recent year, and below 30 percent in at least one of the last three years. Default rates are calculated across the entire institution, and any sanctions apply to the entire institution. Sanctions for underperformance last three years. 	<ul style="list-style-type: none"> To be eligible for Title IV funds, schools must keep their Programmatic Loan Repayment Rate above 45 percent in at least one of the last three years. Default rates are calculated across individual programs, and any sanctions apply to the specific underperforming programs. Sanctions for underperformance last three years.
Gainful employment	<ul style="list-style-type: none"> For-profit and non-degree-granting institutions must prepare students for "gainful employment" in a recognized occupation. Obama administration regulations define "gainful employment" based on the earnings and debt loads of graduates. 	<ul style="list-style-type: none"> The requirement is eliminated.
90/10 rule	<ul style="list-style-type: none"> For-profit institutions cannot receive more than 90 percent of their revenue from federal financial aid sources. 	<ul style="list-style-type: none"> The requirement is eliminated.
Credit hours	<ul style="list-style-type: none"> Obama administration regulations defined a "credit hour" for the purpose of determining full- and part-time enrollment. 	<ul style="list-style-type: none"> The requirement is eliminated. The Education Department shall not create any further regulations relating to credit hours.
State authorization	<ul style="list-style-type: none"> Schools with distance learning programs must receive authorization from each state in which their students reside. 	<ul style="list-style-type: none"> Schools with distance learning programs only need authorization from states in which they have physical facilities.
Accreditation	<ul style="list-style-type: none"> Schools must be accredited by a non-governmental agency recognized by the Department of Education. Accrediting agencies must evaluate schools according to ten standards: student achievement, curricula, faculty, facilities, fiscal capacity, student support, recruiting and admissions, program length, student complaints and the institution's record of compliance. Agencies must perform regular on-site visits to all accredited schools based on regulatory requirements. Agencies must make a summary of recent actions publicly available. Schools must receive Education Department approval to switch to a different accrediting agency. 	<ul style="list-style-type: none"> Schools must be accredited by an agency recognized by the Department of Education. Accrediting agencies only need to assess "student learning and educational outcomes" as defined by the agency or the school. Agencies must develop a way to identify at-risk institutions, using loan default, loan repayment and graduation rates. Agencies can set different standards based on each institution's risk and perform fewer on-site visits to low-risk schools. Adverse actions must be displayed on the agency's website. Only schools that have recently faced an adverse action need Education Department approval to switch agencies. Agencies must have at least one public member of their board who represents the business community.



SUMMARY OF PROPOSED AMENDMENTS TO THE AGRICULTURE ACT OF 2014 (FEBRUARY 2018)

The nation's 36 Tribal Colleges and Universities (TCUs), who together are the American Indian Higher Education Consortium (AIHEC), respectfully request that the following amendments be included in legislation to reauthorize of the Agriculture Act of 2014. In addition to some changes to the Equity in Educational Land-Grant Status Act, Smith Lever Act, and McIntire-Stennis Act; TCUs seek the authorization of new funding through a TCU Education Parity amendment.

The following are requests and justification of changes sought, listed by Title:

EQUITY IN EDUCATIONAL LAND-GRANT STATUS ACT & SMITH LEVER ACT

1. Allow Children, Youth, and Families at Risk Federally Recognized Tribes Program Funding for 1994 Institutions

An amendment to provide *all* designated land-grant institutions eligibility to compete for grant funds administered as Smith Lever 3(d), particularly the Children, Youth, and Families at Risk (CYFAR), and Federally Recognized Tribes programs.

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

(1) in subsection (a)(2)(A)(ii) by striking “(as added by section 534(b)(1) of this part)” and inserting “(7 U.S.C. 343(b)(3)) and for programs for children, youth, and families at risk and for Federally recognized Tribes implemented under section 3(d) of such Act (7 U.S.C. 343(d))”; and (2) in the first sentence of subsection (b), by striking “2012” and inserting “2019”.

Conforming Amendment: Section 3(d) of the Act of May 8, 1914 (commonly known as the “Smith-Lever Act”; 7 U.S.C. 343(d)), is amended—

in the second sentence by inserting “and in the case of programs for children, youth, and families at risk and for Federally recognized Tribes the 1994 Institutions (as defined in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note; Public Law 103-382)),” before “may compete for”.

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

Children, Youth, and Families at Risk (CYFAR): American Indian/Alaska Native Youth are the most at-risk population in the United States. They suffer the highest rates of suicide in the nation. In some of our

tribal communities, suicide among Native youth is nine to 19 times as frequent as among other youth. Native youth have more serious problems with mental disorders, including substance abuse and depression, than other youth, and Native youth are more affected by gang involvement than any other racial group. American Indians also have the highest high school drop-out rates in the nation and some of the highest unemployment and poverty rates as well. Yet, our Native children and youth are the only group in the country essentially excluded from participation in the CYFAR program, because 1994 institutions are the only members of the land-grant family that cannot even apply to compete for CYFAR grants. The CYFAR program “supports comprehensive, intensive, community-based programs developed with active citizen participation in all phases. CYFAR promotes building resiliency and protective factors in youth, families, and communities.” The 34 Tribal Colleges and Universities land-grant institutions (1994 Institutions) are truly community-based institutions. Our governing boards are majority tribal members, and we provide public libraries, tribal archives, career centers, computer labs, community gardens, summer and after school programs, and child and elder care centers to our communities. We are not asking for additional funding, a set-aside, or other special treatment, although our children and communities clearly need it. We are simply asking for the right to *compete* for this vitally needed funding and that the prohibition on 1994 Institutions’ participation in CYFAR be removed.

Federally Recognized Tribes Extension Program (FRTEP): The U.S. Department of Agriculture Federally Recognized Tribes Extension Program is open to 1862 and 1890 Land-Grant Institutions. 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 in the development of profitable farming and ranching techniques, providing 4-H and Youth development experiences for tribal youth, and providing education and outreach on tribally identified priorities (e.g., family resource management and nutrition) using a culturally sensitive approach.” Ironically, the 1994 Land Grant Institutions, which are chartered by and directly serve federally recognized American Indian tribes and are located on or near Indian reservations are not eligible to compete for these program funds. This apparent oversight in eligibility needs to be rectified.

2. Addition of Red Lake Nation College to the list of 1994 Institutions

We seek to add Red lake Nation College to the list of 1994 Tribal College Land-Grant Institutions contained in the Equity in Educational Land-Grant Status Act of 1994.

Amendment Language: *Section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note; Public Law 103–382) is amended—*

by inserting at the end thereof the following: “(36) Red Lake Nation College”

Justification: In November 2016, Red Lake Nation College in Red Lake, Minnesota received accreditation candidacy status from the Higher Learning Commission, making this tribal college eligible to receive federal funding.

3. Update Names of 1994 Institutions

Amendment Language: *Section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note; Public Law 103–382) is amended--*

by striking “ Fort Berthold Community College” and inserting in lieu thereof “Nueta Hidatsa Sahnish College”; and by striking “Navajo Technical College” and a inserting in lieu thereof “Navajo Technical University”

MCINTIRE-STENNIS ACT OF 1962

1. Allow McIntire-Stennis funding for 1994 Institutions with baccalaureate degree programs in forestry:

This amendment would establish eligibility for Tribal Land-Grant Institutions that offer a bachelor's degree in forestry to receive a share of the appropriate state's McIntire-Stennis Act formula funding.

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

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

Justification: In 2008, McIntire-Stennis was amended to include Tribal lands in the formula calculation for funding of *state* forestry programs. However, the 1994 institutions, which are the Tribal land-grant colleges, were not included in the funding formula, nor were states required to include them in funding distributions. This oversight is significant because 75 percent of Tribal land in the U.S. is either forest or agriculture holdings. In response to the severe under-representation of American Indian/Alaska Native professionals in the forestry workforce in Montana and across the United States, Salish Kootenai College (SKC) launched a forestry baccalaureate degree program in 2005. In 2013, SKC became the first tribal college land-grant to join the National Association of University Forest Resource Programs, a consortium of 85 forestry schools, the vast majority of which receive McIntire-Stennis funding. However, when SKC recently sought specialty accreditation for its program, the college was told that it was "one forestry researcher short" of the number needed for accreditation. Participation in the McIntire-Stennis program, even with the required 1-1 match, would help SKC secure the researcher it needs to gain accreditation. Yet, it cannot participate in the program. Once again, TCU land-grants are prohibited from participating as full partners in the nation's land-grant system. And although currently, only SKC has a baccalaureate degree in forestry, considering the wealth of forested land on American Indian reservations, other such programs could arise at the nation's other Tribal land-grant institutions to help to grow a Native workforce in this vital area. The Forests in the Bill Coalition, a group of over 100 organizations, including National Association of State Foresters, the American Forest Foundation, The Nature Conservancy, the Society of American Foresters, and the National Association of University Forest Resource Programs (NAUFRP) support the inclusion of the 1994 Institutions as eligible for McIntire-Stennis funds, as does Montana's State land-grant institution, Montana State University.

NATIONAL AGRICULTURAL RESEARCH, EXTENSION, AND TEACHING POLICY ACT OF 1977

1. NEW: TCU Educational Parity Amendment

Amendment Language: *Subtitle G of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 is amended by inserting after section 1445 (7 U.S.C. 3222) the following new section--*

"SEC. 1446. Agriculture Education Equity Enhancement Program for 1994 Institutions.

- (1) In general.--Of the funds of the Commodity Credit Corporation, the Secretary shall make available to carry out this section \$18,000,000 for fiscal year 2019 and each fiscal year thereafter for the purposes set forth in paragraph (2). The balance of any annual funds provide under the preceding*

sentence for a fiscal year that remains unexpended at the end of that fiscal year shall remain available without fiscal year limitation.

(2) Allocation.—Funds made available under paragraph (1) in a fiscal year shall be equally divided by the Secretary among the 1994 Institutions, as defined in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note; Public Law 103–382), and shall be distributed by the Secretary to such institutions as part of the distribution to the 1994 Institutions under section 534 of the Equity in Educational Land-Grant Status Act, and subject to the same annual reporting and other requirements set forth in section 534 of such Act.

(3) Additional Amount.—Amounts made available under this section shall be in addition to any other amounts made available to the 1994 Institutions under the Equity in Educational Land-grant Status Act of 1994.”

Justification: The average age of farmers and producers in the U.S. is 60 years of age and continues to rise each year. As a nation, we must do more to increase the number of young people seeking careers in the food and agricultural sciences, including agribusiness, food production, distribution, retailing, the clothing industries, energy and renewable fuels, farming marketing, finance, and distribution. The need is particularly acute in Indian Country, where 75 percent of the remaining lands are forested or agriculture lands. Tribal Colleges and Universities, which are the most affordable and accessible education options available to rural American Indians, Alaska Natives and other rural residents are in a position to provide relevant, locally and place-based higher and technical/career education to aspiring and beginning farmers throughout Indian Country, particularly in the western U.S. and including Alaska. However, TCUs are grossly underfunded compared to other land-grant institutions. For example, with regard to land-grant research funding: in FY 2017, the 1862 land-grants (state) research program (Hatch Act) received \$243.7 million; research at the 1890s (19 HBCUs) received \$54.2 million; and research grants for 1994s (34 TCUs) received \$1.8 million in competitive funding. For extension programs in FY2017, Congress appropriated \$300 million for the 1862s in formula-driven extension funds; the 1890s received \$46 million, also formula driven; and the 1994s received \$4.45 million for competitively awarded grants. It is time to address the unexcusable inequality. This modest proposal is an important and cost effective step in that direction.



United States Department of Agriculture National Institute of Food and Agriculture



APRIL 2017

NIFA invests in and advances agricultural research, education, and extension and catalyzes transformative discoveries that solve societal challenges. | www.nifa.usda.gov

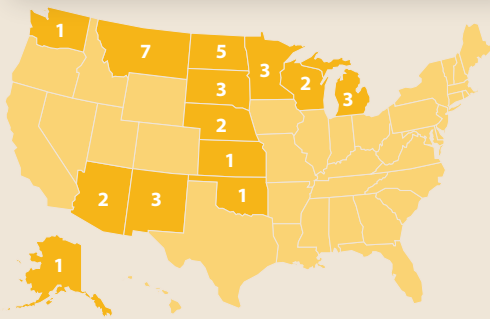
Supporting the Tribal Land-Grant Institutions

NIFA commits to catalyzing transformative applied research, education, and extension at 1994 land-grant institutions to address critical challenges in Indian communities across the United States. The 1994 land-grant institutions have the unique ability to address issues affecting lives of American Indian students and communities. These institutions deliver place-based knowledge that is rooted in the histories, environments, cultures, and economies of their respective communities. They are essential to affecting local to regional change as fully engaged partners within the land-grant university system.

What are the "1994s"?

34 COLLEGES AND UNIVERSITIES CONFERRED

FEDERAL LAND-GRANT STATUS BEGINNING IN 1994



LOCATED IN 13 STATES

The 1994s are integrated directly into local communities across Indian Country and are able to foster community vitality and increase social mobility for Native Americans. NIFA's partnerships with the 1994s contribute to a broader mission to serve diverse communities across America while developing the next generation of food and agricultural scientists.

Keys to Success for all Land-Grants

- 1 Strong collaborative relationships to address complex societal problems
- 2 Commensurate administrative support and faculty/staff resources
- 3 Access to the professional resources available through the Cooperative Extension System
- 4 Strong foundation to serve respective communities through consistent sources of funding

The Power of the 1994s

A Few Stories of 1994s Making a Difference across Indian Country



PROMOTING NUTRITION & HEALTHY LIFESTYLES

The United Tribes Technical College in Bismarck, North Dakota, is teaching workshops and distributing educational material to combat diabetes.

11K

The number of Indian households receiving practical information on healthy eating and physical activity



PROTECTING TRIBAL FOOD SOVEREIGNTY

Northwest Indian College in Bellingham, Washington, has engaged students in the laboratory to identify the cause of declines in Manila Clam populations and potential management solutions for this important food and revenue source.

60+

Number of students involved in the project through classroom, lab, and outreach activities



IMPROVING MATH ACHIEVEMENT SCORES

Diné College in Tsale, Arizona, offers youth outreach programs and workshops for education majors and math teachers to reach the goal of improving students' math achievement scores by 20%.

443

Number of teachers who participated in an annual festival showcasing best practices in STEM teaching and learning

The 1994s Serve Indian Country through Extension

Congressional funding

Administration of federal funds by NIFA

Extension professionals translate knowledge to meet the unique needs of communities across America

Extension professionals are integrated directly into local communities, translating science into opportunities to help improve people's lives.



115TH CONGRESS

(2ND SESSION: 2018-2019)

GENERAL CONGRESSIONAL INFORMATION

AIHEC CONGRESSIONAL DELEGATION LIST
115TH CONGRESS – SECOND SESSION (2018-2019)

	<i>Phone Numbers</i>
ALASKA: Ilisagvik College	
Senate:	
Lisa Murkowski (R)	(202) 224-6665
Dan Sullivan (R)	(202) 224-3004
House:	
Don Young (R-AK AL)	(202) 225-5765
ARIZONA: Diné (1); TOCC (3); <i>NTU AZ satellite (1)</i>	
Senate:	
John McCain (R)	(202) 224-2235
Jeff Flake (R)	(202) 224-4521
House:	
Tom O'Halleran (D AZ-1)	(202) 225-3361
Raúl Grijalva (D-AZ 3)	(202) 225-2435
KANSAS: Haskell Indian Nations University	
Senate:	
Jerry Moran (R)	(202) 224-6521
Pat Roberts (R)	(202) 224-4774
House:	
Lynn Jenkins (R-KS 2)	(202) 225-6601
MICHIGAN: Bay Mills (1); KBOCC (1); Saginaw Chippewa (4)	
Senate:	
Gary Peters (D)	(202) 224-6221
Debbie Stabenow (D)	(202) 224-4822
House:	
Jack Bergman (R MI-1)	(202) 225-4735
John Moolenaar (R- MI 4)	(202) 225-3561
MINNESOTA: FDLTCC (8); LLTC (8); WETCC (7); Red Lake Nation (7)	
Senate:	
Amy Klobuchar (D)	(202) 224-3244
Tina Smith (D)	(202) 224-5641
House:	
Collin Peterson (D-MN 7)	(202) 225-2165
Rick Nolan (D-MN 8)	(202) 225-6211
<i>Betty McCollum (D-MN 4) (Co-chair NA Caucus)</i>	(202) 225-6631
MONTANA: ANC; BCC; CDKC; FPCC; LBHC; SKC; and SCC	
Senate:	
Steve Daines (R)	(202) 224-2651
Jon Tester (D)	(202) 224-2644
House:	
Greg Gianforte (R-MT)	(202) 225-3211

AIHEC Congressional Delegation - 115TH CONGRESS
(2017-2019) (continued)

NEBRASKA: Little Priest Tribal College (NE1); Nebraska Indian Community College (NE 1&3)

Nebraska:

Senate:

Ben Sasse (R) (202) 224-4224

Deb Fischer (R) (202) 224-6551

House:

Jeff Fortenberry (R-NE 1) (202) 225-4806

Adrian Smith (R-NE 3) (*South Sioux City/Nebraska*) (202) 225-6435

NEW MEXICO: SIPI (1); IAIA (3); NTU (3); *Diné* (3)

Senate:

Tom Udall (D) (202) 224-6621

Martin Heinrich (D) (202) 224-5521

House:

Michelle Lujan Grisham (D-NM 1) (202) 225-6316

Ben Ray Luján (D-NM 3) (202) 225-6190

NORTH DAKOTA: CCCC; NHSC; Sitting Bull; TMCC; and UTTC

Senate:

John Hoeven (R) (202) 224-2551

Heidi Heitkamp (D) (202) 224-2043

House:

Kevin Cramer (R-ND AL) (202) 225-2611

OKLAHOMA: CtMN (2)

Senate:

James M. Inhofe (R) (202) 224-4721

James Lankford (R) (202) 224-5754

House:

Markwayne Mullin (R-OK 2) (202) 225-2701

Tom Cole (R-OK 4) *Co-chairs Native Caucus* (202) 225-6165

SOUTH DAKOTA: OLC; Sinte Gleska; SWC; and Sitting Bull (represented by N & S Dakota Members)

Senate:

Mike Rounds (R) (202) 224-5842

John Thune (R) (202) 224-2321

House:

Kristi Noem (R-SD) (202) 225-2801

WASHINGTON/ IDAHO: Northwest Indian College (1); satellites: 2, 6,8,10 & ID-1

Washington State:

Senate:

Maria Cantwell (D) (202) 224-3441

Patty Murray (D) (202) 224-2621

AIHEC Congressional Delegation - 115TH CONGRESS
(2017-2019) *(continued)*

House:

Suzan DelBene (D-WA 1)	(202) 225-6311
Rick Larsen (D-WA-2) (La Conner & Tulalip)	(202) 225-2605
Derek Kilmer (D-WA-6) (Kingston)	(202) 225-5916
David Reichert (R-WA 8) (Auburn)	(202) 225-7761
Denny Heck (D-WA 10) (<i>Olympia</i>)	(202) 225-8901

Idaho: *NWIC satellite in Lapwai*

Senate:

Mike Crapo (R)	(202) 224-6142
James Risch (R)	(202) 224-2752

House:

Raúl Labrador (R-ID 1)	(202) 225-6611
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WISCONSIN: College of Menominee Nation (8); LCOOCC (7)

Senate:

Ron Johnson (R)	(202) 224-5323
Tammy Baldwin (D)	(202) 224-5653

House:

Sean Duffy (R-WI 7)	(202) 225-3365
Mike Gallagher (R WI-8)	(202) 225-5665

WYOMING: *Wind River Tribal College*

Senate:

<i>Michael B. Enzi (R)</i>	<i>(202) 224-3424</i>
<i>John Barrasso (R)</i>	<i>(202) 224-6441</i>

House:

<i>Liz Cheney (R-WY)</i>	<i>(202) 225-2311</i>
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2018 CONGRESSIONAL CALENDAR

JANUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

SEPTEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						





OCTOBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Current as of December 7, 2017


Election Day

	House in Session Only
	Senate in Session Only
	House & Senate in Session
	Federal Holiday



Sovereign Nations through Excellence
in Tribal Higher Education.

CAPITOL HILL

 Barrier-free entrances for Handicapped

* Visitor's Entrances

Capitol Hill Metro Stops

SENATE side:
Red line (Union Station)

HOUSE side:
Blue line (Capitol South)

