



2019 Fall AIHEC Meeting

Minneapolis, MN

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

AIHEC BOARD OF DIRECTORS

October 9, 2019





AGENDA

AIHEC FALL 2019 BOARD OF DIRECTORS MEETING

Wednesday, October 9, 2019 -- 8:00 AM (CDT)

Millennium Minneapolis Hotel, Minneapolis, MN

Loring Room

- I. **Call to Order:** David Yarlott, Chair
 - Opening Prayer
 - Roll Call, Treasure Dunlap, AIHEC Executive Assistant
 - Introductions
- II. **Review & Approval of Meeting Agenda:** President Yarlott
- III. **Secretary's Report:** Leander McDonald, Secretary
 - Review & Approval of Spring & Summer 2019 BoD meeting minutes
 - Motion to Accept Executive Committee meeting minutes: July & September 2019
- IV. **Treasurer's Report:** Justin Guillory, Treasurer
 - Investment Update: Todd Early, Investment Advisor
- V. **Annual Review of the AIHEC Code of Conduct:** Carrie Billy
By Board motion, all board members must review and sign the AIHEC Code of Conduct annually.
- VI. **Presentation to the Board:**
 - **National Institute of Health (NIGMS) Funding Opportunities**
Luis Cubano, Program Director
- VII. **Presentations to the Board:** AIHEC Affiliate Reports
 - **AIHEC Student Congress:** TaNeel Filestone, President
 - **American Indian College Fund:** Cheryl Crazy Bull, President & CEO
 - **Bureau of Indian Education:** Katherine Campbell, Program Analyst
 - **White House Initiative on American Indian and Alaskan Native Education (WHIAIANE):** Ron Lessard, Acting Executive Director
 - **FALCON-Land Grant** (*Written report*)
 - **AIHEC Tribal College and Universities Librarian Association** (*Written report*)

VIII. AIHEC Central Office Report: Carrie Billy

- **Legislative & Executive Branch Update:** Carrie Billy & Patrese Atine
- **Presentation -- AIHEC STEM Programs:** AIHEC Staff
- **AIHEC Quarterly Report & New Grants**
- **Upcoming Meetings & General Information**
(Upcoming Meetings, TCU Presidents Contact List; AIHEC Staff Directory in board book)
 - **2020 Annual Legislative Summit:** Feb. 3-6, 2020, Holiday Inn Capitol, WDC
 - **Annual Student Conference and Basketball Tournament 2020:**
Robert Martin, President of IAIA
- **Announcements**

IX. Committee Reports & Motions

- Research Committee
- Membership and Accreditation Committee
- Student Activities Committee
- Tribal College Journal Advisory Board

X. New Business: David Yarlott

XI. Adjournment: David Yarlott

- Closing Prayer

2019 Fall BoD Meeting

AIHEC Board Minutes:

Spring 2019 and Summer 2019

DRAFT MINUTES OF THE AIHEC 2019 SPRING BOARD OF DIRECTORS MEETING
RED LION HOTEL, YELLOWSTONE ROOM
SATURDAY, MARCH 16, 2019

I. **CALL TO ORDER & OPENING PRAYER:** AIHEC Board Chair, David E. Yarlott, Jr., called the 2019 AIHEC Spring Board of Directors meeting to order at 8:24 am MDT. President Richard Littlebear offered an opening prayer.

ROLL CALL: Maggie Grandon, AIHEC Executive Assistant, called the roll with the following results:

Regular Members Present

Aaniiih Nakoda College
Cankdeska Cikana Community College
Chief Dull Knife College
College of Menominee Nation
College of the Muscogee Nation
Diné College
Fort Peck Community College
Iḷisaḡvik College
Institute of American Indian Arts
Leech Lake Tribal College
Little Big Horn College
Little Priest Tribal College
Navajo Technical University
Northwest Indian College
Nueta Hidatsa Sahnish College
Oglala Lakota College
Saginaw Chippewa Tribal College
Salish Kootenai College
Sisseton Wahpeton College
Sitting Bull College
Southwestern Polytechnic Institute
Stone Child College
Turtle Mountain Community College
United Tribes Technical College
White Earth Tribal and Community College

President (Voting) or Representative

Carole Falcon-Chandler
Cynthia Lindquist
Richard Littlebear
Paul Trebian
Robert Bible
Charles M. Roessel
Haven Gourneau
Pearl Brower (by phone)
Robert Martin
Lorna LaGue, Proxy
David Yarlott
Maunka Morgan
Elmer Guy
Justin Guillory
Twyla Baker
Thomas Shortbull
Twyla Baker, Proxy
Sandra L. Boham
Randy Smith
Laurel Vermillion
Sherry Allison
Cory Sangrey-Billy
Terri Martin-Parisien, Representative
Leander R. McDonald
Lorna LaGue

Regular Members Absent

Bay Mills Community College
Blackfeet Community College
Fond du Lac Tribal & Community College
Haskell Indian Nations University
Keweenaw Bay Ojibwa Community College
Lac Courte Oreilles Community College
Nebraska Indian Community College

Red Lake Nation College
Sinte Gleska University
Tohono O'odham Community College

24 Regular Members being present, a quorum was established.

II. REVIEW AND APPROVE OF THE MEETING AGENDA

Chair Yarlott briefly reviewed the proposed agenda for the meeting and proposed that two speakers be added to provide brief presentations to the board:

- Rick Williams, Johnson Scholarship Foundation; and
- Micker Richardson, National American Indian and Alaska Native Head Start Collaboration Office.

MOTION:

President Martin moved [seconded by President Roessel] to approve the 2019 Spring Board of Director meeting agenda with the two additions.

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW AND APPROVE FALL 2018 MEETING MINUTES

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

MOTION:

President McDonald moved [seconded by President Sangrey-Billy] to approve the minutes of the 2018 Fall Board of Directors meeting, as presented.

OUTCOME:

The motion was agreed to by voice vote.

IV. TREASURER'S REPORT

A. Auditor's Report to the Board: Fiscal Year 2018 Audit

Via conference call, Mike Shaffer, Audit Supervisor, Gelman, Rosenberg & Freedman, provided a review of AIHEC's fiscal year (FY) 2018 audit report. He reported that there were no significant findings, the financial statements were clean, and AIHEC is deemed to be in a very good financial position, in the opinion of his firm. He commended Ms. Billy and Ms. Cooper for their stewardship. The auditors made three recommendations: (1) Update signature cards at Bank of America. Currently, there are a few previous AIHEC employees or Board members listed with Bank of America as authorized signers; (2) Continue with the FY 2016 recommendations regarding endowment funds; and (3) Continue with the 2009 recommendation to buy out any existing shareholders of the AIHEC REIT, although Mr. Shaffer indicated he would look into having the last two recommendations removed. The full audit report is included in the Board book.

MOTION:

President Guillory moved [seconded by President Guy] that the Board accepts AIHEC's Fiscal Year 2018 Audit.

OUTCOME:

The motion was agreed to by voice vote.

B. AIHEC Operating Budget

Pursuant to AIHEC policies and procedures, the board approves AIHEC's draft budget for the upcoming fiscal year during the spring meeting of each year and approves the final budget during the summer meeting. President Guillory, AIHEC Treasurer, provided an overview of the draft budget, which earlier had been distributed electronically and in hard copy.

MOTION:

President Guillory moved [seconded by President Martin] that the Board approves AIHEC's draft FY 2020 budget.

OUTCOME:

The motion was agreed to by voice vote.

President Shortbull stated that he believes the budget (or financial documents accompanying the budget) should include the salaries of AIHEC employees. Further, he said that by not including this information, which he provides to his governing board, AIHEC staff and the Finance Committee are being negligent.

MOTION:

President Shortbull moved [seconded by President Morgan] that the next AIHEC budget include the salaries of AIHEC staff.

DISCUSSION:

President Boham inquired as to why the Board should spend additional time on specific AIHEC employee salaries when the Board has already approved a set amount for AIHEC to spend on employee salaries. President Shortbull responded that employee salaries should be public so board members can complete their fiduciary due diligence. President Bible asked what the auditors would deem to be appropriate. President Guillory responded that the auditors made no comments on the matter. President Shortbull suggested that the conversation could be continued at the summer board meeting. Several presidents shared their opposition to President Shortbull's motion. President Morgan stated that he supports full disclosure of employee salaries for complete transparency.

OUTCOME:

The motion failed by voice vote, with overwhelming opposition and one abstention [President Lindquist].

President Lindquist explained that she would like the matter delegated back to the Finance Committee for further discussion. President McDonald said he agreed with President Lindquist and encouraged the Finance Committee to discuss the matter in time to prepare for next year's budget.

C. AIHEC Investment Strategy

MOTION:

President Guillory moved [seconded by President Lindquist] that AIHEC shall continue the investment contract with Sovereign Finance for one year, April 1, 2019 to March 30, 2020, with an assessment of costs and benefits of said contract prior to the contract's end.

DISCUSSION:

President Guillory stated that the Finance Committee reviewed the status of AIHEC's financial investments with AIHEC's financial advisor, Sovereign Finance, which the board had engaged for an initial period of nine months. The initial contract period is ending, and the Finance Committee recommends continuing AIHEC's contract with Sovereign Finance due to the firm's responsiveness and performance.

OUTCOME:

The motion was agreed to by voice vote.

President Guillory concluded the Treasurer's report by announcing that President Morgan, Little Priest Tribal College, has agreed to serve on the Finance Committee, filling the seat left vacant by President Davis' retirement. President Guillory expressed his gratitude to Tina Cooper, AIHEC Vice-president of Finance and Administration, for her work managing AIHEC's finances.

V. Presentations to the Board: Executive Branch Partners

A. White House Initiative on AI/AN Education (WHIAIANE): Ron Lessard, Acting Executive Director

Mr. Lessard provided an overview of the summary included in the board book.

- Three action items arose from the AIHEC-WHIAIANE meeting in February with federal agency/departmental officials and the TCU presidents:
 - Upcoming launch of a "data call" from the US Department of Education (ED) asking all federal agencies to report on what they are doing for TCUs, including funding levels.
 - ED-AIHEC webinar series: each webinar will consist of one or two federal agencies discussing information relevant to TCUs, such as available and upcoming grants, resources, and regulatory guidance. ED will facilitate the first webinars with AIHEC's support.
 - WHIAIANE/ED will create a master calendar for use by all federal agencies to share funding opportunities and upcoming events relevant to TCUs.
- ED has two upcoming tribal consultations. The first is set for March 22 in Washington, DC, with the option to call in, regarding the tribally controlled post-secondary career and technical institutions program. The second consultation will take place at the Tribal Self-Governance Conference in Michigan on April 4, regarding ED's Native American Language grants and programs.
- In September 2018, ED, the Bureau of Indian Education, and the Administration for Native Americans (Department of Health and Human Services) re-signed a Memorandum of Agreement (MOA) on the preservation and revitalization of Native languages, which includes planning a 6th Native Language Revitalization Summit. The proposed summit

timeline is October, in conjunction with the National Indian Education Association's annual convention.

- The United Nations has designated 2019 the year of Indigenous languages; therefore, Mr. Lessard's office is working to ensure that anything ED does around Native languages includes references to the UN declaration.
- The National Endowment for the Humanities recently announced a new research grant competition for TCU faculty.
- ED recently launched a new program called the Education Freedom Scholarships. Mr. Lessard provided a fact sheet to interested board members.

President Lindquist requested an update AIHEC's recommendation that at least one TCU president be appointed to the National Advisory Committee on Indian Education (NACIE). Mr. Lessard responded that the names provided by AIHEC have been submitted for consideration, but no appointments have been finalized. Mr. Lessard also shared that Principal Deputy Under Secretary Diane Jones supports and encourages tribal representatives on the NACIE Board. President McDonald stressed the importance of having TCU representatives on the NACIE Board so as to gain equal access to resources allotted to other institutions serving distinct populations.

B. Department of the Interior-Bureau of Indian Education: Katherine Campbell, Program Officer

Ms. Campbell provided an update on Bureau of Indian Education (BIE) matters.

- In 2018, the BIE worked with the American Indian Graduate Center to extend federal STEM scholarships to the associate degree level so that more TCU students will be eligible to compete for scholarships. Scholarship awards increased from 28 awards in 2018 to 155 in 2019. BIE is exploring the possibility of supporting targeted STEM training (professional development and education) for BIE high school teachers, which could be provided by TCUs.
- BIE and AIHEC are planning to prepare a toolkit that identifies best practices to help encourage a college going culture among American Indian and Alaska Native (AI/AN) middle and high school students. The BIE is looking into providing grant funding (\$10,000 to \$40,000) to TCUs for pre-college experiences for BIE high schools.
- BIE plans to continue regional summer trainings for teachers, staff, and administrators at BIE-funded schools. Last year, United Tribes Technical College (UTTC) hosted one of the trainings. The trainings include issues such as facilities, financial management, and school improvement. UTTC, Haskell Indian Nations University (HINU), and potentially College of Menominee Nation, will host regional trainings this year between June and August. Daniel Wildcat noted that HINU would like to include TCU faculty in the regional trainings. Ms. Campbell requested TCU participation at the regional training, as a means for sharing TCU specific postsecondary and career/technical training opportunities for students.
- In January, the BIE collaborated with AIHEC to provide continuing education training for TCU staff. The 2-day training was provided by the International Association for Continuing Education and Training (IACET) in Albuquerque, NM, with the goal of ensuring uniform standards for continuing education at TCUs. AIHEC provided funding to cover the registration fees for TCU participants. Several TCUs have developed useful continuing education process and practice forms. In particular, Oglala Lakota College has developed

an efficient template that the BIE may begin to use. Ms. Campbell currently is finalizing continuing education unit calculations for the upcoming year's Indian Student Count funding. Once final, the numbers will be sent to the BIA. Ms. Campbell noted that the calculation for semester units (15) and quarter units (10) is correct.

Tribally Controlled Colleges and Universities Assistance Act-CEU Clarifying Amendment Discussion

President Guillory inquired as to when the TCUs need to fully align with IACET's standards. Ms. Campbell answered that TCUs likely will not need to be fully compliant until next year. President Guillory inquired about the specific guidelines for which components of a class or training could be counted and which components should be excluded from the time consideration for CEU calculations. Ms. Campbell answered that the decisions for when to begin counting the time and which components need to be counted should be consistent and justifiable. Ms. Billy reiterated that as long as the same process is in place and all instructors are able to follow the same process, this is doable as a standardized process. For example, a TCU could establish a policy on the inclusion of cultural activities as part of all continuing education training, regardless of subject, and the exclusion of a lunch break, unless specific objectives are established for participant work/instruction during that time period. The decision rests with the college, and so long as a policy is clearly articulated and applied to all continuing education programs, the institution would be in compliance with the IACET standard.

President Guillory then asked about the definition of "youth" – stating that a TCU should be able to include program participants under the age of 18 in continuing education calculations for BIE funding. Ms. Billy stated that some confusion may arise from the Tribally Controlled Colleges and Universities Assistance Act (TCU Act), which (mistakenly) uses the term "Indian student" in the section on CEU calculations. "Indian student" is defined in the Tribal College Act as a student enrolled in degree programs. However, Ms. Billy noted that "students" enrolled in a degree program do not typically pursue continuing education -- rather, these students would engage in *continuing* education after completing a degree or certificate program. Therefore, the TCU representatives who attended the IACET training proposed the use of *individual*, rather than *student* in the TCU Act's section on CEU calculations. Ms. Billy also addressed a concern voiced at the January training session regarding the term "Indian" in the law. TCU representatives stated that this unfairly – and quite burdensomely -- limits who can be counted for CEU funding to only those who are a member of a federally recognized tribe or a biological child of an enrolled member of a federally recognized tribe. The TCU representatives suggested changing the language from *Indian* to *a self-reporting individual*. Under the current law, non-Indian students earning continuing education credits cannot be including the calculations for BIE funding. Discussion ensued to determine the appropriate amendment changes. Ms. Billy clarified that that changes to the TCU Act could be proposed at any time, but will not become a requirement until Congress amends the law.

MOTION:

President McDonald moved [seconded by President Morgan] to accept the changes contained within the clarifying amendment text for section (5)(A), (B), (C), and (D) as presented:

- (A) For participation in an organized continuing education experience offered under responsible sponsorship, capable direction and qualified instruction, as described in the criteria established by the International Association for Continuing Education and Training;

- (B) Exempt from the enrollment requirement of paragraph (a)(8) and the admission requirement set forth in paragraph (b)(3);
- (C) Offered at any time during the academic year, notwithstanding the requirements of paragraph (b)(1), and shall be including in an eligible institution's Indian Student Count according to the following annual schedule:
 - (i) September 1-December 31: Fall academic term
 - (ii) January 1-May 31: Spring academic term
 - (iii) June 1-August 30: Summer academic term; and
- (D) Determined as one credit for every 10 contact hours in the case of an institution on a semester system, or a corresponding number of contact hours in the case of an institution on a quarter system, as determined by the Secretary.

OUTCOME:

The motion was agreed to by voice vote.

The discussion turned to the issue of whether CEU calculations should be held to the same standard as academic enrollment calculations, in terms of tribal enrollment. Some members stated that the term "Indian individuals who self-identify" was vague. One member stated that it was not burdensome for TCU staff to verify tribal enrollment (individual or parental).

MOTION:

President Shortbull moved [seconded by President Sangrey-Billy] to direct AIHEC staff to modify the previously approved amendment to allow for the inclusion of continuing education units earned only by participants 16 years of age or older.

OUTCOME:

The motion was agreed to by voice vote.

MOTION:

President Guillory moved [seconded by President Bible] to strike the term "self-identify" in the proposed amendment and replace it with "an individual 16 years of age for older who is an enrolled member in a federally recognized Indian tribe or a biological child of an enrolled member".

OUTCOME:

The motion was agreed to by voice vote.

Ms. Campbell added that the BIE does look for proof of enrollment in a federally recognized Indian tribe or that the student/participant is a biological child of an enrolled member in their monitoring, so this discussion is timely.

C. USDA-1994 Land-grant: Lawrence Shorty, 1994 Program Director

Mr. Shorty provided an update to the Board. His report is included in the board book.

Farm Bill Updates:

- Mr. Shorty requested that the Board create or participate in a scholarship committee to advise USDA in the implementation of the 1994 Tribal Scholars program for students at the 1994 institutions. The request stems from three concerns regarding USDA-1994 Land-grant scholarships: (1) Only a small number of 1994 students may have interest in USDA scholarships because they are already involved with other scholarship programs; (2) The

name – “1994 Tribal Scholars” – does not adequately depict all that is involved in the program (e.g. many student fees are included and there is a post-graduation service commitment required of scholarship recipients, either at the USDA or with another federal agency); and (3) After applying, USDA agencies are not selecting any 1994 students for participation, and we need to address why this is occurring.

- The Farm Bill establishes a new program -- New Beginnings Scholarships – to help all Land-grant institutions to recruit, retain, and train tribal students. Ms. Billy noted that this program was not funded by Congress in FY2019.

Mr. Shorty turned to the (federally mandated) memorandum of agreement (MOA) with TCUs/AIHEC. The Equity in Educational Land-grant Status Act requires the Secretary of Agriculture to develop and sign an MOA with Tribal Colleges to ensure that TCUs have equitable access to the department’s resources, programs, and services. It lapsed in 2015 and a draft MOA was sent to AIHEC for review.

The USDA is encouraging TCUs to be involved and engaged with its Office of Partnerships and Public Engagement. The USDA hopes to collaborate with other federal entities to make more federal fiscal resources available.

Mr. Shorty requested suggestions for collaborative ways to celebrate the 25th anniversary of the 1994 Land-grant legislation, stating that USDA has funding available to use for this effort. There are 13 states, according to USDA, with 1994 Land-grant institutions that could also participate in the celebration.

President Guy asked about the delay with USDA internship agreements, which apparently stems from a departmental hold on all third party agreements. Mr. Shorty responded that the department is reviewing and renegotiating the cooperative agreement with the Hispanic Association of Colleges and Universities (HACU). Mr. Shorty requested that AIHEC consider collaborating with HACU to bolster potential opportunities and facilitate more TCU student internships. Ms. Billy remarked that AIHEC did agree to collaborate with HACU – and in fact suggested such collaboration to USDA -- a few years ago with no action on USDA’s part. She stated that AIHEC would follow-up with Mr. Shorty and President Guy following the meeting.

President Martin asked Mr. Shorty to explain the MOA edits and what the steps are for moving forward. Mr. Shorty responded that when the MOA expired in 2015, the USDA 1994 Land-grant office collaborated with AIHEC to develop recommendations and revisions. Following the appointment of Secretary Sonny Perdue to head the Department, AIHEC and USDA restarted the process of signing an MOA. Last year, the USDA added a new directive for all MOAs: they should be revised and condensed. A draft MOA was presented to AIHEC, which was too general for effectiveness. Ms. Billy summarized the current draft MOA: it would establish an advisory leadership group (to meet twice a year), as required under federal law. However, the MOA states that the 1994s will be financially responsible for travel costs associated with participation in the proposed advisory group. The draft negates the establishment of any partnerships or activities and is meaningless.

MOTION:

President McDonald moved [seconded by President Martin] that the Board rejects the MOA as

proposed by USDA and directs AIHEC to resubmit the original draft version of the MOA to the USDA.

OUTCOME:

The motion was agreed to by voice vote.

President Lindquist asked Mr. Shorty how the Board can assist in ensuring that the appropriate version of the MOA is signed.

D. Rick Williams, Johnson Scholarship Foundation & Native American Agriculture Fund

The Johnson Scholarship Foundation (Foundation) is making a renewed commitment to work with TCUs. The goal is increased TCU engagement over the next several years. The Foundation is interested in supporting scholarships primarily focused on entrepreneurship and business. A requirement for this partnership is that a business program must be accredited. Mr. Williams is in the beginning stages of this effort and requested that interested TCU presidents contact him. Additionally, the Foundation is sponsoring an award of \$1,200 for the business competition at AIHEC's 2019 Student Conference. The Foundation would like to continue sponsoring the annual business competition with award funding and a plaque for the winning team.

Mr. Williams is a board member with the Native American Agriculture Fund (NAAF). NAAF is interested in supporting and assisting in the celebration of the 25th anniversary of the 1994 Land-grant legislation. NAAF would like to extend the opportunity to develop long-term planning for the advancement of the TCU community.

E. Miker Richardson, National AI/AN Head Start Collaboration Office

Mr. Richardson shared a number of concerns within the Head Start community, which TCUs may be able to help address: (1) the importance of and need for professional development for Head Start teachers, staff, and directors (e.g. managerial skills); (2) essential service delivery, resources, and personnel to address needs such as nutrition, behavioral/mental health, and disabilities services; (3) Native language instruction and immersion programs, or at a minimum, basic Native language skills development in all Head Start classes. Many Head Start teachers do not speak or know how to teach their tribe's language, and many Native language teachers do not know how to teach to the zero to five year age bracket. The third annual (regional) Early Childhood Language Summit likely will be held in Minnesota later in 2019. The purpose of the summit is to bring together early childhood professionals, school system administrators and staff, representatives from immersion programs, and TCU education and language department staff and faculty.

VI. Presentations to the Board: AIHEC Affiliate Reports

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

Mr. Estabon Hayes, ASC president, provided an update of activities. He noted that the ASC continues to struggle with outreach to TCU students. Many students do not know what the ASC is and what it does, so members of the ASC are developing a brochure on the mission of the ASC and how TCU students can be involved. Other updates include:

- The ASC historian position now includes social media and specific outreach to students across the TCUs.

- A Gmail account has been created to store essential documents.
- ASC worked with Ms. Carrie Schumacher, the 2019 AIHEC Student Conference coordinator, to promote the ASC. Specifically, the election speeches were rescheduled to take place immediately following the Conference's Parade of Flags and opening session. The hope is that the speeches will be more available to students since most students participate in the Parade of Flags and attend the opening session.
- ASC designed and purchased a branded banner and tablecloth.
- ASC will be selling tee-shirts for fundraising at the Student Conference.

New initiatives include:

- ASC is creating a brochure of all degree programs offered at every TCU. ASC officers are reaching out to AICF and Katherine Cardell, AIHEC, for assistance. This effort support students in a variety of capacities, including transferring among TCUs for more advanced programs.
- ASC is creating a newsletter to highlight and recognize the actions, activities, and efforts TCU students are engaged in on their campuses.
- ASC officers are updating the officer application to be online so that students can apply months ahead of time, prepare, and arrive at the Student Conference ready to give their speech.
- The ASC LIFE Conference will be held at Bay Mills Community College on June 3-7, 2019.

Ongoing initiatives include:

- Red Shaw Project to raise awareness for missing and murdered Indigenous women: the Student Conference has designated Tuesday, March 19, 2019 as a day for recognition and remembrance of these women.
- Recycling is an ongoing effort at all TCUs.

VII. Lunch (Recess)

The board stood in recess from 12:04 pm to 1:13 pm.

- B. 2019 AIHEC Student Conference & National Basketball Tournament: President Yarlott**
2019 AIHEC Student Conference: President Yarlott provided an overview of the 2019 Student Conference. As of Tuesday, March 12, 950 individuals have registered for the conference, and 51 of the 60 vendor spots are filled. All of the competitions, with the exception of one, will take place after the morning plenary sessions. President Yarlott requested that TCU presidents encourage their students to attend the morning plenary sessions.

2019 AIHEC National Basketball Tournament: Unfortunately, several teams have dropped out of the tournament. Ten men's teams and eight women's teams remain. Due to the lower number teams, the host committee and coaches are working to rearrange the tournament schedule in accordance with collegiate rules. Team check-in is Wednesday, March 20.

C. American Indian College Fund: Cheryl Crazy Bull, President & CEO

Ms. Crazy Bull provided an overview of the report included in the board book.

Ms. Crazy Bull highlighted the AICF Graduate Hours Program, which provides funding for TCU faculty seeking to meet the "highly qualified faculty" requirements specified by the Higher Learning Commission. Scholarship funding is available for TCU faculty and staff in need of up to 18 credit hours in a specific field of study. Last year, only eight people applied for the 40

available slots. AICF assumed there was a need for this program when it requested donor funding.

Nominations to the AICF Board

President Bible is eligible for re-election for his second 3-year term, and President Boham is eligible for election her first full 3-year term. Currently, she is filling a 1-year vacancy.

MOTION:

President Guy moved [seconded by President Martin] to reaffirm President Bible's re-election to the AICF Board for his second 3-year term and to affirm President Boham's election to the AICF Board for her first 3-year term.

OUTCOME:

The motion was agreed to by voice vote.

President Robert Martin's current term – which is his third 3-year term -- ends June 30, 2019, and James Davis, former President of Turtle Mountain Community College, left his seat vacant upon his retirement. AICF requests that AIHEC nominate two TCU presidents to serve on the AICF Board of Directors: (1) one president to fill a 1-year vacancy, from July 1, 2019 to June 30, 2020 -- if interested in continuing to serve, the individual is eligible for election to three successive 3-year terms; and (2) one president to fill the first of potentially three 3-year terms, from July 1, 2019 to June 30, 2022.

MOTION:

President Guillory moved [seconded by President Allison] to nominate President McDonald to fill the one-year vacancy starting June 1, 2019 and ending June 30, 2020.

President Roessel moved to close nominations.

OUTCOME:

The nomination was approved by acclamation.

MOTION:

President Allison moved [seconded by President Guy] to nominate President Roessel for a three-year term starting July 1, 2019 and ending June 30, 2022.

MOTION:

President Martin moved [seconded by President Boham] to nominate President Trebian for a three-year term starting July 1, 2019 and ending June 30, 2022.

MOTION:

President McDonald moved [seconded by President Gourneau] to close nominations.

A ballot vote was held to determine the nominee.

OUTCOME:

By ballot vote, the Board nominates President Roessel to serve on the American Indian College Fund board for a three-year term beginning July 1, 2019 and ending June 30, 2022.

D. AIHEC Tribal College and Universities Librarian Association

A written report is included in the board book.

E. FALCON-Land Grant

A written report is included in the board book.

VIII. The AIHEC Report: Carrie Billy

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

Ms. Billy and Ms. Atine provided a lengthy legislative and executive branch update on Friday, March 15, during the opening plenary session. A written report with several attachments is included in the board book.

President Martin announced that after 11 years of deliberation by the New Mexico state legislature, the New Mexico House and Senate approved – and on March 15, the governor signed into a law – a provision stating that high school graduates awarded state “lottery” scholarships may now use the scholarships at any of the state’s four TCUs. Previously, the state of New Mexico considered TCUs to be private institutions and, therefore, prospective students could not use their state lottery scholarships at a TCU. The change should help bolster New Mexico TCUs’ recruitment of high school graduates. Additionally, New Mexico TCUs received increased state reimbursement for high school students enrolled in dual credits.

Higher Education Act Amendments

MOTION:

President Shortbull moved [seconded by President McDonald] to approve AIHEC’s proposed amendments to the Higher Education Act, with the exception of Amendment No. 4 regarding the use of FTE vs ISC for the distribution of Title III funding.

OUTCOME:

The motion was agreed to by voice vote.

MOTION:

President Shortbull moved [seconded by President Roessel] to delete proposed HEA Amendment No. 4 from AIHEC’s list of proposed amendments to Congress and instead maintain use of the ISC for Title III funding distribution.

OUTCOME:

The motion was agreed to by voice vote, with one vote in opposition [President Morgan] and one abstention [President Allison].

Tribally Controlled Colleges and Universities Assistance Act Amendments

MOTION:

President Shortbull moved [seconded by President Sangrey-Billy] to approve AIHEC’s proposed amendments to the Tribally Controlled Colleges and Universities Assistance Act, with the exception of Amendments No. 6 and No. 21, which shall be voted on separately.

OUTCOME:

The motion was agreed to by voice vote with one vote in opposition [President Morgan].

MOTION:

President Shortbull moved [seconded by President Boham] to delete proposed Amendment No. 6 to the Tribally Controlled Colleges and Universities Assistance Act, related to the

inclusion/exclusion of on-campus and online students in the formula for funding distribution, and that such proposed amendment will not be sent forward to the Congress.

DISCUSSION:

Ms. Billy clarified that under the Tribal College Act currently, to be designated as a Tribal College, all enrolled students - whether online or onsite – are counted toward both overall student enrollment and tribal enrollment, and tribal enrollment status of all students – whether online or onsite -- must be verified. Under the proposed amendment, a two-part process would be adopted: (1) overall enrollment (for purposes of determining the “greater than 50 percent” threshold) would include only on-campus students; (2) if more than 50 percent of all onsite students meet the definition of Indian, then the following is used to determine ISC funding: all verified Indian students, whether onsite or online.

OUTCOME:

The motion was agreed to by voice vote, with one vote in opposition [President Guy].

Ms. Billy proposed the following options for proposed Amendment No. 21, related to the Tribal College Act endowment program:

- (1) Exclude the amendment to eliminate the endowment program and maintain current law for the endowment program.
- (2) Amend the current BIE TCU Endowment program to mirror certain endowment programs administered by the US Department of Education, except designated fewer restrictions.

MOTION:

President Shortbull moved [seconded by President Guillory] to maintain the current endowment program as in current law.

DISCUSSION:

Ms. Billy emphasized that AIHEC staff recommend redesigning the endowment program based on a combination of the US Departments of the Interior and Education programs, as the proposed redesign contains the ideal portions of the endowment policy from both departments.

OUTCOME:

The motion was agreed to by voice vote with on vote abstaining [President Allison].

Fort Lewis College Legislation

Lobbyists for Fort Lewis College (Colorado) have once again requested federal legislation to provide a federal bailout for state institutions, such Fort Lewis College, that are chartered by states that entered into agreements with the federal government to provide tuition free education to American Indian students in exchange for land and other resources (e.g. facilities). The state of Colorado entered into such an agreement with the federal government in the early 1900s, whereby the state would receive certain federal parcels of land and buildings, in exchange for an open-ended agreement to provide tuition free education to any member of a federally recognized Indian tribe meeting enrollment criteria. Today, the vast majority of Fort Lewis’s Indian students are non-state residents. Because of the growing

number of Indian students – particularly non-resident students, Fort Lewis College is seeking sources other than the state to provide reimbursement for Indian student tuition costs. The proposed legislation would have the federal government reimburse Fort Lewis College for all non-resident Indian student tuition, at the advertised rate of more than \$16,000 per student, per year, despite the fact that the state entered into the contract with the federal government freely and received land and buildings in exchange for the agreement. In other words, Fort Lewis College is asking the federal government to pay the state/college's contractual obligations that the state agreed to pay in exchange for a gift from the federal government.

The AIHEC board has opposed this legislation for several years. The new president of the Fort Lewis College has renewed efforts to introduce and pass this legislation, and version of the AIM Higher Act introduced in the House in the 115th Congress included this provision. Further, Congressional staff have told AIHEC staff that the message from the Fort Lewis College president is that his institution and AIHEC are in discussions to resolve this issue and that AIHEC, NCAI, and NARF support the legislation. This statement is unfounded. AIHEC's position consistently has been that we oppose the Fort Lewis College legislation and will remain opposed: (a) until Tribal Colleges are fully and equitably funded and all treaty obligations and trust responsibilities have been provided to American Indians and Alaska Natives; and, (b) should (a) finally be met, AIHEC would oppose any payment to a non-TCU that is greater than the per student payment provided by the federal government to TCUs funded under Title I of the Tribal College Act.

President Shortbull asked whether the bill could be amended to require that the State of Colorado pay \$1 million (or \$100 million) to each decedent of those killed at the Sand Creek Massacre. Mr. Williams added that the State of Colorado issued a proclamation on August 11, 1864 that authorized the killing of "hostile" Indians and claimed ownership of their property. This proclamation has never been rescinded. During this transaction, the state took 450,000 acres of land and gave the land to Fort Lewis College. To date, there has been no accounting for the revenue that could have been made off of that land.

Ms. Billy said that AIHEC will include these two additional grievances in statements opposing the Fort Lewis College legislation and that the federal government should not bail out a state from contractual obligations until the federal government has first fulfilled all treaty obligations to American Indians.

HEA Title III-Part F

Senator Doug Jones (D-AL) is preparing to introduce a bill to reauthorize the Higher Education Act's Title III-Part F funding for a designated time period. The bill should pass without issue in the House, but passage could be more difficult in the Senate. Ms. Billy shared that a means for paying for the cost of extending mandatory Title III Part F funding has been identified that should be acceptable to both republicans and democrats. In fact, Senator Tim Scott (R-SC) has agreed to cosponsor the bill. We are waiting for budget estimates on how much mandatory

funding is available from the identified source, and that will determine whether the reauthorization is two or three years.

B. AIHEC Central Office Strategic Plan Report & Updates

The full AIHEC report is included in the board book.

New AIHEC Employees

Alex Grandon has returned to AIHEC after two years of working with the NASA American Indian and Alaska Native Education Program. He is now the AIHEC STEM Coordinator working with Al Kuslikis. Claire Doyle is the new AIHEC VISTA leader.

C. Upcoming AIHEC Board Meetings

2019 Summer Meeting

The summer meeting will take place from June 24-26, 2019 in Santa Fe, NM. The host hotel is the Drury Plaza Hotel. The meeting will take place on the campus of the Institute of American Indian Arts and the host hotel (last day). AIHEC's new strategic plan will be the focus of the summer meeting, as the current strategic plan expires in 2020.

2019 AIHEC Fall Meeting: NIEA & TCU Strand

NIEA created a specific TCU strand, in response to comments by members of the AIHEC Board during the fall 2018 AIHEC and NIEA joint breakfast meeting. This strand will provide an excellent opportunity for TCU faculty and students to present workshops and sessions on the work of the Tribal Colleges. A flyer is included in the board book.

D. Announcements

Ms. Billy is moderating a panel on *Women in the Tribal College Movement: Past, Present, and Future* on Sunday, March 17 during the AIHEC Student Conference. President Baker (NHSC), President Boham (SKC), Celina Gray (SKC student), and Dr. Janine Pease (LBHC Faculty) are presenting on the panel, which is being coordinated and taped by Brad Shreve, Tribal College Journal Managing Editor.

President Boham announced that Salish Kootenai College is one of only two Tribal Colleges to administer the federal student loan program and SKC's default rate is now 1.8 percent, thanks to the great work of SKC's financial aid department.

President Lindquist announce that the 7th Annual North Dakota Tribal College Research Symposium is scheduled for April 2, 2019.

IX. Committee Reports & Motions

A. Research Committee: Leander R. McDonald, Chair

The Research Committee had no motions to present. Committee members participated in a version of NCAA's Research Futures Game. Through the game, participants -- who assume distinct roles within a tribal-academic research partnership -- confront various challenges and

decisions over the course of a 20-year timeframe. Participants must strategize within their respective partnership groups to arrive at the best outcome for tribal ownership of the research, health of the tribal community, and sustainability of the research project.

B. Tribal College Journal Advisory Board: Pearl Brower, Chair

The Tribal College Journal (TCJ) Advisory Board had no motions to present. President Vermillion provided a summary of the meeting:

- TCJ online users have increased over last year.
- As part of AIHEC's effort to restructure the TCJ and reduce its annual budget deficit, Marvene Tom has been promoted to Advertising.
- Rachael Marchbanks has been exploring strategies to broadening TCJ's content and distribution to appeal to and include other institutions of higher education. Advisory Board members discussed the idea and determined that the TCJ will best serve the TCUs by keeping its focus solely on TCUs.
- President Trebian was appointed to the TCJ Advisory Board.
- TCJ will provide journals to any TCU wishing to distribute journals to the public. TCUs only need to pay shipping costs.

All TCU presidents are asked to advertise their college and programs in the TCJ, which is an excellent means for meeting grant requirements to disseminate project outcomes.

C. Membership and Accreditation: Robert Bible, Chair

The membership and accreditation committee submitted one motion for board consideration:

MOTION:

President Bible moved [seconded by President Martin] that the AIHEC Board of Directors approves the application of Red Crow Community College to be an International Member of AIHEC.

DISCUSSION:

President Bible stated the president of Red Crow Community College, located in Alberta Canada, would not have voting privileges on the Board. Red Crow Community College is primarily interested in AIHEC membership for the benefit of their students.

OUTCOME:

The motion was agreed to by voice vote.

D. Student Activities Committee: Robert Martin, Chair

The Student Activities Committee submitted three motions for Board consideration:

MOTION:

President Martin moved [seconded by President Roessel] that the Board directs the Student Conference Commission and the AIHEC Student Congress to work together to draft language for inclusion in the AIHEC Student Conference Handbook that would limit the number of

competitions at the annual AIHEC Student Conference to no more than 20 academic competitions and four non-academic competitions each year.

OUTCOME:

The motion was agreed to by voice vote.

MOTION:

President Martin moved [seconded by President McDonald] that the Board approve the re-nomination of current AIHEC Athletic Commissioners Juan Perez (SKC) and George LaFrance (NTU) to the Athletic Commission for a three-year term beginning in fall 2019.

DISCUSSION:

President Yarlott stated the Student Activities Committee received verbal confirmation from the presidents of SKC and NTU of their commitment to support participation by Mr. Perez and Mr. LaFrance, respectively, in the Athletic Commission and that they would send written confirmation upon their return to their institutions.

OUTCOME:

The motion was agreed to by voice vote.

MOTION:

President Martin moved [seconded by President McDonald] that AIHEC approve a change in the AIHEC Athletic Commission bylaws to clarify the student athlete eligibility for the AIHEC Basketball Tournament.

DISCUSSION:

President Martin explained the current and proposed changes:

Section 4: Requirements for Student Athlete Eligibility of the AIHEC Athletic Commission Bylaws, as adopted by the Board, states:

"[The student] must be enrolled with a minimum of 9 semester/quarter credits with a current and cumulative G.P.A. of a 2.0, calculated no further in the past than 10 academic terms, and the student athlete must be making satisfactory progress toward a degree program."

The proposed new language:

"[The student] must be enrolled with a minimum of NINE (9) semester/quarter credits and be making satisfactory progress toward a degree program with:

*(a) a cumulative G.P.A. of 2.0;**

(b) a G.P.A. of at least 2.0 in the last semester/quarter prior to the tournament; and

(c) in good academic standing at their current institution.

**The cumulative G.P.A. shall not be calculated further than 10 academic terms in the past."*

President Boham inquired as to why students would need only nine semester credits, rather than to be a full time student. President Yarlott said the Board decided several years ago to establish a minimum requirement of nine hours to serve as a springboard or starting point for students eventually to reach full-time status.

President Guillory remarked that the revision “(b) a GPA of at least 2.0 in the last semester/quarter prior to the tournament” is redundant and unnecessary. He stated that if the inclusion of (b) is a means for blocking a loophole for transferring students, this should be a separate policy and not included in this motion.

President McDonald stated that TCUs should hold their athletes to the same standards that others students are held to and that TCU administrators need to work with their athletic department and coaches to help student athletes achieve the school's academic standards. President Trebian emphasized that athletics are secondary to academics.

OUTCOME:

A roll call vote was held. The motion failed, 16-5¹.

President Yarlott indicated that the motion will go back to the Athletic Commission for further review and suggested that the Commission may need to develop an appeals process to address concerns with mandatory GPA requirements.

X. New Business

Ms. Billy announced that AIHEC has rejoined the Association of Land-grant and Public Universities (APLU) on behalf of all 1994 institutions. John Phillips, Patrese Atine, and various TCU Land-grant directors have been designated to serve on relevant APLU boards, councils, and commissions. However, one position remains unfilled: the 1994 designee to the Council on Agriculture, Research, Extension, and Teaching (CARET), which is a lay person/Land-grant professional council coordinated by APLU. The 1994 institutions should be represented by someone affiliated with TCUs but not employed at one, experienced in agriculture or natural resource issues, and comfortable engaging in advocacy and networking. Ms. Billy requested recommendations.

MOTION:

President Boham moved [seconded by President McDonald] to nominate Jim Durglo, SKC Board of Directors, to serve on the CARET board.

OUTCOME:

The motion was agreed to by voice vote.

Chair Yarlott thanked Mr. Durglo for his willingness to serve and congratulated him on his appointment.

XI. Adjournment

MOTION:

President Gourneau moved [seconded by President Sangrey-Billy] that the 2019 AIHEC Spring Board of Directors meeting be adjourned.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 3:34 pm MDT.

¹ Under AIHEC's amended bylaws, roll call votes must pass by a majority of sitting board members. AIHEC has 35 board members; therefore, passage requires at least 18 affirmative votes.

Minutes prepared by AIHEC staff.

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

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

DRAFT MINUTES OF THE AIHEC 2019 SUMMER BOARD OF DIRECTORS MEETING
DRURY PLAZA HOTEL, SANTA FE, NM
JUNE 26, 2019

- I. **CALL TO ORDER & OPENING PRAYER:** AIHEC Board Chair, David E. Yarlott, Jr., called the 2019 AIHEC Summer Board of Directors meeting to order at 9:00 a.m. MDT. President Richard Littlebear offered an opening prayer.

ROLL CALL: Brad Shreve, TCJ Managing Editor, called the roll with the following results.

Regular Members Present

Blackfeet Community College
Cankdeska Cikana Community College
Chief Dull Knife College
College of Menominee Nation
College of the Muscogee Nation
Diné College
Fort Peck Community College
Keweenaw Bay Ojibwa Community College
Lac Courte Oreilles Community College
Leech Lake Tribal College
Little Big Horn College
Little Priest Tribal College
Navajo Technical University
Nebraska Indian Community College
Salish Kootenai College
Sinte Gleska University
Sisseton Wahpeton College
Sitting Bull College
Southwestern Polytechnic Institute
Turtle Mountain Community College
United Tribes Technical College
White Earth Tribal and Community College

President (Voting) or Representative

Karla Bird
Cynthia Lindquist
Richard Littlebear
Paul Trebian
Robert Bible
Charles M. Roessel
Haven Gourneau
Lori Ann Sherman
Russell Swagger
Raymond Burns
David Yarlott
Maunka Morgan
Elmer Guy
Michael Oltrogge
Sandra L. Boham
Lionel Bordeaux
Randy Smith
Laurel Vermillion
Sherry Allison
Kellie Hall
Leander R. McDonald
Lorna LaGue

Regular Members Absent

Aaniiih Nakoda College
Fond du Lac Tribal & Community College
Iḷisaḡvik College
Institute of American Indian Arts
Northwest Indian College
Nueta Hidatsa Sahnish College
Oglala Lakota College
Saginaw Chippewa Tribal College
Red Lake Nation College
Tohono O'odham Community College
Stone Child College

22 Regular Members being present, a quorum was established.

II. REVIEW AND APPROVE OF THE MEETING AGENDA

Chair Yarlott reviewed the proposed agenda for the meeting and noted that Lawrence Shorty, USDA, has been added to the agenda to provide brief remarks (Board Presentations). President Allison offered to provide an update on planning activities for the 2020 AIHEC Student Conference (Upcoming Meetings).

MOTION:

President Oltrogge moved [seconded by President Allison] to approve the 2019 Summer Board of Directors meeting agenda, as revised.

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW AND APPROVAL 2019 SPRING MEETING MINUTES

President McDonald requested that the review and approval of the 2019 Spring Board meeting minutes be postponed until the fall meeting.

IV. TREASURER'S REPORT

President Lindquist provided the Treasurer's report. The Board is required to review and adopt a final operating budget for the upcoming fiscal year at the summer meeting preceding the relevant fiscal year. The board approved a draft budget at the spring meeting, which is similar to the proposed fiscal year (FY) 2020 final operating budget. She stated that AIHEC accomplishes a huge amount of work, but would be considered small with 18 full time employees. She noted that AIHEC staff and management are vigilant in ensuring that all expenses possible are allocated to grants.

MOTION:

President Lindquist moved [seconded by President Oltrogge] to accept the budget as presented.

DISCUSSION:

President Swagger asked whether the budget was prepared by AIHEC staff or the Finance Committee. President Lindquist stated that Tina Cooper, AIHEC Vice-president for Finance and Administration, prepared the budget for Finance Committee review. President Swagger asked whether AIHEC has adequate resources for the work performed. President Lindquist said that AIHEC has built resources over time, including a reserve fund. She further noted that Ms. Cooper and Carrie Billy, AIHEC President & CEO, have worked to ensure that AIHEC's finances are in order and well managed.

President Roessel asked whether the FY 2020 budget is aligned with the strategic goals that the Board developed the previous day. President Lindquist responded that staff and the Finance Committee are being more deliberate about budget alignment, and further, that she hopes some of the work accomplished yesterday will support moving closer to aligning finances with the strategic goals. She noted that the budget under consideration is the AIHEC operating budget.

President Swagger wondered if revenue from the American Indian College Fund (AICF) could be used to support AIHEC initiatives. Cheryl Crazy Bull, AICF, said the priority goal for AICF is to raise scholarship funds for TCU students. She said the secondary goal is to bring program capacity to the

TCUs. She noted that AIHEC shares TCU data with AICF, under a paid contract. Ms. Cooper added that AIHEC receives \$45,000 from the Coca-Cola Foundation, through AICF, for the annual AIHEC Student LIFE Conference. President Lindquist stated that AICF does its best to support AIHEC and TCU student, and she expressed her appreciation for AICF's operational support for program capacity. Ms. Crazy Bull elaborated on the history and relationship between AICF and AIHEC and shared that the AICF has an endowment that is distributed to the TCUs.

OUTCOME:

The motion was agreed to by voice vote.

President Lindquist expressed her thanks to Ms. Cooper.

V. Presentations to the Board

A. USDA-1994 Land-grants: Lawrence Shorty, 1994 Program Director

Mr. Shorty discussed several items of interest to the TCUs:

- With respect to the lapsed Memorandum of Agreement (MOA) between USDA and AIHEC: Mr. Shorty is striving to make sure there is equitable access to the department's resources, programs, and services. USDA revisited the 6-page MOA and he currently is waiting for action from senior USDA department officials.
- USDA is hoping to find a way to celebrate the 25th anniversary of the 1994 land grant legislation this coming October. The department plans to broadcast blogs related to significant events that have occurred in the last year, as well as during the past 25 years of the land grant legislation. He noted that the department would like to work with all of the TUCs and provided a recent example of a blog developed at Diné College as part of the 25th year celebration.
- USDA plans to renew the 1994 Tribal Scholars program, which receives funding from specific agencies. He noted the scholars program includes both an internship and a scholarship component. He asked the presidents to make recommendations on ways in which USDA can better support students.
- Mr. Shorty has attended two Community Prosperity Summits hosted by USDA (Phoenix, AZ and Philadelphia, PA). The USDA Community Prosperity Summits helped to connect communities with USDA resources. Mr. Shorty will share additional information with the presidents regarding upcoming events.

B. Native American Agriculture Fund: Dr. Joe L. Graham, Regional Director

Dr. Joe L. Graham provided a presentation on the Native American Agriculture Fund (NAAF), which is a new private charitable trust organization created to receive and manage the fiscal and real property resources remaining in the former "Keepseagle Fund." The Keepseagle Fund initially was established as a result of the *Keepseagle v. Vilsack* class action lawsuit.

Currently, NAAF has 46 million acres of land in trust that have a potential agricultural purpose. In addition, NAAF is in the process of standing up a trust, which will distribute grant funds over the next 20 years to advance Native American farming and ranching. Janie Hipp, University of Arkansas, is NAAF's CEO. Dr. Graham explained his role with NAAF and introduced his colleague, Cindy Farlee, a new member of the NAAF staff and graduate of Haskell Indian Nations University.

Ms. Farlee is the NAAF youth and beginning farmer and rancher liaison, and one of her goals is to connect with the TCUs.

Dr. Graham discussed the *Keepseagle v. Vilsack* class action lawsuit and the transition to the NAAF. The four primary elements of NAAF funding are: business assistance, technical support, agriculture education, and advocacy services. When the first grant period opens later this year, eligible organizations include tax exempt organizations, educational organizations, community development financial institutions, and federal or state-recognized Indian Tribes.

Mr. Graham stated that NAAF would like to engage with TCUs and plans to release a “request for applications” by the end of 2019 to gather ideas for collaboration. Possible engagement ideas and action items includes 38 fast track grants, partner agreements with TCUs as the lead partner, and a “convening of the willing” which will bring together individuals from institutions willing to work with TCUs. FALCON leaders could participate in this convening.

President Lindquist asked when the convening will take place. She said that AIHEC could share TCU president’s contact information with NAAF, and she believed all of the TCU Presidents would be interested in attending. She adding that 1862 institutions often take advantage of the work that TCUs do, and she would like to attend the convening to determine how to create “lead partner” agreements to better navigate with the 1862 Land-grant institutions. Mr. Graham emphasized that the “convening of the willing” is about bringing the 1862s as partners who want to help, without being exploitive. He also discussed the importance of developing courses that are transferable from TCUs to the mainstream institutions.

President Bordeaux said that he believes TCUs should be stand-alone institutions and strive to strengthen their own sovereignty. He further said it is unfortunate that some TCUs will receive funding and others will not. Mr. Graham explained that NAAF has a fiduciary responsibility with respect to trust operations, and that it will provide access to resources that TCUs and tribes can use. He closed by noting that the request for applications will be released before the year’s end, with a quick turnaround time.

Recess

President Yarlott announced the meeting in recess at 10:20 a.m. MDT. The meeting reconvened at 10:41 a.m.

C. **White House Initiative on AI/AN Education (WHIAIANE): Ron Lessard, Acting Ex. Director**

Mr. Lessard provided an update of WHIAIANE activities:

- The three objectives determined during the February 2019 AIHEC Legislation Summit are: (1) Federal data call of funding and services currently provided by federal agencies to TCUs; (2) Webinar series where different federal agencies would take the lead in showcasing different programs that TCUs can access; and (3) Federal master calendar so that TCUs know of key departmental grant opportunities and other notable items and events.
- The joint federal Native Language Summit will be held at the NIEA Annual Convention in October. The summit, held in partnership with the Bureau of Indian Education (BIE) and the Administration on Native Americans, is free for attendees and will include language workshops.

- A new opportunity is forthcoming from the Department of Labor. The Department of Labor's regional accelerator program encourages partnerships with industries, such as construction or hospitality, which are seeking workforce opportunities for young people. This opportunity should rollout in 2020.
- During Native American Heritage month last November, the Department of Education featured AIHEC, the TCUs, and Native American veterans. This included a digital display in the department with a constant stream of TCU images and facts, created by AIHEC. For this November, Mr. Lessard would like to create an exhibit of Native college graduates' mortarboards, adding that any way TCUs can help with this initiative would be appreciated. President Allison brought up a concern regarding reports of incidents and fights across the country over students wearing eagle feathers during their graduation ceremonies. She suggested that addressing this issue would be more meaningful than the graduate cap exhibit. Mr. Lessard said that the planned exhibit could help facilitate the discussion on eagle feathers at graduation ceremonies and he would be willing to provide a presentation to the department on this subject. President McDonald noted that North Dakota recently passed legislation allowing students to wear their regalia and eagle feathers during graduation ceremonies. Mr. Lessard said the goal is to make people aware and this exhibit is a way to make more people aware of the importance of this topic, particularly because it is an extension of Native student identity. President Bordeaux said that in South Dakota, there is opposition to the use of eagle feathers at graduation. He shared a story about an athlete who encountered this problem.
- Howard University is soliciting TCU participation in the MSI HIV/HCV prevention program. There are free training sessions on counseling approaches and testing. AIHEC has shared information on this with all TCUs.

D. Department of the Interior-Bureau of Indian Education: Katherine Campbell, Program Officer

Katherine Campbell began by thanking Haskell Indian Nations University, United Tribes Technical College, and College of Menominee Nation for allowing the BIE to hold BIE teacher/administrator regional training sessions on their campuses this summer. Her goal is to raise awareness of TCUs among BIE teachers and administrators, and hosting training sessions at TCUs is an excellent way to create TCU awareness and encourage student attendance at TCUs.

Ms. Campbell is working on a standardized template for the reporting of continuing education units by TCUs, and she hopes to hold another training session in January 2020. BIE's fiscal review process will also be discussed at that time to help ensure that the TCUs are fully fiscally compliant with BIE and federal rules and regulations.

Ms. Campbell is currently processing TCU payments for the upcoming academic year, but the process is multilayered. BIE inputs the requests and documentation into an electronic system, at which point BIE loses control of the process, as the request shifts to the BIA. The BIA treats TCU payments as commercial grants, and BIE is attempting to change this to expedite the process. Ms. Campbell will keep Carrie Billy informed of the process.

Ms. Campbell has site visits scheduled with various TCUs in August and September, including Diné College and Red Lake Nation College.

The American Indian Graduate Center (AIGC) administers the BIE's \$2.4 million STEM scholarship program. This past year, Ms. Campbell was successful in amending the contract to include associate degrees through doctorate degrees, rather than solely postgraduate degrees, and AIGC awarded approximately 57 scholarships. Ms. Campbell is now working on the possibility of allowing BIE teachers to receive STEM professional development through TCUs as a new component of the scholarship program.

BIE staff are working on the postsecondary transition strand of the BIE strategic plan, and she hopes establish a pilot program for TCUs on college awareness strategies, including informing parents about the transition, tutoring, financial literacy, etc.

President Allison asked about the college readiness grant program. Ms. Campbell said she was not aware of this, but she will do some research and get back to her in a timely manner.

VI. Presentations to the Board: AIHEC Affiliate Reports

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

- B. **FALCON-Land Grant:** A written report was included in the board book.

VII. The AIHEC Report

A. Legislative and Executive Branch Update

FY 2020 Appropriations Process: Ms. Atine provided an update of the FY2020 appropriations process: The House and Senate had yet to agree on a federal budget – and spending caps -- for fiscal year 2020, so the appropriations process had been stalled in the Senate for the past several months. A final budget agreement is important for several reasons, including the fact that if a budget agreement is not reached before September 30, sequestration will take effect, as required under the Budget Control Act of 2011.

Due to the lack of agreement on a joint budget, the House passed a budget resolution in early May that included increased spending levels over FY2019, and the House has now passed 10 of 12 required appropriations bills through two packages of combined bills, called "minibuses," and one standalone bill. Ms. Atine noted the House approved all of AIHEC's appropriations requests, and increased funding levels are included in all relevant bills. However, the House eventually must negotiate a final budget with the more conservative Senate, so the proposed increases likely will not become a reality this year.

Because of the lack of a budget agreement and delay in Senate action, Congress undoubtedly will be required to pass at least one continuing resolution before the end of FY2019 to prevent another government shutdown at the start of FY2020.

Ms. Atine spoke specifically about the House Interior appropriations bill, noting that AIHEC requested – and received -- \$81 million for TCU operating funding for Titles I and II of the Tribally Controlled Colleges and Universities Assistance Act (TCU Act). Noting that there are five different operating funding streams for TCUs, President Lindquist raised a concern about the authorized level of \$8,000 per Indian Student for the TCU Act-Title I institutions. She said that an appropriation of \$8,000 per student is good, but she would like to double that amount for her institution, which is

quite small. Smaller TCUs need higher funding levels. The situation will be worse if new TCUs are added to the Title I pool. These schools must seek their own funding stream.

President Lindquist continued with a call for consensus: "We should have the data about the need. We need to come to a consensus. How do we do this in a good way? We cannot keep diluting the pot." Another complicating factor, she said, is TCU staff turnover and the loss of institutional memory. She said TCUs need to come together and declare what we need. President Bordeaux spoke and said how he made a motion in Bismarck, ND to look for ways to increase funding. He expressed concern about how declining enrollment at his institution would hit the institution hard, in terms of loss of funding. President Yarlott stated that the Board had approved an amendment to the TCU Act giving existing TCUs priority and holding them harmless against funding cuts if new TCUs were approved under Title I.

President Bordeaux said tribal gaming should be brought into the picture, including the need for tribal gaming operations to support TCUs. He spoke about how he followed gaming tribes around, asking that they help develop a national tribal university, but the Indian gaming industry did not step forward. Indian gaming legislation should be reviewed so that they give money to TCUs. President Boham cautioned that gaming revenue could be unsustainable. She suggested that the TCUs look into establishing cost-saving resource sharing and collaborative agreements. She said the TCUs need to discuss how they can leverage power while looking for additional resources. President Parish inquired as to why Title III Part F funding has decreased, compared to the Title III Part A grants. Ms. Atine explained the details of Title III Part A and Part F funding, noting that Part A (discretionary) actually had been increased over the past few years, finally recovering from the mandatory sequestration cut of 2013. Because Part F is mandatory, that funding has been level since inception. However, Part A has increased, so now the discretionary program is larger than the mandatory program.

Higher Education Act (HEA) Reauthorization & HEA, Title III Part F: Ms. Atine provided a summary of the effort to reauthorize the Higher Education Act, noting that Congress would not pass comprehensive HEA legislation this year. She said Senator Alexander, Senate HELP Committee Chair, will seek to reauthorize certain HEA provisions and programs, but Senator Murray is demanding comprehensive reform to address issues such as campus safety/sexual assault and accountability.

Ms. Atine said the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act was introduced in the House and Senate in May. This bill would extend Title III Part F for two years (\$60M). AIHEC is working with a broad coalition of organizations to save Title III Part F, which has provided \$360M over 12 years. A key strategy is to secure cosponsors for the bill, and one strategy for doing this is to secure letters and resolutions requesting support from tribal leaders. AIHEC has a draft letter that all TCUs can use on our website. Other resources are available on the AIHEC website. TCUs are suggested to engage local media and editorial boards to illustrate the impact the loss of funding will have on local economies.

At this stage, President Bordeaux spoke. He said that the TCU Act Title I TCUs receive \$7,700 per Indian student, yet Howard University receives \$22,000 per student. President Bordeaux suggested a lawsuit against the U.S. government for funding. He noted the Maori had sued and won, they created their own higher educational institutions through this effort. He further added that

the Maori, after 25 years, brought the culture and language back through this lawsuit. He said the TCUs should look at a lawsuit, as \$8,000 [per student] is peanuts¹. He stated, "We're at the crossroads of our existence. We need pre-law, medical schools. We are spinning our wheels and we cannot expand. Our students have to go elsewhere to improve their education... we need to be down the road and maybe a lawsuit is the way to address this. We have the ability and rationale," adding that perhaps AIHEC should speak with NARF about this.

B. AIHEC Central Office Update

Ms. Atine provided a brief update of the Central Office updates, noting that Maggie Grandon, Executive Assistant, has moved to Nashville and eventually will be leaving the AIHEC staff. However, she said that, fortunately, Maggie will continue with AIHEC during the search and transition to a new executive assistant.

C. Upcoming Meetings and General Information

President Allison provided a report on the AIHEC 2020 Student Conference, on behalf of President Martin. The southwestern TCU will serve as the hosts, along with two emerging TCUs, California Tribal College and San Carlos Apache College. Navajo Technical University is serving as fiscal agent, and Christie Davies is once again the event coordinator. Key event dates include:

AIHEC Board of Directors Meeting (Albuquerque): March 19-21, 2020

AIHEC Student Conference (Albuquerque): March 21-24, 2020

AIHEC National Basketball Tournament, hosted by IAIA (Santa Fe): March 25-28, 2020.

The conference will be held at the Albuquerque Convention Center. Room blocks are available at several downtown hotels, including the Crown Plaza, Fairfield Inn, Doubletree, and Embassy Suites. The conference will include 20 academic competitions, four non-academic competitions, and a possible new competition, culinary arts. The conference planning committee is accepting proposals for new competition areas. President Yarlott thanked President Allison for her reported and noted that the growing number of competitions puts stress on TCUs to bring more students. At the spring 2019 meeting, the Board passed a resolution limiting the number of competitions to 20 academic and four non-academic competitions.

President Yarlott provided an update on the World Indigenous Games. The planned 2019 games have been postponed until 2020 (potentially October) because of unrest in South America. Host sites under consideration are: Panama, Costa Rica, and Brazil. Countries with fewer than 30 participants will not be invited in the future. He said this could be problematic for the U.S. because we have never had more than 19 participants. AIHEC has been entrusted to select participants, but other organizations could take over this responsibility if the TCUs cannot generate 30 participants. In the past, presidents have voiced concern about students missing academic instruction to attend the games; however, President Yarlott said he found that his students are rejuvenated after

¹ Note: The New Zealand Education Amendment Act 1990, recognized three *wānanga*, or Maori directed tertiary institutions, *Te Whare Wānanga o Awaniarangi*, *Te Wānanga o Aotearoa* and *Te Wānanga o Raukawa*, yet provided no governmental financial support for the institutions. The *wānanga* filed a claim against the crown in 1999. In 2008, they reached a settlement. *Te Wānanga o Raukawa*, for example, received a one-time payment of the equivalent of \$11.68M US, which was stipulated to be put into a trust for the institution and its students. The *wānanga* now receive government operating funding, similar to TCUs, which averages about \$4,266/student NZ, or \$2,958/student in US dollars. Other government support for the *wānanga* is minimal.

attending the games. He noted that identifying or raising funds for travel is difficult, but once a team arrives at the venue, the host location provides lodging and meals.

President Bordeaux spoke about the World Indigenous Nations Higher Education Consortium (WINHEC), which he compared with AIHEC, but on a global scale. He discussed the formation of WINHEC and said the fall WINHEC conference is in Taiwan. President Guy noted that the 2019 WINHEC annual meeting is indeed in Taiwan, on July 29-August 2; and further, that 14 countries are now represented in WINHEC. The 2020 annual meeting will take place in Australia, and in 2021, the annual meeting will be at Fond du Lac Tribal and Community College in Minnesota. WINHEC accredits Indigenous schools, from elementary schools to universities, throughout the world. He said this accreditation model and process may be a resource for AIHEC and TCU accreditation effort. President Guy closed with a brief update on the World Indigenous Nations University.

VIII. New Business

No new business was brought before the board.

IX. Adjournment

MOTION:

President Gourneau moved [seconded by President Oltrogge] that the 2019 AIHEC Summer Board of Directors meeting be adjourned.

OUTCOME:

The motion was agreed to by voice vote.

President Guy provided a closing prayer.

Minutes prepared by AIHEC staff.

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

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

2019 Fall BoD Meeting

Executive Committee Minutes:

July and September 2019

(no meeting in August 2019, per committee policy)

DRAFT:

**MINUTES OF THE AIHEC 2019 JULY EXECUTIVE COMMITTEE MEETING
Thursday, July 18, 2019**

I. CALL TO ORDER

AIHEC Board Chair, David Yarlott, Jr., called the July 2019 meeting of the AIHEC Executive Committee to order at 1:04 pm EDT. The roll was called with the following results:

Members Present:

David Yarlott, Jr., Chair

Leander R. McDonald, Secretary & Research Committee Chair

Justin Guillory, Treasurer

Robert Martin, Student Activities Committee Chair

Robert Bible, Membership & Accreditation Chair

Cynthia Lindquist, Member-at-Large

Member Not Present:

Elmer Guy, Vice-Chair

A quorum was established.

AIHEC staff: Carrie Billy, Patrese Atine, & Maggie Grandon

II. REVIEW & APPROVE OF THE MEETING AGENDA

Chair Yarlott presented the agenda for the July 2019 committee meeting and requested approval.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW & APPROVAL OF THE JUNE 2019 COMMITTEE MINUTES

MOTION:

President McDonald moved [seconded by President Martin] to approve the June committee minutes.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

FY2020 Appropriations: As of yesterday, the House and Senate had yet to agree on a federal budget – and spending caps -- for fiscal year 2020, so the appropriations process had been stalled in the Senate for the past several months. Due to the lack of agreement on a joint budget, the House passed a budget resolution in early May that included increased spending levels over FY2019, and the House Appropriations Committee began marking up all 12 appropriations bills.

A few hours prior to this meeting, AIHEC received reports that House and Senate leadership finally had reached an agreement on the federal budget for FY2020 and FY2021. Details are not yet available. Both defense and non-defense spending are anticipated to be increased; however, redistribution of funding is expected to fund President Trump's border wall.

The House and Senate will need to reach a compromise between what will likely be two very different proposals: a House budget based on increased spending levels and a Senate budget based on Republican priorities. Following the August recess, the Senate will need to work quickly to complete work on the 12 spending bills. Ms. Billy further explained that economists are forecasting potential economic chaos if a federal budget is not passed within weeks of the September 30 deadline because sequestration will take effect, as required under the Budget Control Act of 2011.

FUTURE Act (Title III Part F): AIHEC has requested that all TCUs request letters of support for the FUTURE Act from their respective Tribal leaders and local lawmakers. Ms. Billy and Ms. Atine explained the importance of these letters as AIHEC continues to advocate for the reauthorization of the Strengthening Institutions program. TCUs are suggested to engage local media and editorial boards to illustrate the impact the loss of funding will have on local economies. President McDonald shared that he is seeking front page newspaper coverage on the UTTC 50th Anniversary. He will try to include information on the importance of TCUs and the FUTURE Act in the forthcoming news article.

Presidential Candidates Higher Education Proposals: The AIHEC central office has been contacted by several democratic presidential campaigns as each develops his or her higher education platform. College affordability, student debt, and workforce development are emerging as key issues. Several of the candidates who are current lawmakers have introduced legislation on these topics, which provides a reference point for discussion. Ms. Billy and Ms. Atine explained that while many of the “Free Community College” proposals are designed on a national scale, smaller institutions such as TCUs may be adversely impacted by details such as proposed limits to tuition increases and inadequate reimbursement rates. AIHEC will continue to monitor proposals to ensure TCUs are included in any future proposals.

V. TCU & CENTRAL OFFICE UPDATES & ISSUES

- **New Hire:** Dr. Reno Charette has been selected as Program Director for the AIHEC Aseto'ne Network. Previously Dr. Deborah His Horse Is Thunder and Darryl Monteau worked together on the Aseto'ne Network, but the responsibilities have been consolidated into one position. Ms. Monteau is now working on her doctorate and will be joining an AIHEC partner, SACNAS, as a recruiter. Dr. His Horse Is Thunder is transitioning to AIHEC's student success initiatives.
- **AIHEC Office:** The AIHEC central office will be closed on Fridays in August. As is necessary, work will be completed remotely, but the office building will be closed.
- **NNHRT Conference:** The NNHRT Conference is September 23-25 in Temecula, CA.

VI. MISCELLANEOUS & NEW BUSINESS

In the past, the committee has not met during the month of August. The committee agreed to continue this practice, and the next executive committee meeting will be on the third Thursday in September. Ms. Billy stated that AIHEC will share any pertinent information that develops between now and the next committee meeting.

VII. ADJOURNMENT

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 1:38 pm EDT.

Minutes prepared by AIHEC staff.
Executed and acknowledged by the undersigned Secretary of the Board of the Corporation.

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

DRAFT:

**MINUTES OF THE AIHEC 2019 SEPTEMBER EXECUTIVE COMMITTEE MEETING
Thursday, September 19, 2019**

I. CALL TO ORDER

AIHEC Board Vice-Chair, Elmer Guy, called the September 2019 meeting of the AIHEC Executive Committee to order at 1:04 pm EDT. The roll was called with the following results:

Members Present:

David Yarlott, Jr., Chair

Elmer Guy, Vice-Chair

Leander R. McDonald, Secretary & Research Committee Chair

Robert Martin, Student Activities Committee Chair

Robert Bible, Membership & Accreditation Chair

Cynthia Lindquist, Member-at-Large

Members Not Present:

Justin Guillory, Treasurer

A quorum was established.

AIHEC staff: Carrie Billy, Patrese Atine, and Treasure Dunlap

II. REVIEW & APPROVE OF THE MEETING AGENDA

Chair Yarlott presented the agenda for the September 2019 Executive Committee meeting and requested approval.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW & APPROVAL OF THE JUNE 2019 COMMITTEE MINUTES

MOTION:

President McDonald moved [seconded by President Martin] to approve the July committee meeting minutes.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

Legislative Update:

FUTURE Act (Title III Part F): Ms. Billy reported that the FUTURE Act was passed by the House by voice vote on Tuesday, September 17, 2019. The original plan was to hold the bill at the desk upon arrival at the Senate for immediate consideration. However, Senator Alexander, Chairman of the Senate Health, Education, Labor and Pensions (HELP) Committee, has

another plan: he is advocating a legislative package that will reauthorize a select number of non-controversial programs within the Higher Education Act (HEA); amend a handful of other programs consistent with existing legislation that has strong bipartisan support; and provide *permanent* mandatory authorization of Title III Part F funding. This package would be Senator Alexander's "legacy" legislation, as he plans to retire from the Congress in 2020. The White House announced support for Senator Alexander's proposal, which we expect to be introduced next week.

Senator Doug Jones (D-AL), sponsor of the FUTURE Act, said he will reject the Alexander proposal and plans to request unanimous consent on the Senate floor today, to pass the FUTURE Act by voice vote. We anticipate that Senator Alexander will object to this request and will instead present his vision for partial HEA reauthorization. Ms. Billy explained, if the FUTURE Act does not pass by October 1 – which is almost a given due to Senator Alexander's position – the Title III Part F programs will not be shut down immediately. TCUs have one final grant year to use funding (October 1, 2019-September 30, 2020) and Congress has time to pass a mandatory funding bill in time for the Department to release TCU Title III Part F by mid- to late-August 2020 for the next grant year. Although the path forward for the FUTURE Act is unclear at this point, recognize there is strong and widespread support for sustaining Title III Part F – from President Trump to Senator Murray. AIHEC's position remains that first and foremost, we want and need permanent reauthorization of Title III Part F. However, in the absence of any other realistic legislative proposal, a two year extension of funding through the FUTURE Act provides time to negotiate a permanent solution for Title III Part F, potentially as part of comprehensive HEA reauthorization.

HEA Reauthorization: Last year, House Democrats introduced the Aim Higher Act in response to then-Chairwoman Fox's Republican PROSPER Act, both comprehensive approaches to reauthorizing HEA. Since the beginning of this year, House Democrats have been drafting a revised comprehensive proposal for HEA reauthorization. We believe the new Democratic bill will be introduced soon. AIHEC has been very involved throughout this process, advocating for our package of amendments to HEA and the Tribally Controlled Colleges and Universities Assistance Act (TCU Act). Also of note is that several members of Congress have proposed expanding current TCU programs to include other institutions.

MOTION:

Due to federal treaty obligations and trust responsibility, the AIHEC Board of Directors opposes amending or changing any existing TCU-designated program to add additional groups of institutions.

President Martin moved [seconded by President Bible] to approve this motion.

OUTCOME:

The motion was agreed to by voice vote.

Letters of support for the FUTURE Act are included in the meeting packet. Additional information will be provided following Senator Alexander's announcement next week.

FY2020 Appropriations: Now that the August Congressional recess is over, the Senate Appropriations Committee is beginning to report various appropriations bills. (Earlier this summer, House members approved their version of a federal budget that included increased

funding levels for FY 2020 across all of the appropriations bills. Significant increases for TCU programs were included in the House passed Labor, Health, and Human Services (LHHS) and Interior bills.) In contrast to the generous House spending bills, the Senate budget allocations are lower to start with, and they have been further reduced to direct more funding to President Trump's border wall. The Senate appropriations bill for the Departments of Labor, Health and Human Services, and Education received a slight 1 percent increase, but the majority of this funding went to research at the National Institutes of Health. The Department of Education's Title III Tribal College program was level-funded. Likewise, the Senate appropriations bill for the Department of the Interior included level funding for all TCU programs. On a brighter note, the Senate spending bill for the Department of Energy allocates \$5 million for the TCU under the Minority Serving Institutions Partnership program (currently the TCU Advanced Manufacturing initiative), doubling the current Congressionally-directed funding level.

Executive Branch:

USDA-NIFA Relocation to Kansas City. The meeting packet includes information on the status of the move by the USDA's National Institutes of Food & Agriculture (NIFA) and Economic Research Service (ERS) from Washington, DC to Kansas City, MO. Provisions within the House Agriculture appropriations bill would stop the relocation, which has already begun. In contrast, the Senate appropriations bill allows the move to go forward. The 1994 program office has already moved to Kansas City and has processed all of the payments for the current fiscal year. Therefore, there should be no disruption of the 1994 programs.

President Martin said that Lawrence Shorty, USDA 1994 Land-grant Program Director, while visiting the IAIA campus recently stated that the USDA Secretary may be attending the upcoming AIHEC BOD meeting. Ms. Billy and Ms. Atine responded that no information had been shared with the AIHEC Central Office regarding the Secretary's potential visit.

National Broadband Summit and DoE Equity in Energy Stakeholders Meetings

Next week, the federal Tribal Broadband Summit will take place in Washington, DC, along with the U.S. Department of Energy Equity conference. Ms. Billy will speak on behalf of the TCUs at both meetings.

National Advisory Council on Indian Education (NACIE):

Last week, NACIE met at the U.S. Department of Education. Ms. Billy and Ms. Atine attended portions of the meeting, and Ms. Billy provided a brief update to the group. NACIE members shared a draft copy of their forthcoming report and recommendations to Congress regarding American Indian/Alaska Native Education. Members expressed support for the TCUs, particularly for the extension of Title III Part F funding. Several months ago, AIHEC recommended two TCU presidents to fill vacancies on the council. However, the White House has announced no actions on filling NACIE vacancies.

President Martin inquired as to whether the Department of Education had announced the continuation of funding for Project Success. Ms. Billy said she thought that Mr. Joel Harrell, Federal Student Aid, had made an announcement at the Board's summer meeting, but she will follow-up with him for clarification.

V. TCU & CENTRAL OFFICE UPDATES & ISSUES

AIHEC is pleased to announce that Treasure Dunlap has been named AIHEC's new Executive Assistant and Events Manager.

AIHEC Fall Board of Directors Meeting: The AIHEC fall board meeting will be October 7-9, 2019 in Minneapolis, MN. Ms. Billy requested that one or two executive members attend the new board members orientation lunch on Monday, October 7. President Lindquist and President Yarlott volunteered to participate.

A breakfast meeting will be held on Tuesday, October 8, for the AIHEC and NIEA boards. An agenda is being developed that will highlight common priority issues for both organizations, including teacher preparation and Native language instruction.

President McDonald added that 58 percent of UTTC students are in need of developmental education, and he suggested that academic preparation and strategies to decrease the need for developmental education could be another topic of discussion. UTTC is conducting an analysis to determine whether students from certain schools are having more difficulty than others, and whether some schools have greater needs than others. President Lindquist said that 75 percent of students entering Cankdeska Cikana Community College may need development courses.

President Guy added that for many Native students, TCUs are the most supportive and beneficial for the pursuit of higher education. Greater support from NIEA for Tribal Colleges could be of tremendous benefit. President McDonald added that through an NIEA-AIHEC partnership, new pathways from high school to TCUs could be encouraged in Indian Country.

At 3:00 p.m. on Wednesday, October 9, a group of TCU presidents have been asked to participate in a plenary panel on TCUs at the NIEA conference.

2021 Legislative Summit: Because 2021 will be a presidential election year and the beginning of a new Congress, the Committee agreed to hold AIHEC's annual Legislative Summit later than typically held. The 2021 AIHEC Legislative Summit will be March 1-4 in Washington D.C.

TCU Updates:

AIHEC Student Congress Lead Advisor: Carmen Henan (Institute of American Indian Arts) has served as AIHEC's Lead Advisor to the AIHEC Student Congress. She will be retiring as of September 26, 2019. Therefore, the Board must approve a new Lead Advisor. President Martin, Chair of the Student Activities Committee, said that the committee will discuss a new appointment at the upcoming meeting.

AIHEC Membership Application: Bacone College

Bacone College (Oklahoma) previously had made an oral request for AIHEC to conduct a site visit prior to the fall meeting for membership consideration. However, given the timeframe, Bacone leadership has agreed to follow the standard AIHEC application process and will plan to submit an application for membership prior to the spring board meeting.

World Indigenous Nations Higher Education Consortium (WINHEC): President Guy provided a brief update, stating that the WINHEC annual meeting was held at the National Dong Hwa University in Hualian, Taiwan in late July-early August. The 2020 conference will be held in southern Australia, November 1-6. The 2021 conference will be held at Fond du Lac Tribal and Community College in Cloquet, Minnesota. The 2022 conference location is still undetermined. A mid-year meeting will be held in Hawaii in February 2020.

AIHEC Grants Update:

AIHEC announced several new grants, including a Lumina Foundation research grant to develop a holistic Native student success framework (\$800,000); a multi-stage grant to be part of the Bill and Melinda Gate Foundation's "Intermediaries for Scale" initiative (embargoed until official announcement in November (\$1.5M for 18-month Phase 1); a 2-year U.S. Department of Energy Advanced Manufacturing Initiative grant (\$2.4M); and a new partnership with WICHE to contribute to a competency-based education/prior learning publication; as well as several smaller grants.

President Lindquist inquired about the status of TCU spending under existing Title III Part F grants. Ms. Billy reported that according to the Department of Education, TCUs spend most, if not all, of their funding each year.

VI. Miscellaneous & New Business NNHRT Conference: The National Native Health Research Training Conference, which AIHEC cohosts with the NNHRT Conference will be held in June, 2020. More information will be provided at the next Executive Committee Meeting.

VII. For Your Information: CLB Speaking Engagements, Key Meetings, Travel

A. Previous Events: *July 15-16: College Fund Summer Meeting (Denver, CO); July 29-30: AIHEC Indigenous STEM Institute (Albuquerque, NM); TCU Summer Meeting at SKC, July 30-Aug. 2; Aug. 8-9: Lumina Native Student Success Framework Advisory Committee Mtg (SLC, UT); Aug. 29-30: Gates Foundation Meeting at AIHEC; Sept. 2-3: Tribal Leaders Summit (Bismarck, ND); NACIE Mtg (Sept. 11)*

B. Upcoming Events: *Sept. 23: Tribal Broadband Summit (WDC) (panelist); Sept. 24: Department of Energy Tribal Energy Stakeholders Summit (WDC) (panelist) Sept. 23: Higher Ed Teacher Prep Task Force Mtg (WDC) Oct. 7-9: AIHEC BOD (MSP); Oct 16-17: Indigenous Adult and Higher Learning Association (IAHLA) 2019 AGM & Conference (Vancouver, BC)(Keynote and panelist).*

VIII. ADJOURNMENT

IX. MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 1:38 pm EDT.

Minutes prepared by AIHEC staff.
Executed and acknowledged by the undersigned Secretary of the Board of the Corporation.

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

2019 Fall BoD Meeting

Treasurer's Report:

- AIHEC Pink & White Grant Summary
 - Investment Presentation

American Indian Higher Education Consortium

Grants and											
Funding Sources	Funding Type	Grants Titles/Purpose	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit			
AIHEC Ops.	Private	AIHEC Membership	10/01/2018- 9/30/2019	\$ 918,590.00	\$ 918,590.00	\$ (507,503.99)	\$ 411,086.01	\$ 154,175.72			
AIHEC ASC	Private	AIHEC Student Congress	10/01/2018- 9/30/2019	\$ 17,500.00	\$ 17,500.00	\$ (19,124.71)	\$ (1,624.71)	\$ -			
AIHEC SLT	Private	AIHEC Student Leadership Training	10/01/2018- 9/30/2019	\$ 45,000.00	\$ 45,000.00	\$ (17,781.90)	\$ 27,218.10	\$ -			
TCU	Private	Tribal College Journal	10/01/2018- 9/30/2019	\$ 348,564.79	\$ 348,564.79	\$ (316,417.36)	\$ 32,147.43	\$ -			
Bureau of Indian Education (BIE)	Federal	TCU Technical Assistance	10/01/2018- 9/30/2019	\$ 601,000.00	\$ 601,000.00	\$ (375,863.34)	\$ 225,136.66	\$ (32,858.74)			
DOD TCUPREP	Federal	AIHEC/DOD TCU Partnerships in Research and Education Program (TCUPREP)	2/1/2019- 1/31/2020	\$ 595,735.00	\$ 595,735.00	\$ (420,393.26)	\$ 175,341.74	\$ (112.60)			
Department of the Interior	Federal	DOI Records Management Course Development Project: AIHEC, in coordination with DOI and selected TCUs will develop and offer two 16-week records management course for online and traditional classroom delivery.	02/02/12 - 04/29/2020	\$ 650,000.00	\$ 133,487.48	\$ (12,928.15)	\$ 120,559.33	\$ (1,388.35)			
NARCH- Health and Human Services	Federal	NARCH: Development of TCU behavioral health research and education programs; Supports faculty development; faculty release time; student researchers; and student professional development.	9/15/2018-9/14/2019	\$ 4,505,374.00	\$ 271,684.78	\$ (181,970.86)	\$ 89,713.92	\$ (14,206.90)			
IHS-Health and Human Services	Federal	Growing the AI/AN Research Community: An Native Research Network (NRN) and AIHEC Health Research Initiative.	02/01/2017-01/31/2022	\$ 162,500.00	\$ 32,831.53	\$ (61,946.04)	\$ (29,114.51)	\$ (3,895.83)			
NIH IPERT Asetone Network Project	Federal	Asetone Network Project: A multi-institutional initiative that will provide outreach, education, and mentoring activities to students at the nation's 37 Tribal Colleges and universities.	9/01/2017 - 03/31/2023	\$ 1,862,400.00	\$ 465,600.00	\$ (16,905.02)	\$ -	\$ (55.13)			
Corporation for National and Community Service (CNCS)	Federal	VISTA-Corporation for National and Community Service	04/14/2019-04/11/2020	\$ 85,000.00	\$ 25,000.00	\$ (37,268.81)	\$ (12,268.81)	\$ -			
DOE Advanced Manufacturing Network-Phase II	Federal	Tribal Colleges and Universities Advanced Manufacturing Network-Phase II: This initiative will expand faculty professional development, development of advanced manufacturing courses and a Summer Institute hosted annually by a Tribal College for faculty and students.	10/01/16-09/30/19	\$ 4,022,277.64	\$ 1,022,122.00	\$ (913,433.68)	\$ 108,688.32	\$ (25,649.84)			

American Indian Higher Education Consortium

Grants and												
Funding Sources	Funding Type	Grants Titles/Purpose	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit				
USDA-OPPE	Federal	Outreach and Assistance for Socially Disadvantaged and Veteran Farmers and Ranchers Program: This project will provide direct services to Native farmers, ranchers and veterans in at least four Tribal nations through local agribusiness practice improvement workshops and one-on-one technical assistance interactions with area farmers and ranchers by trained undergraduate student fellows, TCU land-grant staff, and regional USDA personnel.	9/28/2018 - 9/27/2019	\$ 200,000.00	\$ 200,000.00	\$ (136,666.28)		\$ (12,483.81)				
National Science Foundation	Federal	Indigenous Evaluation Framework: Research and Capacity Building, supports implementation of the Indigenous Evaluation Framework at a cohort of TCUs and research investigating the impact of IEF on the institution's STEM programs.	10/01/2013 - 09/30/2019	\$ 790,000.00	\$ 123,750.91	\$ (37,903.79)	\$ 85,847.12	\$ (1,883.70)				
National Science Foundation	Federal	TCU STEM Student Success Collaborative (WIDER): Supports two cohorts of TCU faculty with incorporating problem-based learning activities into their STEM instruction.	09/15/2013 - 9/30/2019	\$ 749,977.00	\$ 202,084.11	\$ (101,166.33)	\$ 100,917.78	\$ (4,812.85)				
TCU Cyberinfrastructure initiative:	Federal	TCU Cyberinfrastructure initiative: A study of Tribal College and University Cyberinfrastructure and supported STEM program	9/1/2017 - 08/31/2019	\$ 834,308.00	\$ 527,282.57	\$ (219,867.72)	\$ 307,414.85	\$ (20,575.31)				
Bureau of Indian Affairs	Federal	BIA Climate Change Adaptation Tribal Liaison: will support one tribal science liaison in the Southwest Climate Science Center to address tribal climate change science needs.	10/01/2016 - 12/31/2019	\$ 585,756.00	\$ 247,267.54	\$ (161,926.52)	\$ 85,341.02	\$ (17,380.78)				
USDA-NRCS	Federal	NRCS Natural Resources Conservation Pilot Initiative is focused on engagement in planning and implementing conservation practices that enhance the natural resources on Tribal lands.	5/21/2018 - 9/30/2019	\$ 225,000.00	\$ 225,000.00	\$ (116,317.57)	\$ 108,682.43	\$ (9,888.85)				
Lumina Foundation	Private	To Support Research on factors that influence participation and completion of American Indian/Alaskan Native (AI/AN) Students	7/1/2019-8/21/2020	\$ 207,000.00	\$ 150,000.00	\$ (18,420.24)	\$ 131,579.76	\$ -				
Helmsley Foundation	Private	TCU Native Pathways to Student Success: AIHEC and Achieving the Dream (ATD) will address issues that small and very rural TCUs have identified as critical barriers to student retention and completion.	08/01/2016-01/31/2019	\$ 304,060.00	\$ 19,937.81	\$ (5,677.01)	\$ 14,260.80	\$ (692.60)				
Northwest Area Foundation (NNAF)	Private	Strengthening the Workforce Development and Apprenticeship Programs at Montana Tribal Colleges and Communities	7/1/2018 - 12/31/2019	\$ 55,873.00	\$ 55,873.00	\$ (32,144.71)	\$ 23,728.29	\$ (3,773.79)				
AIHEC AIMS Data Services (A*CF)	Private	AIHEC-AIMS	01/01/2019 - 12/31/2019	\$ 100,000.00	\$ 100,000.00	\$ (92,252.66)	\$ 7,747.34	\$ -				
VISTA Cost Sharing	Private	Cost Share For Vista Member	09/31/2019	\$ 33,584.00	\$ 33,584.00	\$ (23,504.32)	\$ (1,937.09)					



Investor Statement

April 27, 2018 - September 30, 2019

Prepared for

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

121 ORONOCO ST
ALEXANDRIA VA 22314

Advisor

Sovereign Investment Advisors, LLC

Table of Contents

Page	Group Reports	Mkt Val
1	All Accounts	\$ 1,224,755.14
Account Reports¹		
5	AIHEC - ASC ENDOWMENT 99414814	\$ 262,838.54
12	AIHEC BOARD DIRECTED FUND 8857606	438,109.38
19	AIHEC OPERATING RESERVE FUND 88115762	523,807.22

Please inform your financial advisor of any changes in your financial situation or investment objectives, or if you wish to modify or impose a reasonable restriction on your account. Please contact your financial advisor if you would like to request a current copy of the Form ADV Part 2A or Form ADV Part 2A - Appendix 1 or equivalent brochure, as applicable, for any of the following: Financial Advisor, Money Manager(s) and/or Envestnet

Table of Contents Footnotes

¹ These reports are not to be construed as an offer or the solicitation of an offer to buy or sell securities mentioned herein. Information contained in these reports is based on sources and data believed reliable. The information used to construct these reports was received via a variety of sources. These reports are for informational purposes only. These reports do not take the place of any brokerage statements, any fund company statements, or the 1099 tax forms. You are urged to compare this report with the statement you receive from your custodian covering the same period. Differences in positions may occur due to reporting dates used and whether certain assets are not maintained by your custodian. There may also be differences in the investment values shown due to the use of differing valuation sources and methods.

Aggregate Overview

All Accounts

Client Group Summary

Custom Start Date	Apr 27, 2018
Total Value	\$ 1,224,755.14
Net Investment ¹	\$ 1,174,000.00

Performance²

TWRR	This Quarter	Year-to-Date	From Custom Start Date
	0.69 %	7.88 %	3.01 %

Asset Allocation

Equity **26.42 %**

- Large-Cap Growth 10.04
- Large-Cap Core 9.53
- Large-Cap Value 3.84
- Small-Cap Core 3.01

International

- Int'l Emerging Mkts 7.87
- Foreign Large Cap Growth 1.86
- Foreign Small Mid Cap Growth 3.36

Fixed Income

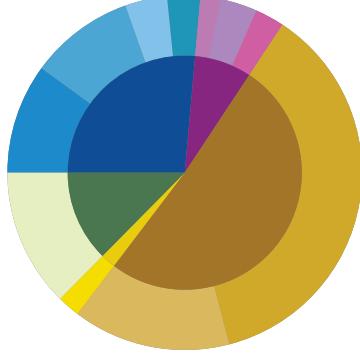
- Intermediate Bond 51.05
- Short Bond 36.67

Cash

- Cash 2.06

Alternatives

- Alternative Fixed Income 12.60



Accounts² / Benchmarks³

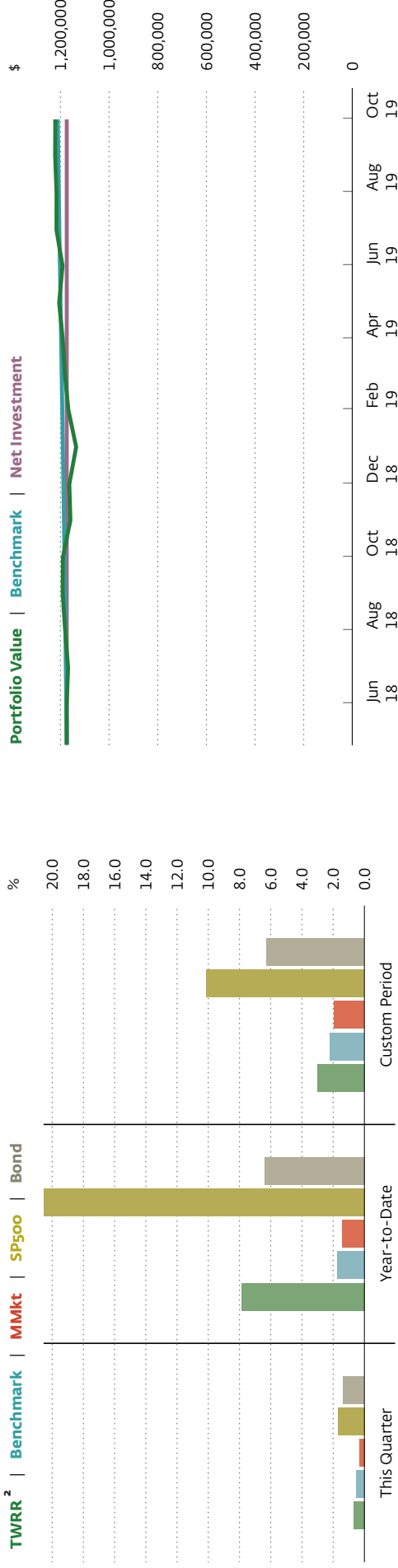
Account	Market Value	Net ¹ Investment	Qtr to Date	Year to Date	Trailing 1 Yr	Trailing 3 Yrs	Trailing 5 Yrs	Trailing 10 Yrs	From Cust Start Date
AIHEC - ASC ENDOWMENT 99414814	\$ 262,838.54	\$ 255,000.00	0.54 %	10.21 %	0.67 %	—	—	—	2.27 %
Benchmark: AIHEC Student Fund IPS Benchmark ⁵									
AIHEC BOARD DIRECTED FUND 88517606	\$ 438,109.38	\$ 419,000.00	0.66	7.48	3.46	—	—	—	3.36
Benchmark: AIHEC Board Funds IPS Benchmark ⁶									
AIHEC OPERATING RESERVE FUND 88115762	\$ 523,807.22	\$ 500,000.00	0.80	9.09	5.53	—	—	—	4.32
Benchmark: Lipper Money Market Fund									

Aggregate Overview

All Accounts

Performance Summary 7

Portfolio Value vs. Benchmark 8



Quarterly Performance Statistics 7

Quarter	TWRR 2	Benchmark	MMkt	SP500	Bond
Q3 2019	0.69 %	0.54 %	0.33 %	1.70 %	1.37 %
Q2 2019	2.17	0.62	0.54	4.30	2.59
Q1 2019	4.86	0.59	0.54	13.65	2.32
Q4 2018	-4.60	0.56	0.51	-13.52	1.65

Periodic Performance Statistics 7

Period	TWRR 2-9	Benchmark	MMkt	SP500	Bond
Year-to-Date	7.88 %	1.76 %	1.42 %	20.55 %	6.41 %
Trailing 1 Year	2.92	2.33	1.94	4.25	8.17
Custom Period	3.01	2.20	1.95	10.13	6.25

Aggregate Overview Footnotes

¹ Net Investment is the total value of contributions and withdrawals (excluding unsupervised assets) made by the client for the period from Apr 27, 2018 to Sep 30, 2019. This includes Misc. Expenses received from the custodian.

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

Aggregate Overview

All Accounts

Aggregate Overview Footnotes

- 3 A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Yearly performance values (e.g. Trailing 3 Years) shown are from the specified period up to Sep 30, 2019. The benchmark(s) for the account(s) 99414814, 88517606 are customized benchmarks that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The benchmark(s) for the account(s) 99414814, 88517606, 8815762 herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of these segmented/selected benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively.
- 4 Trailing 1 Year is Sep 30, 2018 to Sep 30, 2019
- 5 Benchmark designates Lipper Money Market Fund (5/25/2018 - 9/30/2018), 50% Lipper Money Market Fund, 50% Russell 3000 TR (10/1/2018 - 12/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 30% Russell 3000 Value TR, 15% MSCI ACWI EX USA PR LCL, 10% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD (1/1/2019 to date). A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weight the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.
- 6 Benchmark designates Lipper Money Market Fund (5/25/2018 - 8/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 25% Lipper Money Market Fund, 10% Russell 3000 TR, 10% MSCI ACWI EX USA IMI NR(USD) (9/1/2018 to date). A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weight the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.
- 7 These figures compare the Time Weighted Rate of Return (TWRR) of your account with a selection of benchmark indices. "Benchmark" refers to the Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD index. "MMkt" refers to the Lipper Money Market Fund index. "SP500" refers to the S&P 500 TR index. "Bond" refers to the Bloomberg Barclays Capital Intermediate U.S. Government/Credit TR index. "Benchmark" described herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of this benchmark is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weight the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.
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- 9 Returns for greater than one year are annualized.

Aggregate Overview

All Accounts

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Account Overview

AIHEC - ASC ENDOWMENT | 99414814

Account Summary

Custom Start Date	May 25, 2018
Total Value	\$ 262,838.54
Net Investment ¹	\$ 255,000.00

Performance

TWRR	This Quarter	Year-to-Date	From Custom Start Date
	0.54 %	10.21 %	2.27 %

Asset Allocation

Equity 41.60 %

- Large-Cap Growth 16.88
- Large-Cap Core 15.02
- Large-Cap Value 5.25
- Small-Cap Core 4.45

International

- Int'l Emerging Mkts 11.33
- Foreign Large Cap Growth 1.85
- Foreign Small Mid Cap Growth 4.49
- Foreign Small Mid Cap Growth 4.99

Fixed Income

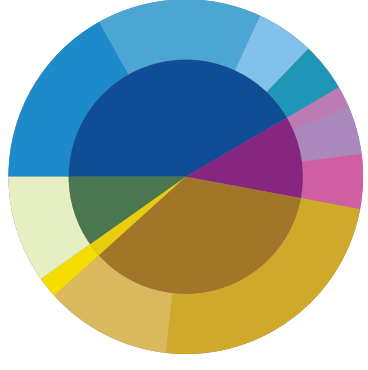
- Intermediate Bond 35.37
- Short Bond 23.85
- Short Bond 11.51

Cash

- Cash 1.93
- Cash 1.93

Alternatives

- Alternative Fixed Income 9.78
- Alternative Fixed Income 9.78



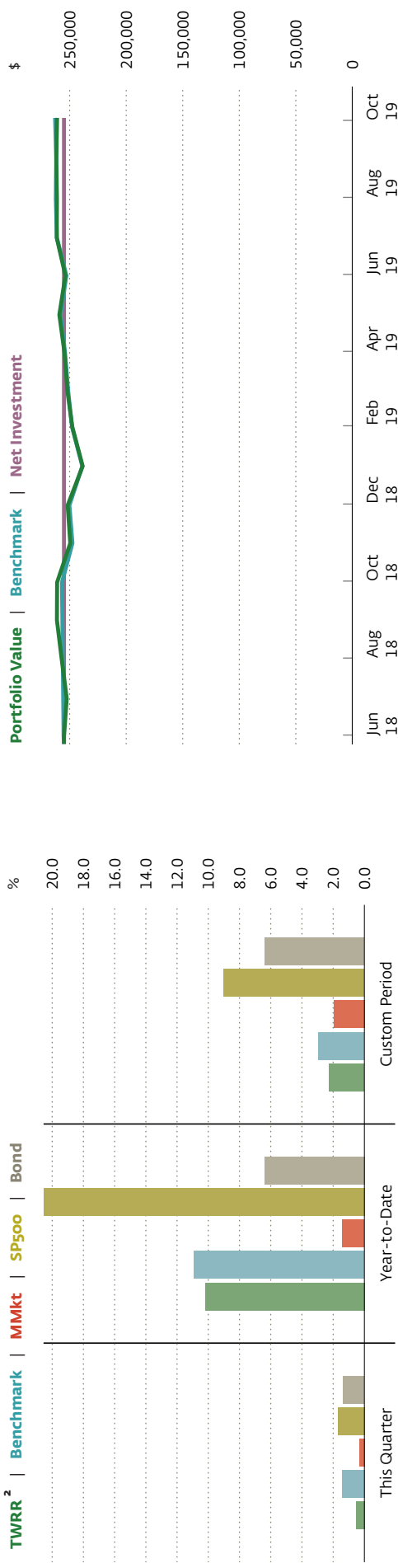
Account 2 / Benchmark

AIHEC - ASC ENDOWMENT 99414814	Market Value	Net ¹ Investment	Qtr to Date	Year to Date	Trailing 1 Yr	Trailing 3 Yrs	Trailing 5 Yrs	Trailing 10 Yrs	From Cust Start Date
Reporting Only Services	\$ 262,838.54	\$ 255,000.00	0.54 %	10.21 %	0.67 %	—	—	—	2.27 %
Benchmark: AIHEC Student Fund IPS Benchmark ⁵	—	—	1.45	10.90	3.25	—	—	—	2.93

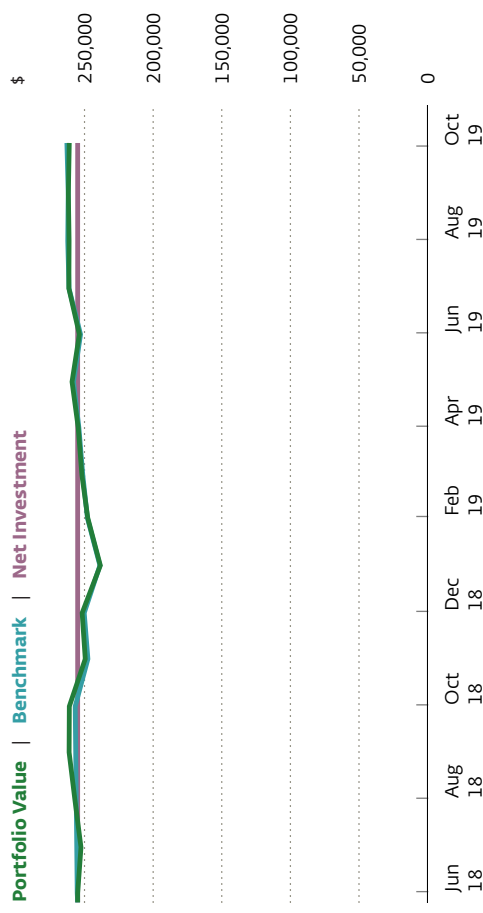
Account Overview

AIHEC - ASC ENDOWMENT | 99414814

Performance Summary ⁶



Account Value vs. Benchmark ⁷



Quarterly Performance Statistics ⁶

Quarter	TWRR ²	Benchmark	MMkt	SP500	Bond
Q3 2019	0.54 %	1.45 %	0.33 %	1.70 %	1.37 %
Q2 2019	2.68	2.71	0.54	4.30	2.59
Q1 2019	6.75	6.43	0.54	13.65	2.32
Q4 2018	-8.65	-6.90	0.51	-13.52	1.65

Periodic Performance Statistics ⁶

Period	TWRR ^{2, 8}	Benchmark	MMkt	SP500	Bond
Year-to-Date	10.21 %	10.90 %	1.42 %	20.55 %	6.41 %
Trailing 1 Year	0.67	3.25	1.94	4.25	8.17
Custom Period	2.27	2.93	1.96	9.02	6.38

Account Overview Footnotes

¹ Net Investment is the total value of contributions and withdrawals (excluding unsupervised assets) made by the client for the period from May 25, 2018 to Sep 30, 2019. This includes Misc. Expenses received from the custodian.

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

Account Overview

AIHEC - ASC ENDOWMENT | 99414814

Account Overview Footnotes

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Account Overview

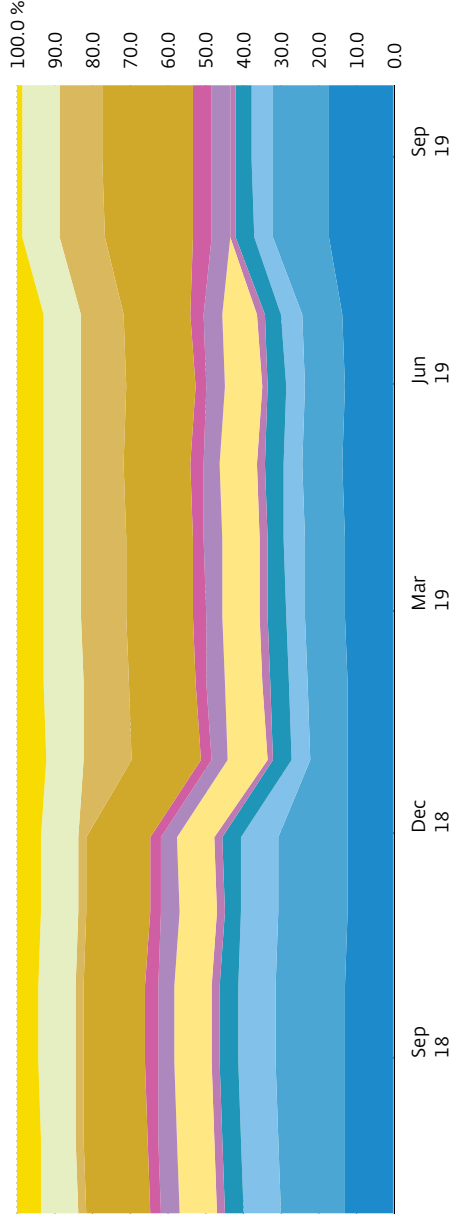
AIHEC - ASC ENDOWMENT | 99414814

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Allocation Over Time

AIHEC - ASC ENDOWMENT | 99414814

Asset Allocation



Asset Class	Jul 2018	Oct 2018	Jan 2019	Apr 2019	Jul 2019	Sep 2019
Lg Cap Gwth	12.45 %	12.14 %	12.25 %	13.16 %	16.95 %	16.88 %
Lg Cap Core	17.89	18.13	10.42	10.81	14.80	15.02
Lg Cap Val	9.99	9.92	5.27	5.29	5.27	5.25
Sm Cap Core	5.02	4.71	4.65	4.71	4.60	4.45
Emerging Mkts	1.98	1.87	2.04	1.97	1.88	1.85
Bank Loan	9.77	10.13	10.04	9.86	-	-
Fgn Lg Cap Gwth	4.83	4.31	4.50	4.76	4.59	4.49
Fgn Smid Cap Gwth	3.10	2.98	3.09	3.23	5.07	4.99
Interm. Bond	16.82	17.12	17.88	17.42	23.57	23.85
Short Bond	1.95	2.02	12.01	11.59	11.55	11.51
Alt Fxd Income	9.75	10.07	10.16	9.85	9.83	9.78
Cash	6.45	6.58	7.69	7.36	1.90	1.93

Security Performance

AIHEC - ASC ENDOWMENT | 99414814

Fund Holdings	Custom Start Date	Market ¹ Value	% of Total	Income ² Earned	QTD Perf.	YTD Perf.	Trailing ³ 1 Yr	Trailing 3 Yrs	From Cust. ⁴ Start Date
BBH Limited Duration N BBBMX	Jun 19, 2018	\$ 5,242	1.99 %	\$ 197	0.85 %	3.68 %	4.02 %	—	3.76 %
DFA US Small Cap I DFSTX	Jun 19, 2018	11,690	4.45	584	-2.04	12.25	-10.37	—	-7.82
DoubleLine Core Fixed Income I DBLFX	Jun 19, 2018	27,165	10.34	1,199	1.48	7.65	8.29	—	6.78
Edgewood Growth Instl EGFX	Jun 19, 2018	44,363	16.88	1,328	0.05	22.63	3.19	—	6.12
iShares Edge MSCI Min Vol Emerging Mkts EEMV	Jun 19, 2018	4,853	1.85	126	-3.01	3.27	-1.18	—	-0.13
iShares Edge MSCI Min Vol USA USMV	Jun 19, 2018	39,486	15.02	846	4.28	23.99	14.64	—	17.69
Janus Henderson Short Duration Inc ETF VNLA	Dec 26, 2018	25,015	9.52	859	0.88	4.02	—	—	3.94
JHancock Disciplined Value I JVLIX	Jun 19, 2018	13,808	5.25	2,180	1.59	14.29	-1.82	—	2.87
JPMorgan Strategic Income Opports I JSOSX	Jun 19, 2018	25,699	9.78	1,028	0.41	3.38	1.99	—	2.26
Royce International Premier Investment RIPNX	Jun 19, 2018	13,108	4.99	34	-4.28	16.31	1.92	—	2.66
Vanguard International Growth Adm VVILX	Jun 19, 2018	11,813	4.49	537	-3.02	15.05	-1.92	—	-4.16
Western Asset Core Plus Bond I WACPX	Jun 19, 2018	35,534	13.52	963	2.15	10.53	11.49	—	9.42

Security Performance Footnotes

¹ Based on market-close prices at Sep 30, 2019. Where Mutual Fund holdings are listed, the Net Asset Value (NAV) is used as the market price.

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

³ Trailing 1 Year is Sep 30, 2018 to Sep 30, 2019

⁴ The custom start date for each holding is the date of the first buy or the transfer date (for holdings transferred into the account)

Income Schedule Summary

AIHEC - ASC ENDOWMENT | 99414814

Summary	Monthly Income ¹		Total
	Interest	Income	
September, 2019	\$ 0	\$ 548	\$ 548
October, 2019	0	296	296
November, 2019	0	296	296
December, 2019	0	978	978
January, 2020	0	296	296
February, 2020	0	296	296
March, 2020	0	548	548
April, 2020	0	296	296
May, 2020	0	296	296
June, 2020	0	633	633
July, 2020	0	296	296
August, 2020	0	296	296
Total	\$ 0	\$ 5,075	\$ 5,075

Income Schedule Summary Footnotes

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



Account Overview

AIHEC BOARD DIRECTED FUND | 88517606

Account Summary

Custom Start Date	May 25, 2018
Total Value	\$ 438,109.38
Net Investment ¹	\$ 419,000.00

Performance²

TWRR	This Quarter	Year-to-Date	From Custom Start Date
	0.66 %	7.48 %	3.36 %

Asset Allocation

Equity 20.64 %

- Large-Cap Growth 6.15
- Large-Cap Core 7.80
- Large-Cap Value 4.02
- Small-Cap Core 2.67

International

- Int'l Emerging Mkts 1.88
- Foreign Large Cap Growth 3.45
- Foreign Small Mid Cap Growth 4.44

Fixed Income

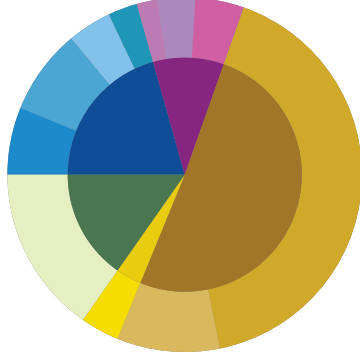
- Intermediate Bond 50.80
- Short Bond 41.43

Cash

- Cash 3.54

Alternatives

- Alternative Fixed Income 15.26



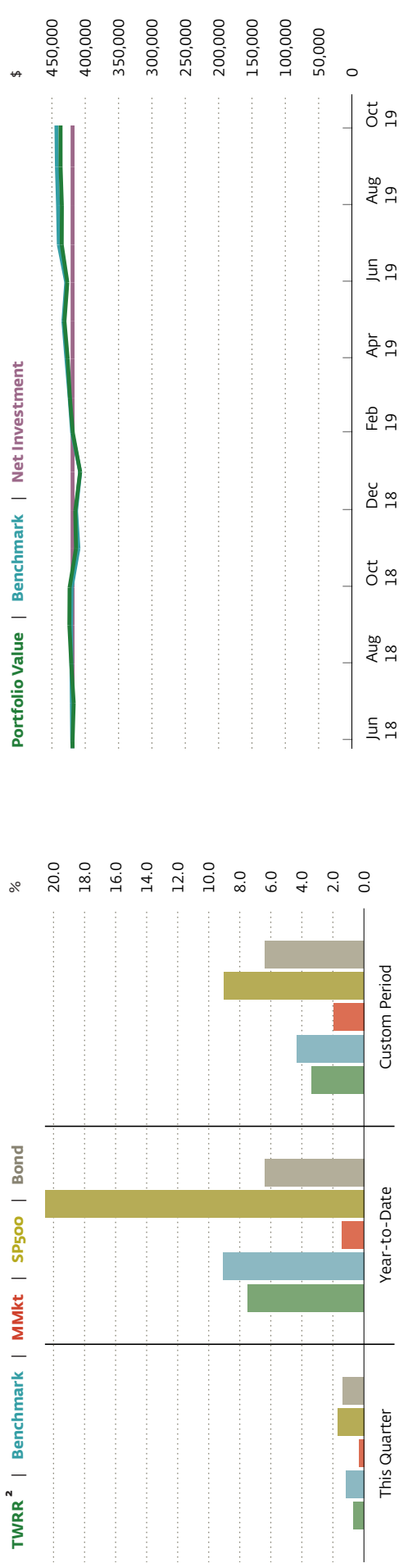
Account² / Benchmark³

AIHEC BOARD DIRECTED FUND 88517606	Market Value	Net ¹ Investment	Qtr to Date	Year to Date	Trailing 1 Yr	Trailing 3 Yrs	Trailing 5 Yrs	Trailing 10 Yrs	From Cust Start Date
	\$ 438,109.38	\$ 419,000.00	0.66 %	7.48 %	3.46 %	—	—	—	3.36 %
<i>Reporting Only Services</i>	—	—	1.17	9.09	5.53	—	—	—	4.32
<i>Benchmark: AIHEC Board Funds IPS Benchmark⁵</i>	—	—	—	—	—	—	—	—	—

Account Overview

AIHEC BOARD DIRECTED FUND | 88517606

Performance Summary ⁶



Quarterly Performance Statistics ⁶

Quarter	TWRR ²	Benchmark	MMkt	SP500	Bond
Q3 2019	0.66 %	1.17 %	0.33 %	1.70 %	1.37 %
Q2 2019	2.10	2.57	0.54	4.30	2.59
Q1 2019	4.58	5.09	0.54	13.65	2.32
Q4 2018	-3.74	-2.98	0.51	-13.52	1.65

Periodic Performance Statistics ⁶

Period	TWRR ^{2, 8}	Benchmark	MMkt	SP500	Bond
Year-to-Date	7.48 %	9.09 %	1.42 %	20.55 %	6.41 %
Trailing 1 Year	3.46	5.53	1.94	4.25	8.17
Custom Period	3.36	4.32	1.96	9.02	6.38

Account Overview Footnotes

¹ Net Investment is the total value of contributions and withdrawals (excluding unsupervised assets) made by the client for the period from May 25, 2018 to Sep 30, 2019. This includes Misc. Expenses received from the custodian.

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



Account Overview

AIHEC BOARD DIRECTED FUND | 88517606

Account Overview Footnotes

- 3 A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Yearly performance values (e.g. Trailing 3 Years) shown are from the specified period up to Sep 30, 2019. The benchmark(s) for the account(s) 88517606 are customized benchmarks that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The benchmark(s) for the account(s) 88517606 herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of these segmented/selected benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively.
- 4 Trailing 1 Year is Sep 30, 2018 to Sep 30, 2019
- 5 Benchmark designates Lipper Money Market Fund (5/25/2018 - 8/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 25% Lipper Money Market Fund, 10% Russell 3000 Value TR, 10% Russell 3000 TR, 10% MSCI ACWI EX USA IMI NR(USD) (9/1/2018 to date). A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weight the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.
- 6 These figures compare the Time Weighted Rate of Return (TWRR) of your account with a selection of benchmark indices. "Benchmark" refers to a blend composed of Lipper Money Market Fund (5/25/2018 - 8/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 25% Lipper Money Market Fund, 10% Russell 3000 Value TR, 10% Russell 3000 TR, 10% MSCI ACWI EX USA IMI NR(USD) (9/1/2018 to date). "MMkt" refers to the Lipper Money Market Fund index. "SP500" refers to the S&P 500 TR index. "Bond" refers to the Bloomberg Barclays Capital Intermediate U.S. Government/Credit TR index. "Benchmark" is a customized benchmark created by your financial advisor that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The intent of these segmented benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weight the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.
- 7 The Benchmark is composed of Lipper Money Market Fund (5/25/2018 - 8/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 25% Lipper Money Market Fund, 10% Russell 3000 Value TR, 10% Russell 3000 TR, 10% MSCI ACWI EX USA IMI NR(USD) (9/1/2018 to date). Benchmark is a customized benchmark created by your financial advisor that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The intent of these segmented benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weight the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.
- 8 Returns for greater than one year are annualized.

Account Overview

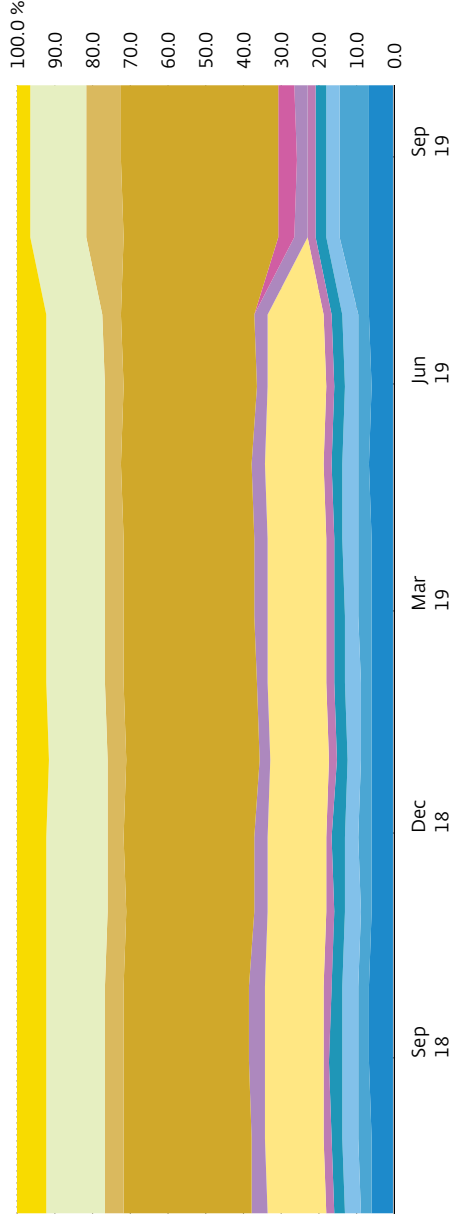
AIHEC BOARD DIRECTED FUND | 88517606

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Allocation Over Time

AIHEC BOARD DIRECTED FUND | 88517606

Asset Allocation



Asset Class	Jul 2018	Oct 2018	Jan 2019	Apr 2019	Jul 2019	Sep 2019
Lg Cap Gwth	5.94 %	5.72 %	5.66 %	6.18 %	6.18 %	6.15 %
Lg Cap Core	3.04	3.08	3.08	3.25	7.69	7.80
Lg Cap Val	4.15	4.06	3.98	4.06	4.04	4.02
Sm Cap Core	3.06	2.84	2.75	2.83	2.76	2.67
Emerging Mkts	2.05	1.91	2.04	2.00	1.91	1.88
Bank Loan	15.52	15.88	15.45	15.41	—	—
Fgn Lg Cap Gwth	3.78	3.33	3.41	3.66	3.53	3.45
Fgn Smid Cap Gwth	—	—	—	—	4.51	4.44
Interm. Bond	33.91	34.14	34.88	34.52	41.03	41.43
Short Bond	4.77	4.88	4.86	4.78	9.39	9.37
Alt Fxd Income	15.48	15.80	15.64	15.40	15.35	15.26
Cash	8.31	8.36	8.24	7.91	3.61	3.54

Security Performance

AIHEC BOARD DIRECTED FUND | 88517606

Fund Holdings	Custom Start Date	Market ¹ Value	% of Total	Income ² Earned	QTD Perf.	YTD Perf.	Trailing ³ 1 Yr	Trailing 3 Yrs	From Cust. ⁴ Start Date
BBH Limited Duration N BBBMX	Jun 19, 2018	\$ 20,969	4.79 %	\$ 786	0.85 %	3.68 %	4.02 %	—	3.76 %
DFA US Small Cap I DFSTX	Jun 19, 2018	11,690	2.67	584	-2.04	12.25	-10.37	—	-7.82
DoubleLine Core Fixed Income I DBLFX	Jun 19, 2018	108,742	24.82	4,799	1.48	7.65	8.29	—	6.78
Edgewood Growth Instl EGFX	Jun 19, 2018	26,930	6.15	1,037	-0.03	22.54	3.12	—	6.06
Holbrook Income I HOBIX	Jul 29, 2019	20,073	4.58	98	—	—	—	—	0.49
iShares Edge MSCI Min Vol Emerging Mkts EEMV	Jun 19, 2018	8,221	1.88	214	-3.01	3.27	-1.18	—	-0.13
iShares Edge MSCI Min Vol USA USMV	Jun 19, 2018	34,165	7.80	488	4.22	23.92	14.58	—	17.64
JHancock Disciplined Value I JVLIX	Jun 19, 2018	17,623	4.02	1,481	1.59	14.29	-1.70	—	2.96
JPMorgan Strategic Income Opports I JSOSX	Jun 19, 2018	66,858	15.26	2,674	0.41	3.38	1.99	—	2.26
Royce International Premier Investment RIPNX	Jul 29, 2019	19,434	4.44	0	—	—	—	—	-2.71
Vanguard International Growth Adm VWILX	Jun 19, 2018	15,128	3.45	688	-3.02	15.05	-1.92	—	-4.16
Western Asset Core Plus Bond I WACPX	Jun 19, 2018	72,757	16.61	2,189	2.22	10.60	11.57	—	9.48

Security Performance Footnotes

¹ Based on market-close prices at Sep 30, 2019. Where Mutual Fund holdings are listed, the Net Asset Value (NAV) is used as the market price.

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

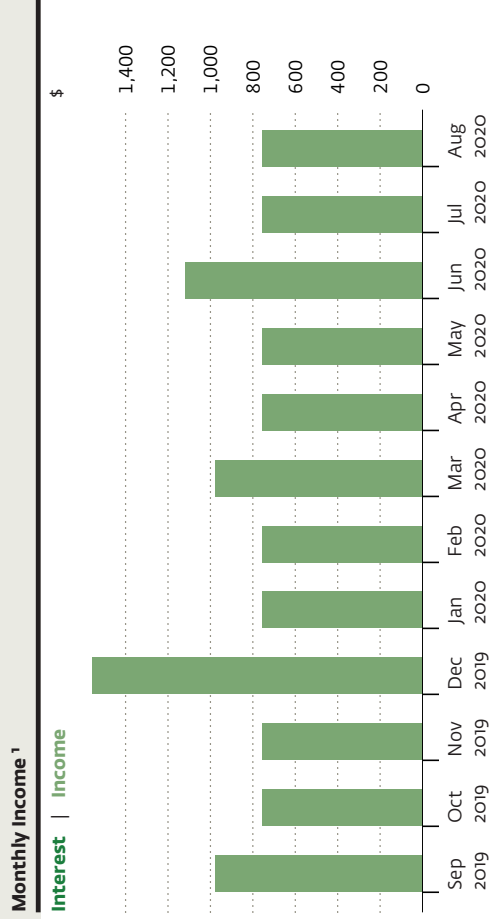
³ Trailing 1 Year is Sep 30, 2018 to Sep 30, 2019

⁴ The custom start date for each holding is the date of the first buy or the transfer date (for holdings transferred into the account)

Income Schedule Summary

AIHEC BOARD DIRECTED FUND | 88517606

Summary	Monthly Income ¹		Total
	Interest	Income	
September, 2019	\$ 0	\$ 977	\$ 977
October, 2019	0	755	755
November, 2019	0	755	755
December, 2019	0	1,559	1,559
January, 2020	0	755	755
February, 2020	0	755	755
March, 2020	0	977	977
April, 2020	0	755	755
May, 2020	0	755	755
June, 2020	0	1,121	1,121
July, 2020	0	755	755
August, 2020	0	755	755
Total	\$ 0	\$ 10,674	\$ 10,674



Income Schedule Summary Footnotes

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

Account Overview

AIHEC OPERATING RESERVE FUND | 88115762

Account Summary

Custom Start Date	Apr 27, 2018
Total Value	\$ 523,807.22
Net Investment ¹	\$ 500,000.00

Performance²

TWRR	This Quarter	Year-to-Date	From Custom Start Date
	0.80 %	7.08 %	3.31 %

Asset Allocation

Equity **23.63 %**

- Large-Cap Growth 9.87
- Large-Cap Core 8.22
- Large-Cap Value 2.97
- Small-Cap Core 2.58

International

- Int'l Emerging Mkts 4.56
- Foreign Large Cap Growth 1.85

Fixed Income

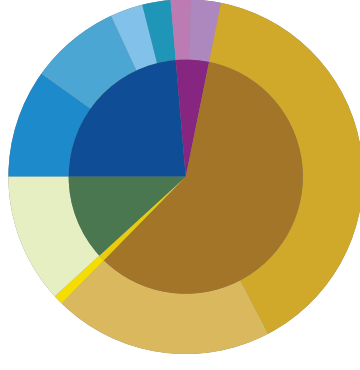
- Intermediate Bond 59.14
- Short Bond 39.13

Cash

- Cash 20.02

Alternatives

- Alternative Fixed Income 0.88
- Alternative Fixed Income 11.78



Account² / Benchmark³

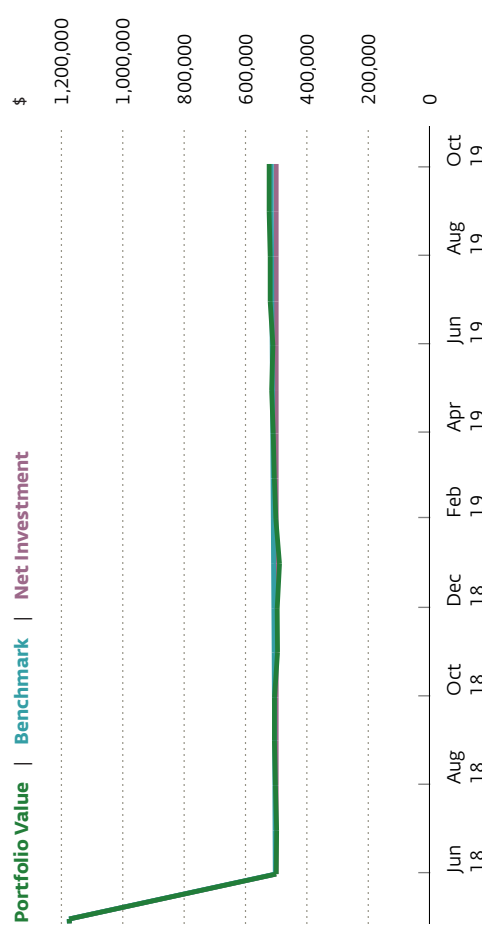
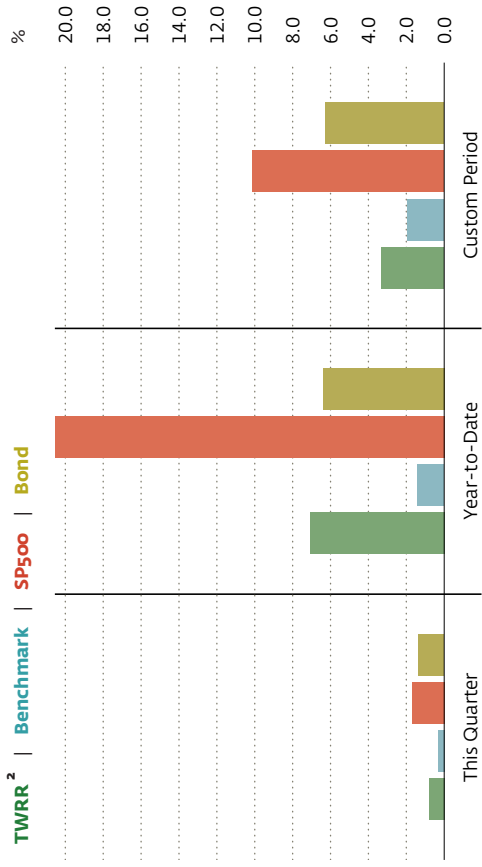
AIHEC OPERATING RESERVE FUND 88115762	Market Value	Net ¹ Investment	Qtr to Date	Year to Date	Trailing 1Yr	Trailing 3 Yrs	Trailing 5 Yrs	Trailing 10 Yrs	From Cust Start Date
Reporting Only Services	\$ 523,807.22	\$ 500,000.00	0.80 %	7.08 %	3.64 %	—	—	—	3.31 %
Benchmark: Lipper Money Market Fund	—	—	0.33	1.42	1.94	—	—	—	1.95

Account Overview

AIHEC OPERATING RESERVE FUND | 88115762

Performance Summary 5

Account Value vs. Benchmark 6



Quarterly Performance Statistics 5

Quarter	TWRR ²	Benchmark	SP500	Bond
Q3 2019	0.80 %	0.33 %	1.70 %	1.37 %
Q2 2019	1.96	0.54	4.30	2.59
Q1 2019	4.18	0.54	13.65	2.32
Q4 2018	-3.21	0.51	-13.52	1.65

Periodic Performance Statistics 5

Period	TWRR ^{2,7}	Benchmark	SP500	Bond
Year-to-Date	7.08 %	1.42 %	20.55 %	6.41 %
Trailing 1 Year	3.64	1.94	4.25	8.17
Custom Period	3.31	1.95	10.13	6.25

Account Overview Footnotes

¹ Net Investment is the total value of contributions and withdrawals (excluding unsupervised assets) made by the client for the period from Apr 27, 2018 to Sep 30, 2019. This includes Misc. Expenses received from the custodian.

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



Account Overview

AIHEC OPERATING RESERVE FUND | 88115762

Account Overview Footnotes

³ A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Yearly performance values (e.g. Trailing 3 Years) shown are from the specified period up to Sep 30, 2019. The benchmark(s) for the account(s) 88115762 herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of these selected benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively.

⁴ Trailing 1 Year is Sep 30, 2018 to Sep 30, 2019

⁵ These figures compare the Time Weighted Rate of Return (TWRR) of your account with a selection of benchmark indices. "Benchmark" refers to the Lipper Money Market Fund Index. "SP500" refers to the S&P 500 TR Index. "Bond" refers to the Bloomberg Barclays Capital Intermediate U.S. Government/Credit TR Index. "Benchmark" described herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of this benchmark is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

⁶ Benchmark designates Lipper Money Market Fund. The Benchmark described herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of this benchmark is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

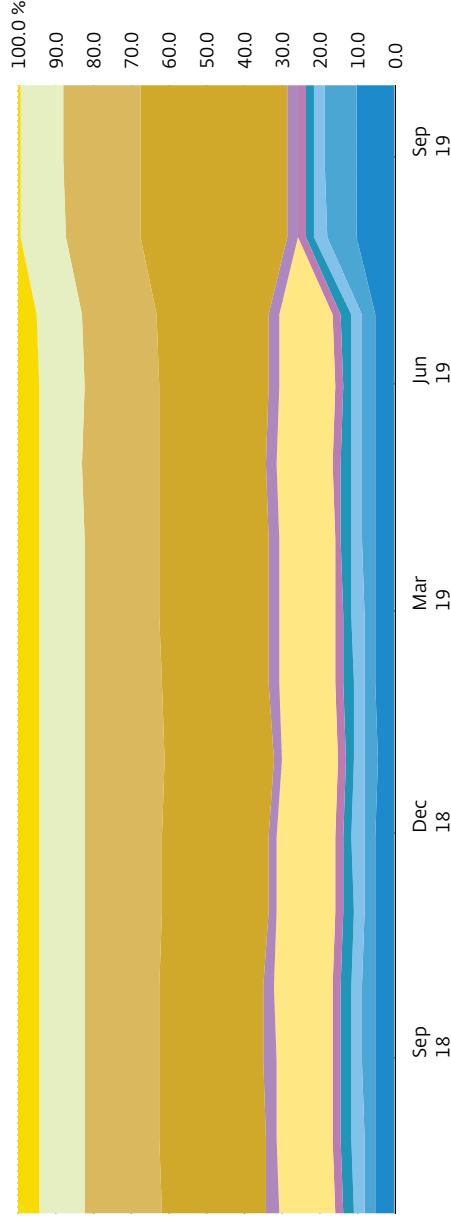
⁷ Returns for greater than one year are annualized.

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Allocation Over Time

AIHEC OPERATING RESERVE FUND | 88115762

Asset Allocation



Asset Class	Jul 2018	Oct 2018	Jan 2019	Apr 2019	Jul 2019	Sep 2019
Lg Cap Gwth	4.97 %	4.77 %	4.73 %	5.17 %	9.93 %	9.87 %
Lg Cap Core	3.06	3.09	3.09	3.27	8.12	8.22
Lg Cap Val	3.07	2.99	2.93	3.00	2.99	2.97
Sm Cap Core	2.96	2.74	2.65	2.74	2.67	2.58
Emerging Mkts	2.03	1.89	2.01	1.98	1.89	1.85
Bank Loan	15.00	15.30	14.89	14.89	—	—
Fgn Lg Cap Gwth	2.97	2.61	2.67	2.87	2.77	2.71
Interm. Bond	28.02	28.10	28.76	28.53	38.79	39.13
Short Bond	19.97	20.36	20.31	20.01	20.06	20.02
Alt-Fxd Income	11.97	12.18	12.06	11.90	11.87	11.78
Cash	5.99	5.97	5.88	5.63	0.93	0.88

Security Performance

AIHEC OPERATING RESERVE FUND | 88115762

Fund Holdings	Custom Start Date	Market ¹ Value	% of Total	Income ² Earned	QTD Perf.	YTD Perf.	Trailing ³ 1 Yr	Trailing 3 Yrs	From Cust ⁴ Start Date
BBH Limited Duration N BBBMX	Jun 19, 2018	\$ 104,844	20.02 %	\$ 3,932	0.85 %	3.68 %	4.02 %	—	3.76 %
DFA US Small Cap I DFSTX	Jun 19, 2018	13,492	2.58	674	-2.04	12.25	-10.37	—	-7.82
DoubleLine Core Fixed Income I DBLFX	Jun 19, 2018	123,188	23.52	4,532	1.44	7.60	8.25	—	6.75
Edgewood Growth Instl EGFI	Jun 19, 2018	51,680	9.87	1,037	0.21	22.83	3.36	—	6.25
iShares Edge MSCI Min Vol Emerging Mkts EEMV	Jun 19, 2018	9,705	1.85	253	-3.01	3.27	-1.18	—	-0.13
iShares Edge MSCI Min Vol USA USMV	Jun 19, 2018	43,075	8.22	595	4.21	23.90	14.56	—	17.63
JHancock Disciplined Value I JVLIX	Jun 19, 2018	15,546	2.97	1,307	1.59	14.29	-1.70	—	2.97
JPMorgan Strategic Income Opports I JSOSX	Jun 19, 2018	61,714	11.78	2,468	0.41	3.38	1.99	—	2.26
Vanguard International Growth Adm VWILX	Jun 19, 2018	14,181	2.71	645	-3.02	15.05	-1.92	—	-4.16
Western Asset Core Plus Bond I WACPX	Jun 19, 2018	81,755	15.61	2,578	2.24	10.62	11.59	—	9.49

Security Performance Footnotes

¹ Based on market-close prices at Sep 30, 2019. Where Mutual Fund holdings are listed, the Net Asset Value (NAV) is used as the market price.

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

³ Trailing 1 Year is Sep 30, 2018 to Sep 30, 2019

⁴ The custom start date for each holding is the date of the first buy or the transfer date (for holdings transferred into the account)

Income Schedule Summary

AIHEC OPERATING RESERVE FUND | 88115762

Summary	Monthly Income ¹		Total
	Interest	Income	
September, 2019	\$ 0	\$ 1,229	\$ 1,229
October, 2019	0	953	953
November, 2019	0	953	953
December, 2019	0	1,800	1,800
January, 2020	0	953	953
February, 2020	0	953	953
March, 2020	0	1,229	1,229
April, 2020	0	953	953
May, 2020	0	953	953
June, 2020	0	1,399	1,399
July, 2020	0	953	953
August, 2020	0	953	953
Total	\$ 0	\$ 13,281	\$ 13,281

Income Schedule Summary Footnotes

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

Disclosures

Important Disclosure Information

Past performance may not be indicative of future results. Different types of investments involve varying degrees of risk. Therefore, it should not be assumed that future performance of any specific investment, investment strategy (including the investments and/or investment strategies recommended by Sovereign Investment Advisors) or product will be profitable or equal the corresponding indicated performance level(s). Please remember to contact Sovereign Investment Advisors if there are any changes in your personal/financial situation or investment objectives for the purpose of reviewing/evaluating/revising our previous recommendations and/or services. Please also advise us if you would like to impose, add, or to modify any reasonable restrictions to our investment advisory services. A copy of our current written disclosure statement discussing our advisory services and fees continues to remain available for your review upon request.

Historical performance results for investment indices and/or categories have been provided for general comparison purposes only, and generally do not reflect the deduction of transaction and/or custodial charges, the deduction of an investment management fee, nor the impact of taxes, the incurrence of which would have the effect of decreasing historical performance results. It should not be assumed that your account holdings do or will correspond directly to any comparative indices.

We ask you to inform us immediately if you did not receive your monthly or quarterly statement directly from your custodian so that we may take steps to address this issue. You should compare the account information on this statement to the statement you receive directly from your custodian. Minor variances between the values on this statement and your custodial statement may exist, because of differences in the trade date/settlement date pricing methodologies used to value the holdings.

2019 Fall BoD Meeting

AIHEC Code of Conduct:

Annual Review

AIHEC CODE OF CONDUCT

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

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

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

PRINCIPLES OF THE AIHEC CODE OF CONDUCT

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

I. INTEGRITY:

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

II. LOYALTY:

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

III. EQUALITY AND RESPECT:

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

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

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

IV. HONOR AND TRUST:

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

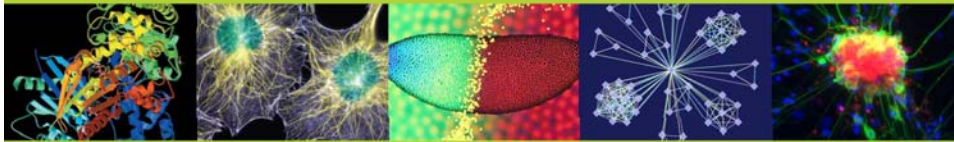
V. CONFIDENTIALITY:

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



NIGMS Funding Opportunities

Luis Cubano, Ph.D.
Division of Training, Workforce Development and Diversity
National Institute of General Medical Sciences



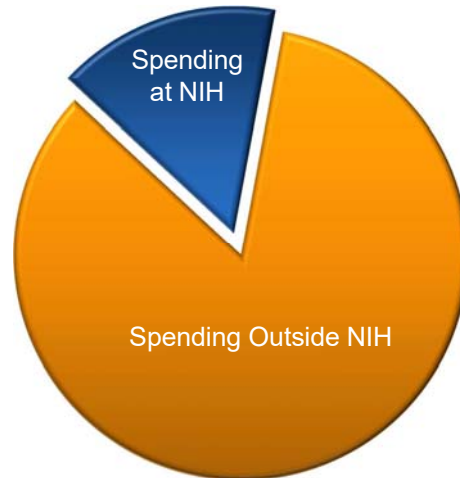
National Institutes of Health (NIH)
is the largest biomedical research agency in the world.



NIH seeks fundamental knowledge to enhance health, lengthen life, and reduce the burdens of illness and disability.

NIH Extramural & Intramural Funding

Total FY 2019 Budget: \$39.1 Billion



National Institute of General Medical Sciences Mission

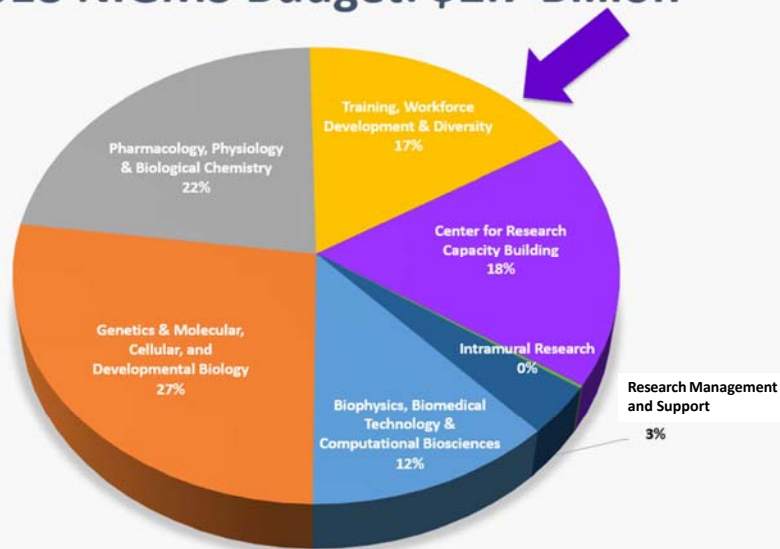
- **Supports basic research** that increases our understanding of biological processes and lays the foundation for advances in disease diagnosis, treatment, and prevention
- Funds scientists to investigate how living systems work at a range of levels, from molecules and cells to tissues and organs, in research organisms, humans, and populations
- Provides leadership in training the next generation of scientists, in enhancing the diversity of the scientific workforce, and in developing research capacities throughout the country

NIGMS Scientific Components

- Division of Biophysics, Biomedical Technology, and Computational Biosciences
- Division of Genetics and Molecular, Cellular, and Developmental Biology
- Division of Pharmacology, Physiology, and Biological Chemistry
- Division for Research Capacity Building
- Division of Training, Workforce Development, and Diversity

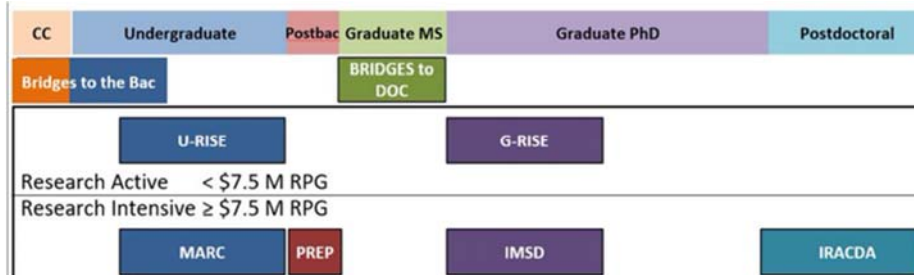
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2018 NIGMS Budget: \$2.7 Billion



6

TWD Programs



Training Programs for Undergraduates

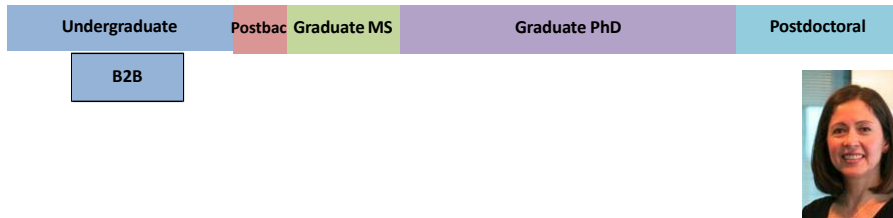
Bridges to Baccalaureate (B2B) (R25)

New FOA expected to be released in Spring 2019 (Tentative)

Contact: Mercedes Rubio

Goal: The program is aimed at helping students make the transition from 2-year junior or community colleges to full 4-year baccalaureate programs.

FY2017: NIGMS supported 41 institutions and 627 participants.



Research-Training Initiative for Student Enhancement (RISE)

Contacts: Luis Cubano, Anissa Brown

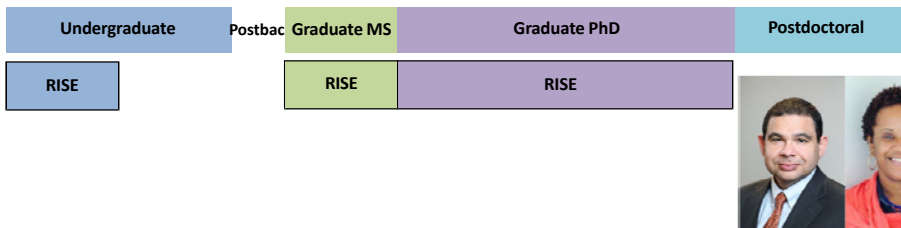
PAR-19-218

Undergraduate-RISE (U-RISE)

Goal: Is to increase the number of students from underrepresented groups who complete the Ph.D. degree.

FY2017: NIGMS supported 50 institutions (671 undergraduates, 210 Ph.D.)

New FOAs will be for research-active institutions (< 7.5M RPG ave. last 3 FYs).



Training Programs for Graduate Students



Bridges to the Doctorate Program (R25)

New FOA expected to be released in Spring 2019 (Tentative)

Contact: Patrick Brown

Goal: Helping students make the transition from master's degree programs to Ph.D. programs

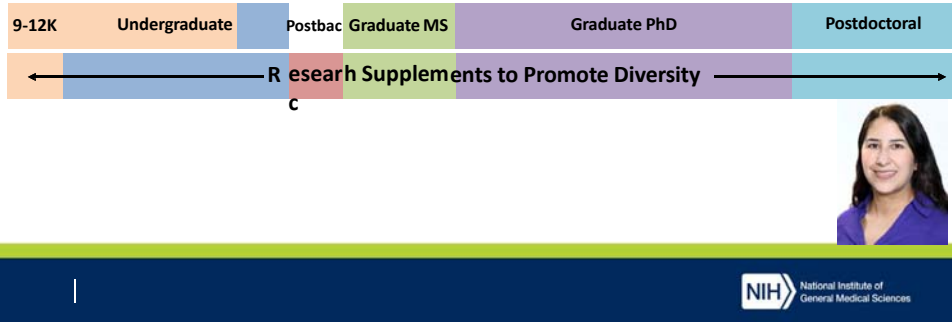
FY2017: NIGMS supported 15 institutions and 92 students



Research Supplements to Promote Diversity / Reentry (Admin Supplements)

PA-18-586 (Diversity) / PA-18-592 (Reentry)
Contact: Desirée Salazar

- This program employs the research project grant as the platform for intensive mentored research experiences
 - From high school (9-12K) to the postdoctoral level.
 - The goal is to increase the nation's pool of students from underrepresented groups
- FY2017: NIGMS supported 142 awards; 72 new and 70 continuing awards.



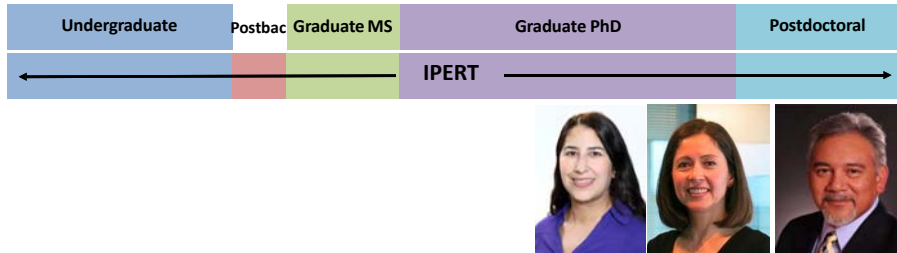
Innovative Programs to Enhance Research Training (IPERT) (R25)

PA-17-070
Contacts: Michael Sesma, Mercedes Rubio or Desirée Salazar

Supports creative and innovative research educational activities.

An application must integrate three core elements:

- Short courses/workshops for skills development
- Mentoring
- Outreach



Sponsored Programs Administration Development (SPAD) Program

- **New FOA expected to be released in 2019**
- Goal: Developing the institutional infrastructure necessary to provide efficient, consistent, and responsive service for sponsored programs administration.
- Expected Number of Awards 10



2019 Fall BoD Meeting

AIHEC Affiliate Reports:

AICF

FALCON

TCU Librarians Association



AMERICAN
INDIAN
COLLEGE
FUND

EDUCATION IS THE ANSWER

College Fund Report to AIHEC Fall 2019

Student Success Services

SCHOLARSHIP PROGRAMS

TCU scholarships were disbursed to TCUs for a total of \$2,152,500. Each school will begin submitting recipient reports on October 1, 2019. The online application for students opened on August 1, 2019.

Full Circle scholarships will be disbursed to over 850 students in the next month with a total of approximately \$1.9 million dollars this fall. Each TCU is in the process of verifying the enrollment and GPAs of their Full Circle recipients before disbursement.

ACADEMIC PROGRESSION

The *Pathways College Choice Summer Camp* was hosted July 17-19, 2019 at Colorado College in Colorado Springs, Colorado. This three-day, two-night camp hosted 18 students from across the country where they received full travel and attendance scholarships to attend. Dr. Henrietta Mann (Cheyenne-Arapaho Tribe) served as the Elder in Residence to support our attendees.

Six TCUs were awarded \$5,000 grants to implement a college readiness initiative using the Native Pathways to College Bridge Program Curriculum Guide. Initiatives may be executed through a variety of programming formats like workshops, college/career fairs, etc. Grantees are LLTC, NTU, KBOCC, WETCC, NWIC, and CCCC.

Application for "Higher Pathways" funding was extended. Up to 90 high schools near TCUs are eligible for \$2,500 for College Readiness programming like: college campus visits, college readiness completion contests, college application day events. Email Shonday Randall (Muscogee (Creek) Nation), Pathways Program Officer, for details srandall@collegefund.org

Twelve TCUs are eligible for a \$1000 award to facilitate a "College Transfer Event", like a campus visit to a four-year institution or a collaborative event planned with our Tribal College Transfer Coach. Eligible TCUs include ANC, FPCC, SCC, LBHC, TMCC, CCCC, WETCC, RLNC, LLTC, FDLTCC, LCO, SWC and will receive targeted outreach.

Senior Student Success Coach, Kelley Mitchell (Diné) is planning site visits for fall 2019 in order to conduct 1-1 coaching sessions with Full Circle scholarship recipients, meet and share resources with student success services staff, career services staff, and faculty. Upcoming visits include: IAIA, SIPI, HINU.

CAREER READINESS

On August 29, 2019 we released an online video called "Developing Your Digital Brand" highlighting for students the importance of your online presence as a professional. This was shared via email, social media, and text with all scholars and program participants as a part of our Fall Education Calendar, supporting academic and career readiness.



NATIVE PATHWAYS

Fall Education Calendar

AUG 22 (noon MDT) - How to Talk to Your Instructor/Advisor

AUG 29 (noon MDT) - Developing Your Digital Brand

SEPT 3 (noon MDT) - Choosing A College & Planning A Campus Visit

OCT 15 (noon MDT) - Finding or Creating An Internship

OCT 21-25 (noon MDT) - Tribal College Transfer Orientation

NOV 5 (noon MST) - Internships Application & Interview

NOV 15 (noon MST) - How to Find Scholarships & Apply

DEC 5 (noon MST) - Resume Writing

Register for each event & video at CollegeFund.org/NativePathways



@nativepathways

Sponsored Programs

Program Initiatives administers TCU-based programming in the areas of restoration of Native arts and culture, environmental sustainability, early childhood education, institutional infrastructure and planning, workforce development, and broader student and institutional success programming. Program Initiatives seek to design community-based or place-based projects that prioritize building capacity at TCUs, offering increased opportunities to enhance or develop new degree and certificate programs that support direct and indirect student success outcomes. The Program Initiatives department aligns its work with the College Fund's strategic goals: TCU Capacity Building, Scholarships and Student Success, Public Awareness, and College Fund Capacity and Sustainability.

AMERICAN INDIAN COLLEGE FUND STRENGTHENING WORKFORCE OPPORTUNITIES AND FIRST-GENERATION WORKERS ACROSS INDIAN COUNTRY – Northwest Area Foundation

The *American Indian College Fund Strengthening Workforce Opportunities and First-Generation Workers Across Indian Country* program is a two-year grant awarded to the College Fund in July 2019. The program will work directly with six TCUs to address three focus areas: TCUs with high school equivalency programs (Oglala Lakota College and Sinte Gleska University); early childhood teacher education (Northwest Indian College and Salish Kootenai College); and workforce program development (Little Big Horn College and Cankdeska Cikana Community College). Phase One will consist of First-Generation Worker curriculum development and piloting of curriculum. Phase Two will consist of implementation of three components: 1) career coaching/advising and employer outreach; 2) workforce program enrollment support and development; and 3) developing an employer council. The TCUs will choose at least one of the program components so that we learn from each of the components.

CULTURAL PRESERVATION & REVITALIZATION – National Endowment for the Humanities

The *NEH Cultural Preservation Endowment* supports cultural preservation and revitalization efforts at 24 TCUs. The endowment provides an annual grant of equal amounts to the 24 participating TCUs. Program support target cultural preservation, perpetuation and revitalization efforts defined by TCU grantees. The 2019 awards were disbursed in January. Final reports for the 2019 NEH Cultural Preservation program will be due on December 31, 2019.

DOLLAR GENERAL LITERACY FOUNDATION GED PROGRAM – Dollar General

The *Dollar General American Indian and Alaska Native Literacy and Adult Education Program* funding was distributed to TCU grantees in June 2019. Projects continue to support program expansion and improvement that will contribute to strong student success outcomes. This programming, implemented by TCUs, provided direct support to approximately 700 American Indian/Alaska Natives pursuing their General Education Diploma (GED) or High School Equivalency (HSE) certification. Across participating TCUs, this program supports students ranging from 17 to 59 years old. Upon completion of GED/HSE certification, students are encouraged to enroll in college courses at TCUs to take the next step in their educations, leading to the eventual achievement of the overarching mission of the College Fund - to increase the number of American Indians holding college degrees.

INDIGENOUS HIGHER EDUCATION EQUITY INITIATIVE (IHEEI)

On August 29-30, 2018, leadership at Colorado State University and the American Indian College Fund hosted the IHEEI by inviting tribal colleges and universities, public and private colleges and universities, non-profit organizations, foundations, institutes, and associates, along with Native college students to create a plan to increase visibility and promote college access and completion for Native students. From the meeting, the report *Creating Visibility and Healthy Learning Environments for Native American in Higher Education* was released on February 1, 2019. Link to report: <https://collegefund.org/presidents-blog/creating-visibility-and-health-learning-environments-for-native-americans-in-higher-education/>

A webinar discussion the *Creating Visibility and Healthy Learning Environments for Native American in Higher Education* report will be developed and shared. Additional outreach components are being developed.

INDIGENOUS VISIONARIES – Early Childhood Education, SEEDS, Native Arts and Culture

The Indigenous Visionaries fellowship program focuses on the development of the next generation of Native women leaders in the fields of early childhood education, Native arts and culture, and environmental sciences and/or related natural science fields. The 2019-2020 grant period for the Indigenous Visionaries program began in July 2019. The College Fund is continuing their partnership with the following TCUs Sisseton Wahpeton College for the Native Arts and Culture program, Fond du Lac Tribal and Community College for the Environmental Sustainability program and Salish Kootenai College for the Early Childhood Education program. Six female students (two at each TCU) and three female mentors (one at each TCU) will be participating this year.

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

The goal of the Restoration and Preservation of Traditional Native Art Forms and Knowledge grant is to expand knowledge and skills in the endangered art forms at TCUs by providing resources for TCUs to develop and implement more formalized traditional Native arts academic and community outreach programming. As a result, cultural knowledge and skills of traditional Native art forms indigenous to the tribe or tribal region will be shared with students and tribal communities. In addition, TCUs will be able to increase the direct support of culture bearers and established artists who are knowledgeable and skilled in traditional Native arts forms.

The Restoration and Preservation of Traditional Native Arts and Knowledge Grant began year three of the grant on April 1, 2019. This grant has two grant programming offerings that TCUs in the upper-Midwest can apply to. The one-year grant program is for TCUs to strengthen and expand their existing Native Arts programming capacity. The goal of this funding is to provide resources for colleges to develop and implement more formalized Traditional Native Arts academic and community outreach programming that will result and/or lead to curriculum or program enhancement. The current grant period is April 1, 2019 to April 31, 2020 and four TCUs were awarded: Fond du Lac Tribal and Community College; Lac Courte Oreilles Ojibwa Community College; Sinte Gleska University; and Sisseton Wahpeton College.

Four-month grant program is for TCUs to enhance and build the capacity of Traditional Native Art forms and knowledge through the development of new academic classes and community extension workshops that aim to restore and preserve lost and endangered Traditional Native Art forms. The current four-month program runs from August to November 2019 and four TCUs were awarded: Leech Lake Tribal College; White Earth Tribal and Community College; Red Lake Nation College; and Sitting Bull College.

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

The goal of the Scholarly Emergence for Environmental Design and Stewardship (SEEDS) program is to build program, faculty, and institutional capacity at tribal colleges and universities to strengthen and expand curriculum, faculty development, degree programs, and student success in the field of environmental sciences and related fields. Additionally, this program focuses on the integration of place-based and inter-generational knowledge exchange. The SEEDS grant supports capacity building of environmental and sustainability programs at eight TCUs: Aaniiih Nakoda College, Little Big Horn College, Sisseton Wahpeton College, Fond du Lac Tribal and Community College, Leech Lake Tribal College, Red Lake Nation College, College of Menominee Nation, and Lac Courte Oreilles Ojibwa Community College.

Year Three of the SEEDS grant started on July 1, 2019. The overall impact of the SEEDS project in the first two years included support for a total of 48 faculty participating in professional development opportunities, four faculty participating in faculty fellowships, three students participating in place-based fellowships, 15 students participating in place-based internships, and 50 students impacted through course and program enhancement. Additionally, 31 courses were created, 23 courses were enhanced, 60 partners were engaged through SEEDS projects, and 380 community members were reached through various dissemination efforts.

TCU ARTS AND ENVIRONMENT INFRASTRUCTURE PLANNING PROJECT – Margaret A. Cargill Philanthropies

On December 1, 2018, the College Fund started a two-year project funded from a grant from the Margaret A. Cargill Philanthropies to provide strategic long-range planning for traditional Native arts and culture and environmental infrastructure improvements to Tribal Colleges and Universities (TCUs) in the upper Midwest (MN, ND, SD, WI). Through collaboration with TCUs and consultants, one or two TCUs will participate in campus-wide plans to reduce their environmental footprint and three to five TCUs will participate in either Native arts and culture or environmental infrastructure planning. This project will not include plan implementation or construction. Lac Courte Oreilles Ojibwa Community College was awarded a grant in June 2019 to support the development of a campus master plan. The College Fund is working with three additional TCUs and a consultant to develop the scope of work for their projects focusing on strategic-long range planning of the traditional native arts and archival space that was renovated in the previous infrastructure grant.

TCU CAPITAL INFRASTRUCTURE PROJECT – Jeff and Liesl Wilke

The College Fund received a gift for capital infrastructure projects from Jeff and Liesl Wilke. Nine projects were awarded with six completed to date. The final three projects were awarded in May 2019 to Fort Peck Community College, Little Big Horn College, and Tohono O'odham Community College with expected completion April 30, 2020.

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

Year two (April 1, 2019 - March 21, 2020) is well under way in the *For the Wisdom of the Children: Strengthening the Teacher of Color Pipeline* initiative which focuses on STEM (Science, Technology, Engineering, and Math) early childhood education (ECE) by partnering with TCUs to increase the number of teachers of color, Native teachers in particular. The initiative continues to provide targeted STEM ECE training and education for teachers, support for Indigenized STEM ECE curriculum, and increased STEM opportunities for young Native children. The *For the Wisdom of the Children* initiative supports seven TCUs: Navajo Technical University; Little Big Horn College; Fond Du Lac Tribal Community College; Keweenaw Bay Ojibwa Community College; Northwest Indian College; Salish Kootenai College; and Southwestern Indian Polytechnic Institute.

In mid-September, select Early Childhood representatives from four of the TCU ECE grantees will attend a Video-Cued Ethnographic Methods Training Workshop in San Antonio, Texas. They will learn how to utilize Video-Cued Ethnography as a documentation method in Early Childhood contexts. The training will be a two-day workshop led by Dr. Jennifer Keys Adair who holds a Ph.D. in Anthropology and Education and brings both fields together in her work and research.

TOYOTA ECE STEM INITIATIVE – Toyota Motor Company

The College Fund received match funding from Toyota Motor Company to support community-based programming in the areas of early childhood education and integration of STEM programming with children and families. The Toyota ECE STEM are one-year grants awarded to eligible TCUs. Little Big Horn College and Iłisaḡvik College will complete their projects in November and December of 2019.

Research and Faculty Development Programs

Research and Faculty Development Programs (ORSP) is responsible for conducting internal and external research initiatives across TCUs and within the College Fund. ORSP is also responsible for envisioning, planning, implementing, evaluating, and reporting on Program Initiatives seeking to strengthen TCUs' work aligned with the College Fund Strategic Goals: Capacity Building, Scholarships and Student Success, Public Awareness, and College Fund Capacity and Sustainability.

INQUIRY AND INSTITUTIONALIZATION OF STUDENT SUCCESS EFFORTS AT TCUs – Kresge Foundation

The College Fund was awarded a three-year grant beginning August 2017 and ending July 2020 from the Kresge Foundation to develop an internship program model and to build a

case for support for emergency aid and internship opportunities by examining the structure, context, and needs of TCUs participating in Project Success. The three institutions are 1) Diné College; 2) Stone Child College; and 3) Red Lake Nation College. All three TCUs completed the IRB process, received IRB approval, and are in the data collection phase.

In July 2019, TCUs received in-depth qualitative professional development in AtlasTI to practice coding. This is help inform and assist in reporting our findings. AtlasTI is a program used for qualitative research methods, and the team will be using for project interviews and focus groups.

To supplement the project, the College Fund conducted a TCU website analysis as an additional way to look at the impact of the Emergency Aid and Internship programs at each TCU participating in Project Success. Using a website analysis rating criterion, we can use a framework for rating the websites while looking at the type of information being shared and disseminated by TCUs while taking an in-depth look at the Emergency Aid and Internship programs.

Looking ahead, the College Fund will continue to support and assist the TCUs by conducting site visits, providing professional development and research guidance to staff regarding data collection progression. TCUs are applying Community-Based Participatory Research (CBPR) to execute grant objectives and are growing their capacity while contributing their own expertise. The project is going very well, and TCUs are doing a fantastic job!

MELLON MASTERS FELLOWS – Andrew W. Mellon Foundation

The Mellon Master’s Fellowship was initially a five-year grant funded in 2013 and is now part of the three-year (2018-2021) Mellon Growing Their Own Fellowship grant currently funded through the Andrew W. Mellon Foundation to provide fifty fellowships to tribal college faculty or staff to earn a master’s degree while continuing to work at their TCUs.

In total, 36 fellowships were awarded from a diverse and competitive pool of applicants. Fellows represent 21 TCUs (ANC, BMCC, CCCC, CDKC, CMN, DC, IAIA, KBOCC, LCOOCC, LLTC, LPTC, NHSC, NTU, NWIC, SBC, SGU, SKC, OLC, TOCC, TMCC, and UTTC).

Fellowships were awarded in the following cohorts:

- The first cohort of nine fellows was funded from Fall 2014 to Spring 2016.
 - Eights fellows have received their degrees.
 - One fellow continues to work on finishing her degree.
- The second cohort of three fellows was funded from Fall 2015 to Spring 2017.
 - All three fellows have received their degrees.
- The third cohort of eight fellows was funded from Fall 2016 to Spring 2018.
 - Six fellows have received their degrees.
 - Two fellows had to take a leave from their programs due to family obligations and plan to return at a later date.
- The current fourth cohort of eleven fellows is funded from Fall 2018 to Spring 2020.
 - One fellow graduated in May 2019.
 - One fellow will graduate in December 2019.
 - Eight fellows will graduate in May 2020.
 - One fellow will graduate in December 2020.

To date, 18 fellows completed their degrees. Twenty-four fellows remain employed at their respective institutions and eight fellows have received additional responsibilities since receiving their degrees, including developing new courses and programs.

The fifth cohort of ten fellows will be funded from Fall 2019 to Spring 2021. Seven applications were received in spring-summer 2019, with five fellowships awarded. The new Mellon Masters Fellows are: Saul Bobtail Bear (SBC), Jonathan Breaker (IAIA), Aanor Louis (NTU), Carina Littlewolf (SKC), and Nadine Lisa Whitecloud (LCOOCC). Applications are still available until all fellowships are filled. The applications are available through this link: <https://aicf.advancingcommunities.us/masters-fellowships-for-tcu-faculty-and-staff-members/>.

MELLON GRADUATE HOURS PROGRAM – Andrew W. Mellon Foundation

Beginning July 2018, the Mellon Graduate Hours Program was funded through the Andrew W. Mellon to assist faculty members (full-time and adjunct) at TCUs seeking to complete up to 18 graduate credit hours in the fields they teach or will be teaching to meet recent accreditation requirements for highly qualified faculty. Priority is given to faculty at TCUs accredited by the Higher Learning Commission, and fellowships are awarded for a period of up to three consecutive semesters for each candidate; the amounts received will be based on candidate's application.

Since July 2019, 13 fellows received funding from this program:

- Five fellows completed the fellowship in Summer 2019
- Five will be completing the 18 credit hours in Fall 2019
- Two will be completing the 18 credit hours in Spring 2020
- One will be completing the 18 credit hours in Summer 2020.

All fellows are on track with their course completion and successfully completed their courses.

The College Fund is actively recruiting applicants for 2019-2020 academic year and accepting applications on a rolling basis. Now seeking application with a Spring 2020 start date. More information can be found on the College Fund's website, and application can be submitted through this link: <https://advancingcommunities.us/aicf/graduate-hours-program-for-tcu-faculty-members/>

Reference Letters should be uploaded here: <https://aicf.advancingcommunities.us/letter-of-reference-graduate-hours-fellowship-program/>

MELLON CAREER ENHANCEMENT FELLOWS – Andrew W. Mellon Foundation

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

The 15th cohort of four new fellows were awarded for the 2018-19 academic year. In total, 36 of the 44 Mellon fellows have completed their terminal degrees. Mellon Career

Enhancement Fellows have represented 21 TCUs (BMCC, CCCC, CMN-Menominee, CMN-Muscogee, DC, FPCC, HINU, IAIA, KBOCC, LPTC, NHSC, NWIC, OLC, SBC, SGU, SIPI, SKC, SWC, TMCC, TOCC, and UTTC).

Five applications were received in early summer 2019, constituting the 16th cohort of fellows. Applications are currently under review and will be awarded by July 1st for the 2019-2020 academic year. Five new applicants were awarded in August for the 2019-2020 academic year. The new fellows are Margaret Ross (OLC), Linda Herzberg (OLC), Zen Parry (SKC), Tyler Parisien (TMCC), and Lisa Cantlon (UTTC).

The College Fund hosted the annual Mellon Faculty Retreat August 8-9, 2019. The five new Mellon Career Enhancement Fellows presented their developing research to all participants and presented three-minute theses. The three-minute theses concept is designed to assist fellows with a pared-down explanation describing their research projects. Also participating in the retreat were Mellon Masters fellows and Graduate hours fellows. Stephen Wall, retired faculty at IAIA, presented his assessment framework based on Indigenous Research methodologies.

NYSWANDER-MANSON AND BLANCHARD FACULTY FELLOWSHIP

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

Nineteen applications were received for the 2019-2020 fellowship award; the most applications received for any fellowship period to date. Three applicants were awarded fellowships, they are: Elijah Hopkins (FPCC), Vina Brown (NWIC), and Stacie Blue (TMCC)

Since 2005, 41 pre-dissertation fellowships were awarded to faculty from 14 TCUs (ANC, BFCC, BMCC, CMN-Menominee, FPCC, HINU, IAIA, IC, LBHC, NWIC, SIPI, SKC, TMCC, and UTTC).

TCU FACULTY RESEARCH INITIATIVES – Henry Luce Foundation

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

Since October 2018, the following was achieved through the grant initiative -

- Volume IV for the TCURJ is slated for publication in October 2019. Five manuscripts were accepted for publication.
- Awarded 25 Faculty Professional Development grants to faculty attending and presenting at regional, national, and international conferences in their respective fields of study. All Faculty Professional Development grants are now awarded.

The 6th Annual TCU Faculty Research Convening was held July 8-9, 2019 in Denver, CO. The theme for this year's convening was *Innovation of Indigenous Higher Education: Tribal Colleges and Universities (TCUs) Utilizing Theory and Practice*. Fifteen TCU Faculty presented their research at the convening.

The 2nd Annual Intensive Writing Retreat (IWR) for TCU Faculty will be held October 23-25, 2019 in Boulder, CO. The IWR will provide 8-10 TCU faculty the opportunity to develop a manuscript for publication, while receiving training from senior scholars to develop literature review writing and to strengthen understanding of Indigenous methodologies, journal submission process, presentation preparation, and transitioning from dissertations to articles. All expenses included flight, hotel, and meals will be covered for participating faculty. Applications can be submitted through this link: <https://forms.gle/1kJvrSYY49stcPr6A> (google form).

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

The five North Dakota tribal colleges comprising the North Dakota Association of Tribal Colleges are participants in a two-year, \$600,000 grant from the Strada Education Network. Strada awarded the grant to the College Fund in November 2017, ending October 2019.

The grant provided support to TCUs to conduct two types of alumni studies. The first is participation in the national Gallup-Purdue Index survey which focuses on the economic and social well-being of college graduates. Since July 1, 2018, the College Fund worked collaboratively with Gallup and all five ND TCUs to complete the groundwork for alumni participation in the national Gallup-Purdue Index. This included devising processes to gather and update active email accounts. The gathering of email accounts and updating alumni information began April 2018 and concluded in January 2019. Outreach included gathering data at institutional events, direct contact with students, and social media. In addition, each institution was asked to complete necessary IRB protocols and to engage the tribal research protocols properly. All institutions completed this work in fall 2018. In summer 2018 it was decided that four-year TCUs should be invited to participate in the survey, so the College Fund conducted outreach to all four-year institutions. Eventually four four-year TCUs decided to participate. These institutions were: Institute of American Indian Arts, College of Menominee Nation, Diné College, and Northwest Indian College.

The final TCU alumni report produced by Gallup in collaboration with the College Fund became publicly available on September 4, 2019. The findings are very favorable, showing that TCU graduates thrive, outpacing comparison groups, including college graduates nationally in areas of well-being (social and economic). They also have strong connection to their alma mater and felt supported by their institution and faculty.

The second component of the TCU ROI grant funded by Strada is the TCU ROI case studies. All five ND TCUs are participating Return on Investment (ROI) case studies. All five case studies for each TCU was completed as of September 9, 2019. Findings suggest a strong correlation with Gallup survey outcomes, especially the qualitative portion of the studies. The ROI framework utilized in the ROI calculation provides a well-intentioned attempt at capturing student and institutional ROI but show that additional longitudinal data for both treatment and control groups is necessary for a more robust calculation. All facets of the major components of the project are completed.

IMPACT EVALUATION

In June 2019, Dr. Rebecca Garvoille joined the College Fund to lead its impact evaluation work. The College Fund defines impact evaluation as the process of defining clear goals and objectives for its programs, and then systematically collecting data to assess: 1) if program activities are being implemented as intended; 2) if programs are achieving their goals and objectives as intended; and 3) best practices and opportunities for improvement. Impact evaluation is integral to measuring the effects of the College Fund's work with the Native communities, tribal colleges and universities, and Native scholars it serves.

Since joining the College Fund, Dr. Garvoille worked with the Student Success Services team on several initiatives. She collaborated with SSS leadership to refine program design and write specific and measurable goals and objectives for three grant proposals. She is also leading the SSS Department through a series of workshops to develop a departmental Theory of Change, which will illustrate how the SSS structure and programming is affecting change and improving scholar success through signature programs. Finally, Dr. Garvoille worked to identify, and begin assembling benchmark data on, key indicators of College Fund scholar success. These indicators will be the basis for a Student Success Services annual report.

Public Education

WEB SITE AND BLOGS

The College Fund continues to publish research articles on our research repository about Natives in higher education and TCUs, to continue to be the knowledge and learning source for Native higher education. These articles are free and accessible to all in Native higher education. They are also searchable by category by community, faculty, student, and institutional impact. Check out the articles here at:

<https://collegefund.org/research/research.html#research-repository-section>

We are always looking for guest-written blogs by TCU students, faculty, and staff, and invite you to participate to tell your story. The following blog types with content may be of interest and indicated the purpose of the blog so that you can funnel the appropriate blogs to appropriate audiences. When submitting a blog, please write for the intended audience. Blog ideas and blogs can be sent to dhorwedel@collegefund.org.

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

as an expert in issues in Native higher education. Written by Cheryl Crazy Bull. Not looking for guest bloggers.

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

All four blogs can be reached from the home page of the College Fund web site as well as from <https://collegefund.org/blog/>

PUBLIC RELATIONS

We created and published our first TCU president newsletter in April 2019 with earned media placements for the TCUs with the goal of allowing TCUs to see the work we are doing in generating awareness (and magnifying the work they are doing in generating awareness, as they go hand-in-hand). The newsletter will be distributed quarterly for 2019-20. The first newsletter for this fiscal year will be published in October 2019. **If you would like to receive the newsletter via email please contact Dina Horwedel at dhorwedel@collegefund.org.**

ARTICLES

Dina Horwedel and Natalie Youngbull worked with reporter Kelly Field at *The Chronicle of Higher Education* on a story pitch about TCUs growing their expertise through the College Fund's Mellon faculty fellowship programs and the two research journals it has published, *The Mellon Tribal College Research Journal* and the *Tribal College and University Research Journal*. Many thanks to those at the TCUs who participated in interviews and made this article fantastic. We hope to collaborate with you on future articles to show the work you are doing in your communities. Access to the article does require a subscription. It can be found here: <https://www.chronicle.com/article/To-Raise-Numbers-of/247052>

The American Indian College Fund and Gallup pitched stories about the new Gallup report, *Alumni of Tribal Colleges and Universities Better Their Communities*, which can be downloaded on our web site here: http://collegefund.org/pdf/Gallup_Report_Final_8-1-19.pdf. Forty-one scholarly publications and higher education organizations wrote articles or helped publicize the new report on their social media outlets. College Fund officials were interviewed for *Education Deep Dive*, *Philanthropy News Digest*, and *Community College Daily*. We are planning a long-term communications pitch around the findings of this survey and the report to ensure that the general public and policymakers understand the positive impact of TCUs. Please share your student and program stories with us, as anecdotes make great press, by contacting Dina Horwedel at dhorwedel@collegefund.org.

Accountability and Transparency

CHARITY WATCHDOG RATINGS

The American Indian College Fund meets all charity watchdog standards:

- On July 1, 2018 Charity Navigator, the nation's top charity evaluation system, awarded the College Fund a three-star rating.
- In January 2018 the College Fund was reaffirmed by the Better Business Bureau's Wise Giving Alliance as meeting its 20 Standards for Charity Accountability. The College Fund is authorized to use its seal of approval for another two years, ending April 2020.
- The College Fund earned the "Best in America Seal of Excellence" from the Independent Charities of America (also known as America's Best Charities). Of the one million charities operating in the United States, fewer than 2,000 organizations are awarded this designation.
- The College Fund received a "B+" rating from *CharityWatch* (formerly the American Institute on Philanthropy) and is one of two American Indian organizations classified under its index of top-rated charities (the other is Native American Rights Fund).

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



REPORT TO THE AIHEC BOARD OF DIRECTORS

September 20, 2019

Background

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

FALCON elected new Board members this past fall. The FALCON officers are: Charlene Carr (Institute of American Indian Arts), President; Amber Marlow (Lac Courte Oreilles Ojibwa Community College), Vice-President; Henry Thompson (Chief Dull Knife College), Treasurer; Bryan Neztosie (Diné College) Secretary; and Latonna Old Elk (Little Big Horn College) Past President. The FALCON Executive Director, John Phillips, has been supported in part through a technical assistance grant with AIHEC. All other FALCON officers and members work on a volunteer basis.

Meetings

The FALCON 2019 Conference is scheduled for October 26-28, 2019, in Denver Colorado. Conference planning is underway and is focusing on celebrating the 25th anniversary of 1994 land grant status. Conference registration is now open at: [FALCON 2019 Registration](#).

Communications

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

Activities, Accomplishments and News

FALCON was involved in the following activities and accomplishments since its last report to the AIHEC Board at the 2019 summer meeting:

- FALCON is working with AIHEC and other partners to develop outreach activities and communications to commemorate the 25th anniversary of 1994 land grant status. This

includes a video production that will be released in October that will highlight the past, present and future of the 1994 land grants.

- FALCON is working with the Western Extension Directors Association (WEDA) to develop partnerships among 1862 and 1994 land grant extension programs.
- FALCON continues to coordinate several 1994/1862 water-related working groups to plan for a collaborative initiative around water education, research and outreach.
- FALCON is working with the University of Nevada-Reno, other 1862 land-grant institutions, and several TCUs to provide 1994 expertise on tribal water issues.

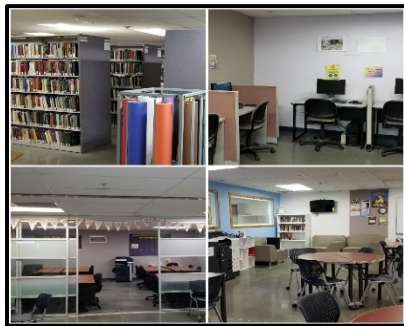
Questions may be directed to Charlene Carr, FALCON President, at ccarr@iaia.edu, or John Phillips, FALCON Executive Director, at jphillips@aihec.org, (706)310-4199.

Tribal College and University Library Association (TCULA)
Report to the AIHEC Board
Fall 2019

Arizona:

Tohono O’odham Community College O’ohana Ki:, Sells, AZ

O’ohana Ki: has tripled in size following the renovations that were completed in early December. The expansion allowed for more reading room space with a designated quiet space along with new furniture for students to comfortably study. The library also acquired oversight of the college’s tutoring program, bringing the tutoring program under the Academic Division of TOCC. It had previously been under Student Services. From September 2018 to August 2019, over 4,000 patron visits were logged in O’ohana Ki:. Assistance provided ranged from reference, computers, tutoring, copying, and printing to varying miscellaneous needs. The librarian also visited 21 classes to conduct reference instruction as well as to provide general information regarding the library’s collections. Between the two library locations, O’ohana Ki: has added roughly 600 items to its collection within the above-mentioned time frame.



Also, Little Free Library #74088 or ‘Al O’ohana Ki: was donated by Jim and Justine Veatch, retired librarians. ‘Al O’ohana Ki: has been installed near a *watto* (ramada) to encourage reading in the open air and take advantage of the nice Arizona weather. The grand opening was held during National Library Week. Chocolate "books" made with covers of Tohono O’odham textbooks were given as prizes for the library IQ quiz. The chocolate "books" were unexpectedly popular.



Tohono O’odham Kekel Ha-maşcamakuđ recently celebrated its 20th Anniversary. Library staff created the 20th Anniversary Highlights booklet using TOCC archived materials. Library staff is also heavily involved in Himdag-based events. Staff members use the library’s collection to promote traditional foods and harvests before and after the actual events. The staff participates in the harvest and preparation as well. Pictured below are two different types of *i:wagī* (wild spinach), *ciolim* (cholla buds) cleaning, and *bahidaj* (saguaro) harvesting with library assistant, Carmella Pablo, displaying her newly made *kuipad* (saguaro fruit harvesting stick). The librarian has also shared her traditional food documentation with the Tohono O’ **odham Nation’s Apedag (Wellness) Committee.**

TOCC’s O’ohana Ki: has received book donations from the Pima County Public Library and has been able to distribute books to every Head Start within the Tohono O’ **odham Nation for classroom and personal use.** The donations have been made monthly and the teachers have been incredibly grateful to have a variety in reading material for their classroom usage and to distribute to their communities as well.



Minnesota

White Earth Tribal and Community College Library, Mahnomen, MN

The librarian, along with White Earth's Tribal historic preservation officer, recently completed the year-long Tribal Digital Stewardship Cohort Program (TDSCP) offered through Washington State University. The program provided training in the lifecycle of digital stewardship, along with hands-on research experience in various national repositories in Washington, D.C. The ultimate goal is to develop and grow an online digital archive for the White Earth Nation.

The librarian continues to offer and conduct library/database orientation for college writing classes and any other course that requests it. Although WETCC does not subscribe to any databases directly, it provides links and uses the many databases provided by the State of Minnesota through the Electronic Library of Minnesota (ELM) which students can continue to use after they graduate.

The employee intranet site created by the librarian proved its worth during this year's visit by the college's accrediting body. The site provided a level of document control and digital access that had not previously been used by the college. It greatly simplified the storage and retrieval of documentation needed by the staff and accreditation visitors.

Montana:

Salish Kootenai College D'Arcy McNickle Library, Pablo MT

The SKC D'Arcy McNickle Library had a busy year (September 2018 to 2019) with over 9,500 visitors and 5,668 items circulated. During this time the library provided 68 outreach events including research workshops for students, community craft workshops, story time "Kidz Club" programs, visits to local Head Start programs and elementary schools.

During the winter the library provided facilities for a tax preparation project with SKC's academic business department. In the project, SKC business students learn and practice tax preparation skills by offering free tax preparation to lower-income households. The project has provided the library with a great opportunity to showcase our collection and services to community members who may not have been aware of our offerings. It has been a great success.

(SKC SUMMER STAFF READING CHALLENGE AWARDS LUNCH 9/19)

The library's summer efforts focused on offering a staff reading program and a children's reading program. The "SKC Staff Summer Reading Challenge!" for our faculty, staff, and students was a great success. The challenge had four teams competing against each other for the most books read over the summer. In 13 weeks, 24 SKC employees read over 158 books with the winning team receiving gift cards. The library was also able to receive book reviews from the participants which will be used throughout the year to market our books.



This year's upcoming plans include increasing our outreach efforts to our Native American studies program, reworking and improving the Children's Summer Reading Program, and strengthening and expanding our library staff reference skills and knowledge.



Montana

Stone Child College Library, Box Elder, MT

Over the last year, the Stone Child College (SCC) Library has held 13 community events that have brought 842 participants into the library. The library had seven general community events such as Halloween, Christmas, and game night. The library also held six cultural events such as basic Cree writing and typing, basic conversation Cree, cultural arts and crafts, and cultural astronomy. All the events that take place in the library have Cree language and culture incorporated into them. Cree Language Coloring Night was well received and also featured on our local TV station, which came out to learn more about the library's events. Library staff collaborated with the other six Montana Tribal College librarians to make the cultural astronomy program possible. The staff has been asked to give the cultural astronomy presentation at different organizations around the reservation and the state.



Library staff has been busy with a complete re-inventory of the archive room. An up-to-date inventory is needed so that the digitalization of the archive can start. Library staff is also creating new archive policies with the help of the SCC Cultural Committee. The library spent a lot of time removing old materials from the library's collections. A large law collection was donated to the local veterans society. All unwanted books are donated to other libraries or organizations around the reservation.



Library staff, especially Library Assistant Samantha Courchane, has been working with Elders on campus Helen and Ethel Parker to create Cree language materials. These materials include signage around the college and the Cree language curriculum for students and staff. All



staff and faculty at SCC are required to attend Cree language and culture classes. Library staff has been helping to type up staff and faculty Cree names. Most of the worksheets used in the mandatory Cree classes are created by library staff. The Chippewa Cree Tribe has declared a state of emergency regarding the Cree Language. The library and the college are collaborating with the Tribe to create programs to help with this problem.

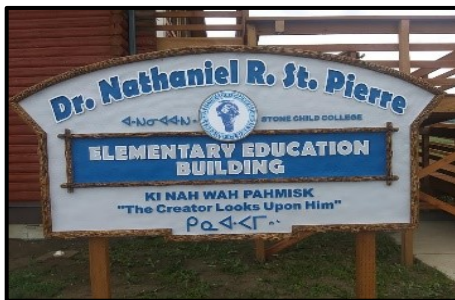
The library participated in the 2019 Summer Reading Program. This summer's theme was the "Universe of Stories." The library hired RoseMary Antone as the summer reading teacher. The program had 15 participants, including children between the ages of zero to 12 years. The children participated in different activities such as sensory projects, reading books, arts and crafts, food projects, and watching videos.



SCC Librarian Joy Bridwell was awarded the 2018 I Love My Librarian Award in New York City in December 2018. Joy was nominated by the library assistant. The I Love My Librarian Award encourages library users to recognize the accomplishments of exceptional public, school, college, community college, or university librarians. Each year ten librarians are selected. Each librarian receives a \$5,000 cash award, a plaque, and a travel stipend to attend an awards ceremony and reception held in their honor. Their names are also published in *The New York Times*.



On June 28, 2019, Stone Child College held the grand opening of the elementary education building, named in honor of late SCC President Dr. Nathaniel St. Pierre. The building will be called Ki Nah Wah Pahmisk "The Creator Looks Upon Him." SCC has its first four-year teacher education program.



The SCC Library received an IMLS Basic Grant and Enhancement Grant. Projects that the library will conduct during this grant period include "Tell Your Story," "Faces of the Library," community events, digitalization of Tribal archives, and hosting guest speakers. Library staff is very excited about the upcoming projects. For the "Tell Your Story" project, library staff will interview library patrons. The many interesting people in the community have amazing stories to tell, and the SCC Library staff will collect their stories and store them in the archive room. The "Faces of the Library" project is similar to the "Tell Your Story" project. Library staff will take pictures of patrons and community members and create a mural or collage on the wall of the computer library. This mural or collage will show that the SCC Library is here for everyone.

North Dakota

Turtle Mountain Community College Library, Belcourt ND

TMCC Library is in the second year of the IMLS Enhancement Grant. TMCC was granted an extension, as our digitization process is taking more time than originally planned. To date, there have been around 400 items digitized (VHS and cassette). The library digitized items from the local nonprofit Tribal radio station. These are recorded interviews of Elders from the '80s and '90s in the Michif Language. Another 1500+ student-made interviews with Elders dating back to the early 1980's are being digitized. TMCC Library is now working with KEYA and Prairies to Woodlands Indigenous Language Revitalization Circle on a grant to transcribe these recordings to make them available to the public.

This past summer library staff made visits to a few libraries in Minnesota and Wisconsin to see what other Tribal libraries look like, their archival process, and find out the varying successes and struggles Tribal libraries face. The visit with Paula Demars at Leech Lake Tribal College was very informative, and the library is quite beautiful! Overall, the library tour was successful, and the TMCC staff hopes to tour more Tribal libraries next summer.

TMCC Library was approached to partake in a North Dakota State grant in partnership with the Rolette County Historical Society and Rolla Public Library on the genealogy digitization grant. The project will digitize all items in Rolette County (Turtle Mountain Band of Chippewa reservation's county) and make them accessible to the public. This will be a two-year project.

TMCC Library employs two full-time staff and three part-time staff. Library circulation from January 1, 2019 to September 6, 2019 was 1,850 items. Our circulation has increased slightly from previous years. An average of 1,350 patrons visit each month.

TMCC requires new students to partake in a first-year experience course. The students visit the library. During this visit, the students tour each section of the library, as well as the online catalog and online databases. After the tour, students are sent on a treasure hunt to further explore each section (including online materials).

United Tribes Technical College Library, Bismarck, ND

The major highlight of the 2019 year for United Tribes Technical College is the celebration of its 50th anniversary as a Tribal College. Events during the year have demonstrated the motto: Celebrate 50 Years: Building on a Legacy of Success. UTTC Library has proudly been part of the college since almost the beginning. UTTC also has distributed a publication entitled "United Tribes Technical College 50 Year Chronology," edited by Dennis Neumann. This publication will be featured in the North Dakota 2019-2021 Blue Book Chapter 13, the United Tribes 50-Year Winter Count.

UTTC is offering two new degrees: an associate's degree in human and social services and an associate's degree in sustainable agriculture and food systems. All degrees offered are listed in the UTTC online college catalog. UTTC received a grant to open the Intertribal Research and Resource Center (IRRC). It will serve the Tribes of the Northern Plains by providing research, outreach, training, and education in the sustainability of food, energy, and water resources.

Many buildings at UTTC are being renovated and repurposed. Building #5 received a complete make-over for the college administration and other offices. The education building where the library was housed, is being gutted and remodeled. The library moved to the lower level of the Jack Barden Center (JBC). An extensive weeding took place. The library materials and furniture were moved and are in place to start the new school year. The library was closed during the summer to accommodate the move. The library is sharing space with Cozy Creek, UTTC Coffee Shop and Café. This gives the library a "Barnes and Noble" effect. Staff hope that many students will find it a good place to study while having something to eat or drink. A computer lab is located adjacent to the library. Also planned is a place for jigsaw puzzles and games for students and staff, which would serve as a place to host small presentations and lectures.

UTTC has added another database to the online resources – Films On Demand: Counseling & Social Work. This fills a need for the human and social services degree. The addition of Ph.D.-level research at the new IRRC requires a higher level of scientific databases. As this is a more advanced level of research, the databases are extremely costly. UTTC's librarian is researching opportunities for joining a consortium to help with affordability. AIHEC might also consider assisting with costs.

The UTTC Library offers information literacy to first-year experience classes each semester. New students are offered library cards and introduction to library databases. The librarian teaches research lessons when requested by faculty geared to their subject material and the needs of the class.

The librarian serves as vice president of the Central Dakota Library Network (CDLN). This local library consortium owns an online catalog that benefits the UTTC students and staff with the sharing of library material in a regional area. Library cards are a barcode on the back of student IDs. These can be used at the UTTC Library as well as the other consortium libraries.

The UTTC librarian attended the 2019 Tribal College Librarian's Institute on the campus of MSU-Bozeman. This conference brings together the Tribal College librarians for a week of learning and important discussion of many college library issues. This is an excellent opportunity for growth and sharing in the library world. Many librarians have gone on to get their degrees because of the encouragement from this conference.

Respectfully Submitted,
Rhiannon Sorrell
Instruction & Digital Services Librarian
Kinyaa'áanii Charlie Benally Library
Diné College
Tsaile, AZ
President, Tribal Colleges and Universities Library Association (TCULA)

Schedule for TCULA Reports

Spring Report Contributors

- Aaniiih Nakoda College
- Bay Mills Community College
- Blackfeet Community College
- Cankdeska Cikana Community College
- Chief Dull Knife College
- College of Menominee Nation
- College of the Muscogee Nation
- Diné College
- Fond du Lac Tribal & Community College
- Fort Peck Community College
- Haskell Indian Nations University
- Iḷisaḡvik College

Summer Report Contributors

- Institute of American Indian Arts
- Keweenaw Bay Ojibwa Community College
- Lac Courte Oreilles Ojibwa Community College
- Leech Lake Tribal College
- Little Big Horn College
- Little Priest Tribal College
- Navajo Technical University

- Nebraska Indian College
- Northwest Indian College
- Nueta Hidatsa Sahnish College
- Oglala Lakota College
- Red Lake Nation College

Fall Report Contributors

- Saginaw Chippewa Tribal College
- Salish Kootenai College
- Sinte Gleska University
- Sisseton Wahpeton College
- Sitting Bull College
- Southwestern Indian Polytechnic Institute
- Stone Child College
- Tohono O'odham Community College
- Turtle Mountain Community College
- United Tribes Technical College
- White Earth Tribal and Community College

2019 Fall BoD Meeting

THE AIHEC QUARTERLY REPORT



SUSTAINING: TCU ADVANCEMENT (FUNDING)

APPROPRIATIONS

After weeks of threats and standoffs, leaders in Washington reached an agreement on a two year budget deal which increases discretionary and non-discretionary spending for FY 2020 and FY 2021. The Bipartisan Budget Act of 2019 (H.R. 3877) was signed into law on August 2, 2019 adding \$324 billion to the federal budget over two years. Back in April, absent a budget deal, the House passed 10 of the 12 spending bills for FY 2020 according to a House budget resolution which increased overall spending levels above FY 2019 levels (\$88 billion above FY 2019 level).

As lawmakers returned after the August recess, the Senate Appropriations Subcommittees quickly scheduled sessions to “markup” individual bills in an effort to pass bills before the end of the fiscal year – September 30. The Senate Appropriations Committee has approved 9 of the 12 funding bill; however, the full Senate has not yet passed a single appropriations bill.

Senate Appropriations -- Full Committee	Senate Passage
<ul style="list-style-type: none"> • Agriculture, Rural Develop, Food and Drug • Commerce, Justice, Science • Defense • Energy and Water • Financial Services • Homeland Security • Interior and Environment • Legislative Branch • State-Foreign Operations • Transportation, Housing, and Urban Development 	<ul style="list-style-type: none"> • No appropriations bills have been passed. • Continuing Resolution passed funding government through November 21, 2019.
	<p>Other bills:</p> <ul style="list-style-type: none"> • Labor, Health, and Human Services: bill text released but no action by subcommittee or full committee. Likely to be unofficially negotiated between House and Senate. • Military Construction- Veterans Affairs: no action

As expected, funding was shifted between bills to provide more funding for Defense spending and border security, as requested by President Trump. The LHHS bill received a meager overall increase of 1.04% above the FY2019 level.

Most of the Senate appropriation bills propose level funding for TCU related programs. However, the Energy and Water appropriations bill proposes a \$3 million increase for the Department of Energy's National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership program.

Without a FY2020 budget in place, a continuing resolution was signed passed by President Trump on September 27, 2019. The short-term spending bill extends current funding levels through November 21, 2019 which allows Congress more time to negotiate and pass a final budget.

AUTHORIZATIONS

Strengthening Institutions (HEA Title III- Part F): After four months of very little movement Congress finally took action on the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act (S. 1279/ H.R. 2486). During the week of September 9, 2019, HBCU Presidents met with lawmakers on Capitol Hill and President Trump in the White House as part of National HBCU Week. The FUTURE Act quickly became a hot topic in town as HBCU Presidents called for immediate action since the program authority was set to expire on September 30, 2019. In response, Democratic leadership scheduled a vote on the FUTURE Act in the House. On Tuesday September 17, 2019, the House passed the FUTURE Act (H.R. 2486) by voice vote. After a brief celebratory moment, all advocacy efforts and attention shifted to the Senate. On Thursday September 19, 2019, Senator Doug Jones, original sponsor of the FUTURE Act, called for an unanimous consent vote on the FUTURE Act. The effort was blocked by Chairman Lamar Alexander who used the floor time to unveil a "HEA mini-reauthorization" proposal. The Student Aid Improvement Act (S. 2557) combines 8 bipartisan bills which reauthorize and change certain section of the higher education act, including permanent authorization of the Title III Part F program. Ranking Member Patty Murray responded with a Senate floor speech urging for passage of the two year funding extension offered by the FUTURE Act and comprehensive HEA reauthorization rather than a piecemeal approach as proposed by Alexander.

Student Aid Improvement Act (S. 2557)
<ul style="list-style-type: none">• FAFSA Simplification: reduces number of questions from 108 to 17-30 questions.• Simplification of student aid letters• Expand PELL grants for incarcerated individuals• Expand PELL grants for short term programs• Increase maximum PELL grant awards• Changes to Individual Driven Payment plans, allows student borrowers to pay full 10 percent of income• Potential additions: creation of federal student unit data system

Multiple letters in support of the FUTURE Act have been sent to the hill from the higher education community at large and Indian Country. These letters have been posted on the AIHEC website and were presented to the AIHEC Board of Directors. AIHEC, along with our partner organization, remains heavily involved in discussion with hill staff as this issue progresses.

Higher Education Act of 1965: In addition to negotiations between Chairman Alexander and Ranking Murray in the Senate, Ranking Member Bobby Scott of the House Education and Labor Committee is expected to introduce comprehensive HEA reauthorization based on the AIM Higher Act (HR 6543-115) from last Congress. Over the past several months House Democrats solicited input for the forthcoming bill, commonly referred to as AIM Higher 2.0. AIHEC engaged with the staff throughout the process to advocate for the inclusion AIHEC endorsement amendments to HEA and TCCUAA. It is anticipated that the AIM Higher 2.0 will be introduced in late October.

Each of the senior leaders of the two education authorizing committees on the hill have voiced strong positions:

- Chairman Alexander (Senate HELP Committee): Piecemeal HEA Reauthorization
- Ranking Member Murray (Senate HELP Committee: Comprehensive HEA Reauthorization
- Ranking Member Scott (House Education and Labor Committee): Comprehensive HEA Reauthorization

With larger competing higher education priorities now at play, the future of the FUTURE Act remains unclear.

EDUCATING: PERFORMANCE ACCOUNTABILITY & TELLING OUR STORY



AIHEC AIMS

The 2019 AIHEC AIMS data collection cycle opened in August. The Fall 2019 Interim Report will be due on November 1, and the annual AIHEC AIMS Report will be due on December 2. Part B, the qualitative portion of the annual report, focuses on student success.

The Institutional Research Strand of the 2019 TCU Summer Meeting boasted 27 IR staff, registrars, and others from 21 TCUs. Participation generated dynamic discussions of data sharing across the TCU system, institutional use of data, student success, collective data action, ISC guidelines and reporting, and IRBs. Participants also had an opportunity to discuss their own, regional, and aggregate TCU data in small groups.

AIHEC staff conducted a technical assistance visit for the Minnesota TCUs, August 13-14, 2019. Seven staff members from three of the Minnesota TCUs attended. At the beginning of October, AIHEC staff will accompany Katherine Campbell from the BIE to conduct a site visit at Stone Child College.

PRIME- Indigenous Evaluation Framework:

Evaluation Framework: Telling Our Stories in Our Place and Time



The revised manual is in the final stages of writing and layout. The revised text is just under twice the amount in the original manual. There is more information in the chapter about the foundations of Indigenous evaluation and examples from the IEF work at the two TCUs (NWIC, TOCC). Approvals for the text about the work at NWIC and TOCC have been received, as well as permissions for pictures taken at these schools. SBC was not able to follow through with an application of the framework, so there are no examples from this school. The theme of “Telling Our Stories” is emphasized using personal stories, legends, and evaluation stories. The manual will incorporate new artwork and a different graphic layout. Once the manual is completed, Co-PI Joan LaFrance will develop a series of online sessions that explain how to use the manual. These will be available on the AIHEC website.

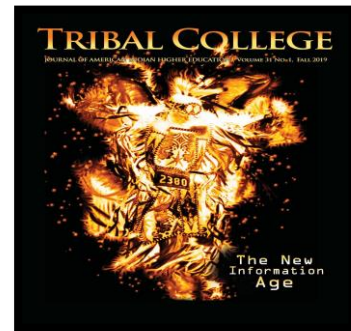
Tribal College Journal Update

TCJ's fall issue (31.1) on The New Information Age was mailed out in mid-August. The issue contains a variety of articles that explore the challenges that 21st-century media and information technology pose for Native communities and how tribal colleges are best poised to find solutions. Diné College instructor and digital services librarian Rhiannon Sorrel penned the feature “From JSTOR to Jini: Incorporating Traditional Knowledge in Teaching Information Literacy at Tribal Colleges.” Her article underscores the importance of TCUs in guiding students through the digital divide and instilling a new level of information literacy and ethics. College of Menominee Nation president, Dr. Paul Trebian, contributed the feature “Technology and Learning in the New Information Age,” in which he shares his vast experience in information technology, e-learning, and software development to find paths to technology-based solutions that advance student learning in an engaging manner. Hondo Baldwin Louis, a professor of new media at Navajo Tech, wrote an insightful opinion column entitled, “Born into a Digital Age,” in which he argues that

technology has forever changed rural and remote tribal lands. This poses challenges for future generations of Native peoples, Louis maintains, especially when it comes to identity formation.

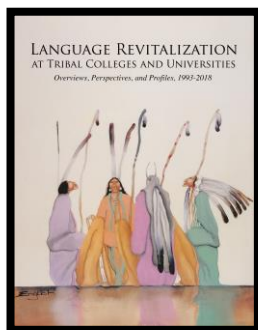
Other pieces in the fall issue include Northwest Indian College math instructor Matteo Tamburini's Talking Circle contribution, which explores how TCU faculty should seek to cultivate cultural connections and recognize Indigenous ways of knowing when teaching math courses. Media reviews include contributions from TCU faculty Elaine Fleming of Leech Lake Tribal College, Elizabeth Roastingear of NTU, and Stephen Wall of the Institute of American Indian Arts. For TCJ's On-Campus news department, the American Indian College Fund, Salish Kootenai College, LLTC, Fort Peck Community College, and the AIHEC Student Congress all submitted articles. The department also includes an interesting featurette on California's newest tribally controlled college: California Indian Nations College (not to be confused with California Tribal College), which is working to serve Native peoples in the southern part of the state.

As always, the fall issue also contains the ever-popular annual TCU student creative writing and art publication—*TCJ Student*. We were honored to have *New York Times* bestselling author Daniel H. Wilson (Cherokee Nation) serve as guest editor. Wilson is a science-fiction novelist and author of the acclaimed *Robocalypse* trilogy, as well as *The Andromeda Evolution*, the sequel to Michael Crichton's sci-fi classic. Wilson selected an array of top-notch poetry, fiction, and creative nonfiction for the 2019 edition of *TCJ Student*. The issue also features stunning artworks from TCU students. Be sure to check this new issue out, as well as all of the stories and poems that earned honorable mention and this year's best film, *Lightning Boy*, by IAIA's Michael Begay, which are available only at tcjstudent.org.



Other web-exclusive content further explores the theme of the New Information Age. For TCJ's quarterly interview column, Current Reflections, we spoke with TCJ's founding editor Paul Boyer, who offered an array of pithy insights on how media is influencing our perceptions of reality. Meanwhile, longtime TCU leader and educator, Tom Davis, is the interviewee in an ongoing series of podcasts, which TCJ will post throughout the volume 31 editorial cycle. NTU faculty member Christine Reidhead interviewed Davis, who recounts the tribal college movement's past 30 years.

Currently, TCJ is in the proofing stage for its winter issue (Vol. 31.2), which is entitled "Building Infrastructure." The issue will arrive in mailboxes in early to mid-November. We are also preparing for the editing and copyediting stages of the spring issue, which focuses on STEM. There is still some room for featurettes and news items so please contribute and share what your TCU is doing in the STEM fields.



TCJ has also been working on developing Tribal College Press, an imprint of TCJ that seeks to publish one book per year. Last year, we finished work on an ebook entitled *Language Revitalization at Tribal Colleges and Universities*. This year, we have completed work on a print edition of the book, which sees its official launch date on Indigenous Peoples Day (October 14). Moreover, we are currently in the editorial stage for TCP's next title, *Meditation on the Ceremonies of Beginnings*, a collection of poems by Tom Davis that recounts the history of the tribal college movement and the founding of the World Indigenous Higher Education Consortium. TCP is aiming for a 2020 publication date.

INNOVATING: STRENGTHENING COMMUNITIES



AIHEC NARCH Project

The AIHEC NARCH Project ended on September 14, 2019. All sub-awardees submitted their final narrative and financial reports. Dr. Joan LaFrance completed a project evaluation that is on file, and it was included in AIHEC's final report.

AIHEC plans to submit another NARCH application when NIH opens this opportunity which is anticipated to be in early spring 2020.

Indigenous Research Methodology Graduate Certificate

Department of Defense Faculty Fellowship Program

The AIHEC DoD Faculty Fellowship Research Program, sponsored by the Office of the Under Secretary of Defense for Research and Engineering, finished its first summer of research in August. The program supports faculty/student teams from TCUs to work with researchers on projects at DoD research facilities located throughout the country. Eight teams of TCU faculty and students were recruited to work on various topics including environmental remote sensing, neural networks, nuclear physics, cognitive psychology, land-atmosphere dynamics, and synthetic biology. Each team was composed of one faculty member and one student. The fellowships were ten weeks long from June to mid-August. Starting this fall, AIHEC will begin recruiting faculty and student teams to explore opportunities and develop project collaborations for next summer.

National Native Health Research Training Initiative

TCU Cyberinfrastructure Initiative Project

The TCU CI-Study project team continued to conduct TCU site visits to review the technology infrastructure and provide recommendations (policy, hardware/software, staffing, etc.) to help the colleges take full advantage of current technologies to support their research and education programs. Principal Investigator Al Kuslikis is the project lead. Alex Grandon is the project coordinator. Members of the project team also include expert consultants in information technology systems, Dale Smith, network engineer from the University of Oregon, and Jim Bottum, the co-principal investigator, and campus governance/management lead. Since June, the AIHEC CI Study team has conducted site visits at six additional Tribal Colleges, co-coordinated and participated in the 2nd annual TCU IT Directors Meeting with the Northern Tier Network Consortium, and hosted three informational webinars for the IT directors, part of our support of a TCU IT community of practice.

The team visited six TCUs this quarter – United Tribes Technical College, Sitting Bull College, Sisseton Wahpeton College, Saginaw Chippewa Tribal College, Bay Mills Community College, and Red Lake Nation College. The AIHEC CI Study team-plans to complete site visits at the remaining six TCUs and submit site visit reports to all the TCUs that participated in the study by the end of the year.

In July, AIHEC combined the TCU IT directors meeting with the Northern Tier Network Consortium summer meeting for the second year. The meeting was held on July 10-12 in Fargo, North Dakota. Meeting sessions included discussion of the findings and outcomes of the AIHEC NSF Cyberinfrastructure Study, consideration of additional areas of collaboration among the TCU IT directors, as well as possible collaborations with the Northern Tier Network membership in areas such as cybersecurity and professional development.

At the suggestion of the TCU IT directors, our recent informational webinars focused on enterprise resource planning (ERP) systems and cybersecurity/ransomware. The June and July webinars focused on Jenzabar and EMPOWER

respectively. Company representatives gave presentations followed by question and answer time. The AIHEC CI Study team plans to invite a representative of the North Dakota Security and Local Intelligence Center to discuss the nature and threat of ransomware and how to minimize vulnerability to an attack for the September webinar.

In August, AIHEC was granted a one-year, no-cost extension of our project to complete the TCU site visits and continue supporting the IT community of practice activities.



The AIHEC CI Study site visit team tours the NTU and UTTC campuses.

AIHEC Tribal Climate Science Liaison

National Science Foundation *TCU STEM Student Success Collaborative*

AIHEC is in the process of finalizing the National Science Foundation TCU STEM Student Success Collaborative initiative. The project promotes and supports the adoption of culturally resonant problem-based learning (PBL) and other STEM pedagogical models among TCU STEM faculty through a sustained community of research and practice in Indigenous STEM.

This initiative has been supported by NSF since September 2013 and ends on September 30, 2019. Since its inception, a total of 11 sub-awards have been given to TCUs. Through the project, participating TCU faculty were asked to incorporate PBL in at least one STEM course or program and to explore strategies for developing campus-wide PBL opportunities.

The last convening, the AIHEC Indigenous STEM Institute held on July 29-30 in Albuquerque, New Mexico, hosted more than 15 TCU STEM faculty with the purpose of:

- Gaining a better understanding of PBL;
- Enhancing faculty knowledge in designing Indigenous PBL;
- Building & scaling a TCU community of practice around Indigenous PBL faculty knowledge in designing Indigenous PBL.

In the future, the project aims to integrate an Indigenous framework model and training resources into Indigenous PBL/STEM strategies and to sustain a TCU community of practice in Indigenous STEM.

AIHEC Land-grant Programs

The 1994s are 25 years old! AIHEC has begun planning the 25th anniversary commemoration of the 1994 Land Grant status, with ongoing discussions with APLU, NIFA, FALCON, and other partners. A celebration of the 25th anniversary will take place at FALCON's annual meeting scheduled for October 26-28, in Denver, CO.

A video is being produced for the commemoration, with a targeted release for October 2019. Additional activities and outreach are also being discussed.

NIFA Relocation: NIFA is currently relocating its offices and personnel from Washington, DC, to the Kansas City, MO area. The NIFA 1994 national program leader has worked with the TCUs to prepare for the transition by ensuring that all outstanding administrative matters were completed prior to the move. While NIFA has assured its stakeholders that its services will not be impacted, AIHEC is monitoring the situation closely. Should any TCUs experience a disruption in NIFA support, please notify AIHEC immediately.

Assistance with new program eligibility: With the reauthorization of the Farm Bill, the 1994s are now eligible for two competitive extension programs: The Federally Recognized Tribal Extension Program (FRTEP) and the Children, Youth and Families at Risk (CYFAR) grant program, as well as the McIntyre-Stennis research program. NIFA worked with AIHEC and FALCON to provide orientation and training for the 1994s on these programs in advance of the releases of the new RFAs.

Likewise, NIFA is working with AIHEC to develop specific eligibility criteria for the McIntire-Stennis Capacity Grant. The purpose of this funding is to increase forestry research in the production, use, and protection of forestland; to train future forestry scientists, and to involve other disciplines in forestry research. The 1994s with forestry degree programs are eligible to participate in this program.

Association of Public and Land-Grant Colleges Partnership: AIHEC continues to work with APLU on a number of boards and committees. AIHEC has made the following appointments and nominations to various APLU boards and commissions:

- Policy Board advisor nominees: Steve Yanni, Bay Mills Community College, and Charlene Carr, IAIA. (The Policy Board is currently holding an election for this nomination.)
- Budget and Advocacy Committee and the Congressional, Legislative, and Policy Committee: John Philips and Patrese Atine.
- ECOP (Extension Board): Brian Kowalkowski, College of Menominee Nation. (*Already participating*)
- Academic Program Section (APS): James Hafer, Chief Dull Knife College, represented AIHEC at the recent APS Spring 2019 meeting.
- CARET (community-based advocacy board): Mr. Jim Durglo, a board member of Salish Kootenai College, has agreed to serve. This is a lay position. CARET covers travel expenses.

Outreach to Tribal Farmers & Ranchers: AIHEC is completing a USDA Outreach to Socially Disadvantaged Farmers, Ranchers, and Veterans Program to support TCUs in providing direct training and technical assistance to Native agricultural producers. Three TCUs (College of Menominee Nation, Little Priest Tribal College, and Navajo Technical University) are participating. The one-year projects included at least one local community training workshop. Each TCU employed a VISTA volunteer who helped implement a training and technical assistance program that helped agricultural operators and/or household gardeners increase their local food production and economic activity. AIHEC has applied for continued funding of this project.

USDA-NRCS Hoop House Initiative: AIHEC continues working with the USDA Natural Resources Conservation Service (NRCS) to support four TCUs or Tribal organizations in developing Tribal nurseries through the installation of high tunnel greenhouses and/or developing edge-of-field (EOF) water monitoring systems. Four organizations are participating: the Blackfoot Tribe, Dineh Water Users Association (DWUA) (in partnership with Diné College), Oglala Lakota College (OLC), and United Tribes Technical College (UTTC). DWUA, OLC, and UTTC are constructing greenhouses to support the propagation of native plants that will be used for food production or conservation efforts. Blackfoot Tribe is developing a plan to implement a long-term EOF study to determine the benefits of organic versus conventional practices on rangeland surface water quality. These grants are intended to build long-term initiatives with TCUs and their Tribal partners and provide TCU students with experiential learning opportunities.

AIHEC-TCU VISTA Program: The AIHEC Tribal VISTA Program continues to help build the human capacity at the TCUs and other Tribal organizations. In this reporting period, the program re-enrolled four VISTAs and enrolled in one new site (Red Lake Nation College). In total, the program now supports 13 VISTA members in six states with eight positions at TCUs. The program aims to support more TCUs, which remain the top priority. The program expects to place VISTAs in 20 TCUs over the next several years.

The AIHEC Tribal VISTA Program includes three focus areas: (1) natural resource management; (2) education, student success, and youth development; and (3) behavioral health. The program has implemented a cost-share policy to help it become financially self-sustaining. The Corporation for National and Community Service (CNCS) charges AIHEC a 25 percent cost-share, therefore, the cost to each site of hosting one VISTA member is \$8,000 to \$12,000. For this sum, the host TCU or Tribe receives a qualified full-time employee with full benefits for one year, as well as training and technical assistance from AIHEC.

The impacts of the VISTA program to a TCU are considerable. For example, VISTA member Joe Eastman is serving at Little Priest Tribal College as the outreach assistant for the Growing Native American Agriculture Program. Over the past few months, he has helped to coordinate the community's new farmer's market, which had its soft opening on July 20. After a few weeks of being open to the public, the market just celebrated its official grand opening on August 24. With Joe's support in conducting outreach to speakers and partners, developing activities, and promoting the celebration, the day-long event reached upwards of 300 community members. At other TCUs and Tribal organizations, VISTA volunteers conduct similar work to build new programs and create sustainable systems and processes.

AIHEC JOB CREATION IMPERATIVE

DoE-Advanced Manufacturing Initiative

DOE funding for the AIHEC/TCU Advanced Manufacturing Network Initiative (AMNI) was to have ended at the conclusion of FY 2019. The Minority Serving Institution Partnership Program (MSIPP) has chosen to continue funding the initiative for an additional two years, primarily to allow the five participating colleges to continue developing their programs and hopefully achieve sustainability, so they can continue to operate beyond the period of DOE funding. With continued funding, the AMNI colleges (BMCC, CCCC, NTU, SKC, and TMCC) will continue to develop their advanced manufacturing facilities, offer AM courses and conduct outreach activities with area high schools to generate interest in advanced manufacturing and engineering careers and recruit students to the program. Dr. Stan Atcitty, a Navajo research engineer at Sandia National Laboratories will continue to serve as lead expert consultant working with this project. Amy Moser from the Kansas City National Security Complex continues to provide subject matter experts from KCNSC to support the colleges' projects and serves as liaison with the HBCU advanced manufacturing consortium.

The University of Nebraska-Lincoln College of Engineering again hosted the initiative's eight-week Advanced Manufacturing Summer Institute. Students acquired a firm grounding in key advanced manufacturing topic areas by working in teams on advanced manufacturing projects involving 3D design, engineering, and metrological testing of drones. Fourteen TCU students completed the institute. Post-institute surveys indicated that students were highly



LPTC VISTA volunteer Joe Eastman is proud to have helped start the farmer's market in Winnebago, NE.

satisfied with their experience at the institute and would recommend it to others. NTU has agreed to host the summer institute during the two-year period of the AMNI project extension.

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

AIHEC continues to support Blackfeet Community College and College of Menominee Nation in developing and offering records and information management certificate programs under the TCU Records Management Program funded by the BIA Office of Trust Records to increase the number of TCU students prepared to enter the records management workforce. The Records Management Program is in the third year of implementation.

BFCC now offers an online version of the RIM program that will eventually be accessible to all TCU students. CMN is in the planning phase of its overall online/distance learning program and, once completed, will include an online RIM program. The RIM I and II courses that constitute the certificate program could be added to existing TCU business certificate or degree programs at any TCU.

Wells Fargo Language and Revitalization Program

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

ENGAGING: STUDENT SUCCESS

National Institutes of Health: IPERT II IPERT I Final Report: Advisory/Oversight

The AIHEC Board of Directors' standing Research Committee serves as the advisory committee for the Aseto'ne Network project. The Research Committee provides oversight for the project, monitoring progress, assessing success and effectiveness, helping ensure that the project reaches the target group, and providing expert advice and feedback for revising and refining the project. Project staff will provide written and oral progress reports to the committee at its regularly scheduled meetings, and experts in fields relevant to the project will provide presentations on evolving issues and trends.

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

The purpose of the Aseto'ne Network Project (ANP) is to establish a broad, multi-institutional initiative to coordinate outreach, educational enrichment, mentoring, and exposure to research for TCU students. The project is intended to promote student interest and engagement in health and biomedical research, building on health-focused programs and initiatives which the TCUs currently offer or with which they are involved. AIHEC has partnered with the University of Nebraska Medical Center (UNMC). Carrie Billy and Dr. Maurice Godfrey are co-PIs; Reno Charette is the project director. The proposal was funded for four years under the National Institutes of Health (NIH) Innovative Programs to Enhance Research Training (IPERT) Program on May 28, 2019, with a start date of June 1, 2019.

The Aseto'ne Network Project (ANP) is an initiative to help Tribal College/University (TCU) students learn about the essential and enriching career opportunities available in health sciences research. In the Cheyenne language, Aseto'ne refers to the concepts of growth and taking the first steps. The first steps taken by the new project director include recommendations for grant activities, recruiting TCU students to attend the Society for Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS) conference, recruiting an ANP Advisory Committee member, and soliciting input from TCU health career faculty on the design of webinars, online short courses, and modules. ANP staff will seek to streamline grant activities with the goal of maximizing the greatest benefit for students and TCUs. One such example is convening a health research forum during the AIHEC Spring Conference that will become a webinar and represents the intersection of American Indian health disparities, Native researchers, and culturally relevant approaches to research, while also promoting career tracks leading to biomedical research. TCU faculty have been invited to review a curriculum development document and contribute their ideas for topics and structure of webinars, online short courses, and learning modules. Contemporary students are sophisticated in their

knowledge of electronic media. To hold their attention and make the most impact on their learning, teaching resources should be stellar in content and production.

A planning document in support of mentoring with 45 recommendations has been prepared for the mentor coaches' review. The ANP proposal commits to building a supportive community of health career and academic professionals for mentoring and guiding that is always available and follows the students as they progress on their research career path. The Aseto'ne Project needs a method of tracking students as they matriculate from one institution and degree program to another. A FERPA release is one way to track students. Likewise, the ANP proposal refers to the concepts of peer and near-peer mentoring, however, no definitions or budget are associated with it. Services for matriculated students will include a more robust plan for the development of near-peer and peer programming.

Achievements during the fall quarter include recruitment of one Aseto'ne Summer Institute alumnus and four TCU students to attend SACNAS, TCU recommended points of contact for faculty discussions on curriculum development, recruitment of an Advisory Committee member, and a UNMC scope of work document with discussion. Goals for the next quarter report include AIHEC Spring Conference activities, ANP Summer Institute agenda, confirmed presenters, and launch of the recruitment plan.

AIHEC Student Congress (ASC) Election

ASC Initiatives: The 2019-2020 ASC are developing and working on the following initiatives:

- 1) Get Out the Vote (GOTV) aims to increase voter turnout, provides information, and educates TCU students on the upcoming election.
- 2) Environment Sustainability: The ASC is working to ban all Styrofoam products from all TCU campuses; they plan to offer more education to the TCUs by explaining what it means, how important it is, and ways to get started in the removal process.
- 3) TCU Communication: A student newsletter showcases what students and student groups are doing on their campuses to inspire other students to do the same on their campuses. The newsletter would spread news about the great ventures fellow TCUs are implementing;
- 4) Planning and hosting the 2020 LIFE Conference.

AIHEC L.I.F.E. Conference – A Success!: The ASC worked diligently, even with finals pending, on the 2019 L.I.F.E. Conference, held at Bay Mills Community College (BMCC) in Brimley, MI on June 4-6, 2019. The accommodations and meals for the conference at the Kewadin Casino and Hotel and the conference was held on the Bay Mills Community College campus. The conference advertised at the 2019 AIHEC Student Conference, posted on the AIHEC web site, social media accounts, and weekly newsletter with hopes of increasing the applicant submissions.

The ASC worked with Diane Sliger, BMCC TRIO Director, to identify speakers and workshop facilitators from the Bay Mills and Sault Ste. Marie tribes for the conference. Day one of the conference focused on governance and discussed implementation, day-to-day operations, and other shared experiences of Tribal governance program and leadership practices; shared best practices; identified and pursued solutions to shared challenges on tribal land and the steps to take to push through obstacles; and worked to build strong relationships and network with peers. Day two focused on traditions and cultural practices and how they incorporate their traditions into education and how their culture ties into leading within their communities/school, with a visit to Mackinaw Island. Day three focused on entrepreneurial leadership, identifying problems, and finding solutions, setting goals, making plans, and taking action to achieve the goals, building and operating a business on Tribal land, and enhancing leadership skills. The ASC

sends a huge “thank you” to President Parish and all of the BMCC faculty and staff for hosting a great conference on their campus!

AIHEC Lumina Foundation Students Success Secondary Research Study Initiative

The Lumina Foundation has funded an American Indian/Alaska Native Student Success Secondary Research Study. This 14-month project is to support research on factors that influence participation and completion of American Indian/Alaskan Native (AI/AN) students with a goal of developing a holistic framework of strategies designed to help ensure AI/AN student success and completion in postsecondary education. This initiative will review the literature describing the factors contributing to students' success and the challenges that they encounter in the pursuit of postsecondary degrees and credentials.

Project staff, with advisory committee guidance, will draft the AI/AN Student Attainment Collaborative Framework. The framework is not meant to replace existing success strategies; rather, it will provide a framework to support the overarching initiatives to assist with postsecondary credentialing programs for AI/ANs at multiple levels, including institutions, Tribes, and state/federal governments.

Dr. Deborah His Horse is Thunder serves as the project director and Dr. Grace Mukupa, AIHEC's senior associate for student success serves as the assistant director.

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 BUDGET REQUEST	FY 2020 HOUSE PASSED REPORT	FY 2020 SENATE REPORT	FY 2020 AIHEC REQUEST	FY 2020 Final
Interior: Tribally Controlled Colleges and Universities Assistance Act						
Title I, II, III and contracts (28 TCUs)	\$70,793,000	\$69,793,000	\$81,696,000	\$70,793,000	\$81,696,000	
Title V (Tribal career/technical institutions)	\$7,505,000	\$7,537,000	\$10,000,000	\$7,537,000	\$10,000,000	
TCU Infrastructure Improvement	--	--	\$5,000,000	0	\$31,000,000	
Interior: American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act						
Institute of American Indian Arts	\$9,960,000	\$10,210,000	\$10,850,000	\$10,210,000	\$10,210,000	
HINU and SIPI	\$39,398,000 (Includes forward funding)	\$19,480,000	\$25,000,000	\$22,500,000	\$25,000,000	
ED: Higher Education Act						
TCU HEA Title III-A (\$316) Parts A & F	\$31,854,000 (Part A) \$28,140,000 (Part F)	\$27,600,000 (Part A) \$0 (Part F)	\$51,000,000 (Part A) \$0 (Part F)	\$31,854,000 (Part A) \$0 (Part F)	\$35,000,000 (Part A) \$30,000,000 (Part F)	
ED: Carl Perkins Technical and Career Education Act						
Tribal postsecondary career & technical institutions	\$9,564,000	\$8,300,000	\$10,000,000	\$9,564,000	\$10,000,000	

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 BUDGET REQUEST	FY 2020 HOUSE PASSED REPORT	FY 2020 SENATE REPORT	FY 2020 AIHEC REQUEST	FY 2020 Final
HHS: Tribal Colleges and Universities Head Start Partnership Program						
TCU Head Start Partnership Program	—	---	\$8,000,000	0	\$8,000,000 (from existing funds)	
ED: Other Higher Education Programs						
Federal Work Study	\$1.130 billion	\$500 million	\$1.434 billion	\$1.130 billion		
GEAR UP	\$360 million	Not funded	\$395 million	\$360 million		
TRIO	\$1.060 billion	\$950 million	\$1.160 billion	\$1.060 billion		
Pell Grant	\$6,195 per student		\$6,345 per student	\$6,330 per student		
USDA: Equity in Educational Land Grant Status Act						
1994 Institutions Extension Program (NIFA)	\$6,446,000	\$4,000,000	\$8,000,000	\$6,446,000	\$9,000,000	
1994 Institutions Research Program (NIFA)	\$3,801,000	\$1,789,000	\$3,801,000	\$3,801,000	\$5,800,000	
1994 Institutions Equity Payment (NIFA)	\$3,439,000	\$3,416,000	\$4,000,000	\$3,439,000	\$4,000,000	
Native American Endowment Payment (NIFA)	\$11,880,000	\$11,880,000	\$11,880,000	\$11,880,000	\$15,000,000 corpus payment only annual interest yield is scored (FY 2017 interest = \$4.8M)	

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 BUDGET REQUEST	FY 2020 HOUSE PASSED REPORT	FY 2020 SENATE REPORT	FY 2020 AIHEC REQUEST	FY 2020 Final
USDA: Consolidated Farm & Rural Development Act						
TCU Essential Community Facilities	\$4,000,000	\$10,000,000	\$7,000,000	\$4,000,000	\$8,000,000	
DOE: National Nuclear Security Administration (NNSA) - Minority Serving Institutions Partnership Program (MSIPP)						
MSIPP Initiative (includes TCU program)	\$20,000,000 (TCUs: \$2,000,000)	\$20,000,000 (no mention of TCUs)	\$25,000,000 (TCUs: \$2.5 million)	\$20,000,000 (TCUs: \$5 million)	\$3,000,000 from existing funds	
NSF: Education and Human Resources (EHR)						
NSF-TCUP	\$15,000,000	\$13,200,000	\$15,000,000	\$15,000,000	\$16,000,000	



September 9, 2019

The Honorable Mitch McConnell
Majority Leader
United States Senate
Room S-230, The Capitol
Washington, D.C. 20510

The Honorable Chuck Schumer
Minority Leader
United States Senate
Room S-204, The Capitol
Washington, D.C. 20510

The Honorable Nancy Pelosi
Speaker of the House
U.S. House of Representatives
H-232 Capitol Building
Washington, DC 20515

The Honorable Kevin McCarthy
Minority Leader
U.S. House of Representatives
H-204 Capitol Building
Washington, DC 20515

Re: Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act

Dear Majority Leader McConnell, Minority Leader Schumer, Speaker Pelosi, and Minority Leader McCarthy:

On behalf of the National Congress of American Indians (NCAI)ⁱ, the National Indian Education Association (NIEA)ⁱⁱ, and the American Indian Higher Education Consortium (AIHEC)ⁱⁱⁱ, we write to express our support for the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act, introduced in the Senate as S. 1279 and in the House as H.R. 2486. As the three largest and most inclusive national organizations representing American Indian and Alaska Native (AI/AN) students, tribal colleges and universities (TCUs), and tribal governments and leaders, we urge Congress to take action before September 30, 2019 to ensure that tribal communities do not lose access to critically needed education funding.

Since FY2010, the Strengthening Institutions – Tribal Colleges and Universities program (HEA Title III Part F) has supported the Tribal College Movement in addressing the higher education needs of AI/AN students. Through this program, TCUs collectively receive \$30 million in annual mandatory funding. TCUs have used this funding for student support services, faculty development, academic curriculum and courses to strengthen our tribal nations, library services, classroom construction or modernization, and many other important education activities. Without these funds, TCUs will be forced to reduce services, jeopardizing student completion and success.

The FUTURE Act will sustain mandatory funding for two more years (FY 2021-2022) at current levels for Tribal Colleges and Universities (\$30 million), Alaska Native-Serving Institutions (\$15 million), and Native American-Serving non-Tribal Institutions (\$5 million). For timely distribution of funding and to avoid any disruptions of services at TCUs, Congress must pass the FUTURE Act before funding expires at the end of the current fiscal year on September 30, 2019.

To emphasize the need for Congress to enact this vital legislation quickly, NCAI's membership passed Resolution [#REN-19-038](#) "to extend the HEA Title III-Part F Strengthening Institutions-Tribal Colleges and Universities program at the current mandatory level of \$30 million per year for two years, while working to secure permanent funding of the program." Accordingly, we strongly support the FUTURE Act and urge you to support this time-sensitive legislation to ensure the continuity of operations at institutions of higher education in tribal communities, including all 37 TCUs.

Please contact us if you have any questions or if additional information is needed. Thank you for your continued support of TCUs and AI/AN students across the nation.

Sincerely,



Kevin J. Allis
Chief Executive Officer
National Congress of American Indians



Carrie L. Billy
President & CEO
American Indian Higher Education Consortium



Diana Cournoyer
Executive Director
National Indian Education Association

ⁱ Founded in 1944, the National Congress of American Indians is the oldest, largest, and most representative American Indian and Alaska Native organization in the country. NCAI advocates on behalf of tribal governments and communities, promoting strong tribal-federal government-to-government policies, and promoting a better understanding among the general public regarding American Indian and Alaska Native governments, people, and rights. For more information visit www.ncai.org.

ⁱⁱ NIEA is the nation's most inclusive advocacy organization advancing comprehensive culture-based educational opportunities for American Indians, Alaska Natives, and Native Hawaiians. Formed by Native educators in 1969 to encourage a national discourse on education, NIEA adheres to the organization's founding principles- to convene educators to explore ways to improve schools and the educational systems serving Native children; to promote the maintenance and continued development of language and cultural programs; and to develop and implement strategies for influencing local, state, and federal policy and decision makers. For more information visit www.niea.org.

ⁱⁱⁱ The American Indian Higher Education Consortium, a 501(c)(3) organization governed by a board of directors composed of the presidents of the accredited United States-based TCUs, is celebrating 45 years as the collective spirit and unifying voice of our nation's 37 TCUs—a unique community of tribally and federally chartered institutions working to strengthen tribal nations and make a lasting difference in the lives of American Indians and Alaska Natives. For more information visit www.aihec.org.



TCUs: *Educating, Engaging, Innovating, Sustaining, Honoring*

American Indian Higher Education Consortium, 121 Oronoco Street, Alexandria, VA 22314

September 19, 2019

Carrie L. Billy
President & CEO

MEMBERSHIP:

ALASKA

Iłisaḡvik College

ARIZONA

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

CALIFORNIA

California Tribal College

KANSAS

Haskell Indian Nations University

MICHIGAN

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

MINNESOTA

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

MONTANA

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

NEBRASKA

Little Priest Tribal College
Nebraska Indian Community College

NEW MEXICO

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

NORTH DAKOTA

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

OKLAHOMA

College of the Muscogee Nation

SOUTH DAKOTA

Oglala Lakota College
Sinte Gleska University
Sisseton Wahpeton College

WASHINGTON

Northwest Indian College

WISCONSIN

College of Menominee Nation
Lac Courte Oreilles Ojibwa Community College

The Honorable Mitch McConnell
Majority Leader
United States Senate
Room S-230, The Capitol
Washington, D.C. 20510

The Honorable Lamar Alexander
Chairman
Senate Committee on Health, Education,
Labor, and Pensions
455 Dirksen Senate Office Building
Washington, DC 20510

The Honorable Chuck Schumer
Minority Leader
United States Senate
Room S-204, The Capitol
Washington, D.C. 20510

The Honorable Patty Murray
Ranking Member
Senate Committee on Health, Education,
Labor, and Pensions
455 Dirksen Senate Office Building
Washington, DC 20510

Dear Majority Leader McConnell, Minority Leader Schumer, Chairman Alexander, and Ranking Member Murray:

On behalf of the nation's 37 Tribal Colleges and Universities, which are the American Indian Higher Education Consortium (AIHEC), we respectfully request that you to support swift Senate passage of the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act, H.R. 2486, as passed by the House with strong bipartisan support, while working to secure a permanent extension of Title III Part F of the Higher Education Act 1965.

Since FY2010, the Strengthening Institutions – Tribal Colleges and Universities program (HEA Title III Part F) has provided \$30 million per year to help TCUs address the higher education needs of American Indian and Alaska Native students. TCUs use this funding for vitally needed student support services, faculty development, curriculum and program development to strengthen tribal nations, library services, facility modernization and construction and other important education activities. Without these funds, TCUs will be forced to reduce services, jeopardizing student completion and success, and some of our smaller institutions may face closure.

Tribal Colleges and Universities truly are developing institutions – the oldest TCU recently reached its 50th year; we are located in some of the most rural, remote, and economically challenged regions of the country; we are severely under-resourced; and yet, we are committed to affordable, high quality, place-based and culturally grounded higher education. Our ability to achieve our collective vision -- strong sovereign Tribal nations through excellence in Tribal higher education – would be impossible without the Title III Part F program.



We have always supported and worked for permanent reauthorization of the Title III Part F program for Tribal Colleges and Universities, Historically Black Colleges and Universities, Hispanic Serving Institutions, and other minority serving institutions. We are not wavering from this critical goal. However, the House-passed FUTURE Act, H.R. 2486, is the best path forward at this time. Indeed, the House-passed FUTURE Act is the *only* tangible strategy before us, and time is running out.

Thank you for your attention to this request and for your support of our institutions and the students we serve.

Sincerely,



Carrie L. Billy
President & CEO



David E. Yarlott, Jr.
Chair, AIHEC Board of Directors

September 16, 2019

Representative Nancy Pelosi
Speaker of the House
United States House of Representatives
1236 Longworth House Office Building
Washington, DC 20515

Representative Kevin McCarthy
Minority Leader
United States House of Representatives
2468 Rayburn House Office Building
Washington, DC 20515

Dear Speaker Pelosi and Leader McCarthy,

On behalf of the undersigned organizations representing Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic-Serving Institutions (HSIs), other Minority-Serving Institutions (MSIs), and the higher education community at large, we write to ask that you and the members you lead vote in favor of H.R. 2486, the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act when it comes up for a vote tomorrow.

This bicameral, bipartisan bill was introduced by Representative Alma Adams (D-NC) and Representative Mark Walker (R-NC) to extend vital mandatory funding for Science, Technology, Engineering, and Mathematics (STEM) education, student completion and infrastructure programs benefiting HBCUs, TCUs, HSIs, and other MSIs in Title III, Part F of the Higher Education Act of 1965 (HEA) before it expires on September 30, 2019.

Mandatory funding for STEM education and other programs at these important institutions was first instituted when the College Cost and Reduction Act of 2007 was signed into law. This bill passed both the House and Senate on a bipartisan basis and allowed for mandatory funding to flow to HBCUs, TCUs, HSIs and other MSIs from 2008 to 2009. Shortly thereafter, the Higher Education Opportunity Act, which maintained this important stream of funding, passed both the House and Senate on a bipartisan basis and was signed into law in 2008.

It was not until 2010 that these mandatory funds were extended for an additional ten years because Congress recognized the value in securing funding for institutions that served large numbers of low-income, first-generation college students of color.

According to a recent report, there are more than “20 million young people of color in the United States whose representations in STEM education pathways and in the STEM workforce [fall] . . . far below their proportions of the general population.”¹ It was emphasized in this

¹ Espinosa, L.L., McGuire, K., & Jackson, L.M. (2019). Minority serving institutions: America's underutilized resource for strengthening the STEM workforce. Retrieved from The National Academies of Sciences, Engineering, and Medicine Website:
<https://www.nap.edu/download/25257>

report that “the educational outcomes and STEM readiness of students of color will have direct implications on America’s economic growth, national security, and global prosperity.”²

Furthermore, a report released by the White House’s National Science and Technology Council stated that the “national benefits of a strong STEM foundation cannot be fully realized until all members of society have equitable access to STEM education and [until] there is much broader participation by those historically underserved and underrepresented in STEM fields...”³ The report goes on to highlight the importance of diversity in the workplace leading to more engaged, innovative, and higher-performing organizations.

It is clear that diversifying our STEM workforce should be a priority for our country and would pay immediate dividends to our economy. The FUTURE Act helps avoid a \$2.55 billion-dollar cliff in funding over 10 years for HBCUs, TCUs, HSIs, and other MSIs by extending mandatory funding until Fiscal Year 2021. This bill is revenue neutral and allows these important institutions to continue the valuable work of offering quality STEM programs.

We thank you for your consideration of this request, and look forward to working with you to enact this legislation before the September 30 deadline.

Sincerely,



Ted Mitchell
President

On behalf of:

Achieving the Dream, Inc.
ACPA-College Student Educators International
ACT, Inc.
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of State Colleges and Universities
American Association of University Professors

² Ibid.

³ National Science & Technology Council. (2018). Charting a course for success: America’s strategy for stem education. Retrieved from White House Website: <https://www.whitehouse.gov/wp-content/uploads/2018/12/STEM-Education-Strategic-Plan-2018.pdf>

American Council on Education
American Dental Education Association
American Indian Higher Education Consortium
APPA, Leadership in Educational Facilities
Association of American Colleges and Universities
Association of American Universities
Association of Catholic Colleges and Universities
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Association of Jesuit Colleges and Universities
Association of Public and Land-grant Universities
Coalition of Urban and Metropolitan Universities
College and University Professional Association for Human Resources
Common App
Consortium of Universities of the Washington Metropolitan Area
Council for Advancement and Support of Education
Council for Christian Colleges & Universities
Council for Higher Education Accreditation
Council for Opportunity in Education
Council of Graduate Schools
Council of Independent Colleges
Council on Social Work Education
EDUCAUSE
ETS
Hispanic Association of Colleges and Universities
NAFSA: Association of International Educators
NASPA – Student Affairs Administrators in Higher Education
National Association for College Admission Counseling
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of System Heads
National Council for Community and Education Partnerships
Thurgood Marshall College Fund
UNCF
UPCEA



September 16, 2019

The Honorable Nancy Pelosi
Speaker
U.S. House of Representatives
Washington, DC 20515

The Honorable Kevin McCarthy
Minority Leader
U.S. House of Representatives
Washington, DC 20515

The Honorable Steny Hoyer
Majority Leader
U.S. House of Representatives
Washington, DC 20515

The Honorable Steve Scalise
Minority Whip
U.S. House of Representatives
Washington, DC 20515

Dear Speaker Pelosi, Minority Leader McCarthy, Majority Leader Hoyer, and Minority Whip Scalise:

As president of the Association of Public and Land-grant Universities (APLU), I write to urge the House of Representatives to pass H.R. 2486, the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act, which we understand will be considered under suspension of the rules on Tuesday.

APLU is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities. Annually, our 197 U.S. member campuses enroll 4.1 million undergraduates and 1.2 million graduate students, award 1.1 million degrees, employ 1.1 million faculty and staff, and conduct \$42.4 billion in university-based research.

As you know, our nation's Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs) and other Minority Serving Institutions (MSIs), play a critical role in educating students who have historically been underrepresented in higher education and boosting their economic mobility. Without congressional action, a critical funding stream, Title III Part F of the Higher Education Act, for these institutions will expire at the end of the month. This funding is used by institutions for a range of efforts, including strengthening STEM education, enhancing research capacity, investing in academic services and student success, and providing support to students at risk of dropping out.

The bipartisan, bicameral FUTURE Act, introduced by Representatives Alma Adams (D-NC) and Mark Walker (R-NC) in the House, would extend this mandatory funding in HEA before it expires on September 30, 2019. Without the FUTURE Act, our HBCUs, HSIs, and other MSIs will face a \$2.55 billion-dollar funding cliff that would directly harm the students at the hundreds of impacted institutions. For example, a number of institutions within the California State University system have used this funding to boost STEM education initiatives supporting students.

Thank you for your attention to this very important issue. Please let me know how APLU can be a resource.

Sincerely,

Peter McPherson

PRESS RELEASES

Home (<https://www.alexander.senate.gov/public/index.cfm/home>) / Press Room (<https://www.alexander.senate.gov/public/index.cfm/pressroom>) / Press Releases (<https://www.alexander.senate.gov/public/index.cfm/pressreleases>)

Alexander Introduces Long-Term Solution to Fund Historically Black Colleges and Universities and Other Minority Serving Institutions (<https://www.alexander.senate.gov/public/index.cfm/pressreleases?ID=958E80DD-EC01-4473-B029-207BC395A513>)

Posted on September 26, 2019

WASHINGTON, September 26, 2019 — Senate education committee Chairman Lamar Alexander (R-Tenn.) today introduced a long-term solution to fund Historically Black Colleges and Universities and other Minority Serving Institutions as part of a legislative package of eight bipartisan higher education proposals drafted by 35 Senators — 20 Democrat, 15 Republican.

“I am today introducing a long-term solution to permanently provide funding for Minority Serving Institutions, including the six HBCUs in Tennessee,” Alexander said. “This solution would be part of a package of eight bipartisan higher education bills drafted by 35 Senators — 20 Democrat, 15 Republican. This package of bills will make it easier for millions of students to get a college education by simplifying the Federal Application for Student Aid, providing Pell grants to parole-eligible prisoners, allowing Pell grants to be used for short-term programs, and increasing the maximum Pell grant award.”

Background on the Student Aid Improvement Act of 2019:

1. Permanent mandatory funding, \$255 million each year, for Historically Black Colleges and Universities and other Minority Serving Institutions
2. FAFSA simplification — Alexander and Jones
3. Pell grants for prisoners — Schatz, Lee and Durbin
4. Short-Term Pell — Portman, Kaine, Cardin, Gillibrand, Hassan, Klobuchar, Stabenow, Baldwin, Brown, Capito, Coons, Ernst, Jones, Moran, Shaheen, Sinema, Smith, Wicker and Braun
5. Simplify aid letters — Grassley, Smith, Cassidy, Ernst, Hassan, Jones, Klobuchar, Manchin and Rubio
6. The package also increases the maximum Pell grant award
7. To pay for this package, we have a bipartisan proposal that both President Obama and President Trump have supported, which is to ensure that students who opt to pay back their loans under the income driven repayment plan pay the full 10 percent of their discretionary income as the law intended.
8. A proposal by Senator Murray and me, along with Senators Collins, Cornyn, Gardner, Hassan, King, Stabenow, Tillis and Whitehouse to allow students to answer up to 22 questions on the current FAFSA with one click by using data the government already has from the IRS. This provision is within the jurisdiction of the Senate Finance Committee, and will be included once the package is ready for consideration on the Senate floor.

“There are other bipartisan provisions that I believe should be included in this package. For example, the College Transparency Act, which creates a student unit record system. I am for this bill, and there is substantial bipartisan support for it in both the House of Representatives and the Senate.”

Three additional provisions which have the support of 30 Senators from both sides of the aisle that with a little more discussion and work, should be included in this package at a later date.

1. The College Transparency Act, which creates a Student unit record system to help students and families compare how students performed at specific colleges and universities — Warren, Cassidy, Baldwin, Brown, Casey, Cornyn, Duckworth, Ernst, Gardner, Graham, Grassley, Hassan, Hyde-Smith, Jones, Kaine, Klobuchar, Murphy, Perdue, Roberts, Romney, Scott, Sinema, Smith, Sullivan, Tillis, Toomey, and Whitehouse.
2. The Education of the Deaf Act, which reauthorizes Gallaudet University in Washington, D.C. and has a long history of bipartisan support.
3. The Educational Opportunity and Success Act which helps low income, first generation, and other disadvantaged students enroll and succeed in a college or university program — Collins, Baldwin, Capito, Tester.

“For the last five years, Senator Murray and I have been working on a bipartisan reauthorization of the Higher Education Act. We have held 30 hearings on everything from holding colleges accountable to campus safety to simplifying the student aid process. We have yet to reach an agreement on some issues, but on several important issues, these hearings have resulted in a number of bipartisan proposals to make college more affordable and worth students’ time and money. I am committed to continuing to work with Senator Murray to develop a larger, more comprehensive bipartisan bill, but right now, we have an opportunity to enact a package including several of the bipartisan proposals that have come from our process.”

“To continue funding for HBCUs and other Minority Serving Institutions, the House took a shortcut and rushed a bill to the floor that has serious problems. First, it’s not a bill that can pass the Senate. Second, it only funds HBCUs and other Minority Serving Institutions for two years—setting up yet another artificial cliff in two years. And finally, it uses a budget gimmick to pay for it. This presents Congress with an opportunity to give certainty to HBCUs and other Minority Serving Institutions and to make it easier for millions of students to receive a college education.”

Alexander concluded: “Congress has the time to do this. While the legislation expires at the end of September, the U.S. Department of Education has sent a letter assuring Congress that there is enough funding for the program to continue through the next fiscal year. In the meantime, Congress should reach a long-term solution to support these important programs.”

Background:

Click [here \(https://www.help.senate.gov/download/student-aid-improvements-act-bill-text-\)](https://www.help.senate.gov/download/student-aid-improvements-act-bill-text-) for the text of the legislation.

Click [here \(https://www.help.senate.gov/download/simplified-student-aid-act-prepared-remarks-\)](https://www.help.senate.gov/download/simplified-student-aid-act-prepared-remarks-) for Chairman Alexander’s prepared floor remarks on the legislation.

###

Permalink: <https://www.alexander.senate.gov/public/index.cfm/2019/9/alexander-introduces-long-term-solution-to-fund-historically-black-colleges-and-universities-and-other-minority-serving-institutions>
(<https://www.alexander.senate.gov/public/index.cfm/2019/9/alexander-introduces-long-term-solution-to-fund-historically-black-colleges-and-universities-and-other-minority-serving-institutions>)

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Alexander Releases Narrow Higher Ed Package

Submitted by Andrew Kreighbaum on September 27, 2019 - 3:00am

U.S. senator Lamar Alexander released a package of bills Thursday that would narrowly update the Higher Education Act, including how financial aid is awarded to low-income students.

There appears to be little chance that the Tennessee Republican's legislation moves forward. At the same time, his opposition to the FUTURE Act, which would renew \$255 million in annual funding for minority-serving institutions for two years, means that money is likely to expire before a Sept. 30 deadline.

The [169-page bill](#) ^[1] fleshes out a proposal Alexander, the chairman of the Senate education committee, outlined last week when he blocked the FUTURE Act from passing on a voice vote. In its place, he [offered a deal](#) ^[2] that would attach long-term funding for those colleges to several proposals with bipartisan support in the Senate.

The legislation would streamline the FAFSA, simplify financial aid award letters, expand Pell Grant eligibility for students in prisons and allow Pell to be used for short-term programs, among other changes. The package would be paid for by allowing student borrowers on income-driven repayment plans to pay up to 10 percent of their discretionary income, even if the amount exceeds what they would owe under a standard repayment plan.

The proposal follows several months of talks over comprehensive legislation that have stalled without a deal. But Senator Patty Murray of Washington, the top Democrat on the education committee, has insisted that lawmakers pass the FUTURE Act and then work on a comprehensive HEA reauthorization. And House Democrats are not likely to take up the legislation even if it did manage to pass the Senate.

In addition to streamlining the FAFSA, the Alexander legislation would rework the federal need analysis formula for low-income students. And it would automatically qualify applicants for the maximum Pell Grant if they meet certain criteria. His office estimates that another quarter million students would qualify for the grant and an additional 1.3 million would receive the maximum award.

Tweaks to some of the proposals in the package won't give some of their advocates all they hoped for. The legislation excludes people with life sentences who are not eligible for parole from receiving Pell Grants. And it would allow for-profit colleges to access Pell Grants for short-term programs. The JOBS Act, a bipartisan bill to expand short-term Pell, had cut out for-profit programs ^[3] -- a selling point for Democrats who backed the bill.

The legislation notably did not include the College Transparency Act, which would create a federal student-level data system to track college outcomes. Alexander said on the Senate floor that the bill should be part of the package, however.

The United Negro College Fund, a historically black college group that has urged lawmakers to pass the FUTURE Act, released a video this week that called out Alexander ^[4] for his opposition.

Source URL: <https://www.insidehighered.com/quicktakes/2019/09/27/alexander-releases-narrow-higher-ed-package>

Links

[1] <https://www.help.senate.gov/imo/media/doc/ROM19662.pdf>

[2] <https://www.insidehighered.com/news/2019/09/20/alexander-blocks-hbcu-funding-bill-proposes-broader-package-legislation>

[3] <https://www.insidehighered.com/news/2019/07/08/debate-over-proposed-expansion-pell-grants-short-term-job-training>

[4] <https://www.youtube.com/watch?v=PWVIA5KMnU&feature=youtu.be>

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Senators Introduce Bipartisan Bill to Simplify FAFSA and Reduce Verification through ED-IRS Data Sharing

By NASFAA's Policy & Federal Relations Staff (<mailto:news@nasfaa.org>)

A group of bipartisan senators yesterday introduced the **Faster Access to Federal Student Aid (FAFSA) Act of 2018** (<https://www.congress.gov/bill/115th-congress/senate-bill/3611/titles?q=%7B%22search%22%3A%5B%22S3611%22%5D%7D&r=1>), a bill that would, through better integration with the Department of Education (ED) and the Internal Revenue Service (IRS), simplify the application, verification, and student loan repayment processes. Introduced by Chairman of the Health, Education, Labor and Pensions (HELP) Committee Sen. Lamar Alexander (R-TN), Ranking Member of the HELP Committee Sen. Patty Murray (D-WA), Sen. Sheldon Whitehouse (D-RI), and Sen. Cory Gardner (R-CO), the bill takes the important step of amending both the Internal Revenue Code (IRC) and Higher Education Act (HEA) to allow for cross-agency data-sharing that would improve and streamline the federal student aid system. The bill implements a portion of NASFAA's FAFSA simplification proposal, which was **presented by NASFAA President Justin Draeger in a Senate Health, Education, Labor, and Pensions Committee hearing (/HELP_Testimony)** in November 2017.

The IRC currently does not allow for the IRS to share taxpayer data with ED. The IRS Data Retrieval Tool (DRT) was designed to work around the lack of data-sharing authority by instead having the applicant obtain their own tax information from the IRS, and then import that information into the FAFSA. The FAFSA Act would amend section 6103(l) of the IRC to allow the IRS to disclose tax return information to authorized ED officials for the purposes of "determining eligibility for, and amount of, Federal student financial aid." The allowable information to be disclosed would include all items currently brought over from the DRT, and would also include "the filing status of such taxpayer," including whether the applicant had filed taxes.

With information coming directly from the IRS, verification burden should be greatly reduced because applicants who currently fall into categories that are ineligible to use the DRT would presumably be eligible to have their tax data shared directly between IRS and ED. The legislation should also largely do away with the increasingly difficult verification of non-filing requirement (VONF), since the bill includes filing status as one of the shared IRS information elements.

The FAFSA Act would also permit ED to share tax return information "solely for the use in the application, award and administration of Federal student financial aid, State aid, or aid awarded by eligible institutions or such entities as the Secretary of Education may designate" to eligible institutions of higher education, state higher education agencies, and certain scholarship organizations with the applicant's consent.

The bill further permits taxpayer data sharing between IRS and ED for the purpose of verifying income for applicants requesting or renewing eligibility for income-driven loan repayment plans as well as for the 3-year monitoring period after a borrower has received a discharge for total and permanent disability.

In addition to providing a more streamlined, less burdensome process for students and families, the bill would create a more secure data-sharing experience, reduce applicant errors in reported income, and reduce improper payments. The bill also aims to improve cost estimates and forecasting of the federal student aid programs by including research, oversight and analysis as an allowable use of shared IRS information. In addition, ED may use IRS data for "producing aggregate statistics for reporting, research, or consumer information on the performance of programs or institutions of higher education."

"The FAFSA Act not only makes the application process easier for students, but does so while preserving the integrity of the student aid programs," said NASFAA President Justin Draeger. "These are the sort of common-sense, bipartisan solutions students and families need from Washington D.C. and we applaud these Senators for their commitment to removing barriers to a postsecondary education. The financial aid community urges swift action on this bill so that work can begin to reduce the application and data verification burden that continues to overwhelm students and institutions."

Publication Date: 11/14/2018

Kimberly L | 1/10/2019 11:10:13 AM

I agree with Tracy and Irma. I have seen far too many ISIRs where the student and or parent indicates they have absolutely no income, no assets, and receive no public assistance. Often times, these ISIRs have not been selected for verification. However, if there are several people in the household on these ISIRs, we will often select the student for institutional verification. Most of the time, there is income AND a filed tax return. I understand that many students and families are intimidated by the FAFSA, however, that should not give people license to ignore or omit facts. I have been in this industry for over 30 years. Far too often, students and families do not take advantage of FAFSA workshops offered at schools. In addition, many of the students and families want to approach the FAFSA like an instant-credit application. The FAFSA should be approached like an open-book test about the student's family. I understand that we want to lighten the load on students and financial aid administrators, however, we should also preserve the integrity of the program.

Laura M | 11/21/2018 12:0:47 PM

A thought to be sure to include foreign tax filers in the plan. They can currently get irs nonfilling letters or transcripts that exclude their income. To be considered equally, they should be providing foriengn income tax statements. Maybe a question leading into the tax section asking if parents lived or worked in another country during the tax year?

Irma C | 11/20/2018 11:39:30 AM

I agree with Tracy. We do see where they were supposed to file but didn't. It'd also be great if it would just pull any wages listed to that social security number whether they filed or not. FAFSA's are being filled with didn't file hoping they aren't verified but once they're verified they actually turn in their tax transcripts. We

SCHATZ, LEE, DURBIN INTRODUCE BIPARTISAN LEGISLATION TO RESTORE EDUCATIONAL OPPORTUNITIES FOR THOSE INCARCERATED AND IMPROVE PUBLIC SAFETY

The REAL Act Would Save Taxpayer Dollars and Give Millions A Chance to Rebuild Their Lives
Tuesday, April 9, 2019

WASHINGTON – Today, U.S. Senators Brian Schatz (D-Hawai'i), Mike Lee (R-Utah), and Dick Durbin (D-Ill.) introduced the Restoring Education and Learning (REAL) Act, a bill that would restore Pell Grant eligibility for incarcerated individuals. The bipartisan legislation (<https://www.schatz.senate.gov/download/real-act-116>) would cut the cycle of recidivism, save taxpayer money, and improve safety.

“When we give people in prison an opportunity to earn an education, our communities are safer, taxpayers save money, and we can end the cycle of recidivism,” **Senator Schatz said**. “The REAL Act would restore a program we know already works and give people a real chance to rebuild their lives.”

“The REAL Act is an important part of providing opportunity to federal offenders and reducing recidivism,” **Senator Lee said**. “I’m proud to be an original cosponsor.”

“The REAL Act is about breaking the cycle of recidivism by increasing access to education for incarcerated individuals. By restoring Pell Grant assistance that can fund educational programs in federal prisons, we will empower individuals to better themselves through education and find career paths once they reenter society,” **Senator Durbin said**.

In 1994, incarcerated individuals lost access to Pell Grant assistance, causing a significant drop in the number of education programs in prisons. The REAL Act would restore access to these grants, which would reduce recidivism and incarceration costs by increasing access to higher education.

The national recidivism rate is 43.3 percent within three years, but higher education can have a dramatic impact on reducing that rate. A report (https://www.rand.org/pubs/research_reports/RR266.html) found that people who participate in correctional education while in prison were 43 percent less likely to recidivate than non-participants, and 13 percent more likely to obtain employment.

In addition, studies have shown that each dollar spent on secondary education programs for prisoners reduces incarceration costs by \$4 to \$5 during the first three years after an individual is released. A recent study (<https://www.vera.org/publications/investing-in-futures-education-in-prison>) found that states

would save an average of \$7.6 million in incarceration costs each year in which people in prison had access to Pell Grants while incarcerated.

Companion legislation in House of Representatives is being led by U.S. Representatives Danny Davis (D-Ill.), Jim Banks (R-Ind.), Barbara Lee (D-Calif.), and French Hill (R-Ark.).

The REAL Act has been endorsed by a diverse group of stakeholders, including the Association of State Correctional Administrators, Association of State and Federal Directors of Correctional Education, American Correctional Association, Correctional Education Association, American Council on Education, Association of American Colleges and Universities, National Association of Independent Colleges and Universities, American Association of Community Colleges, Association of Community College Trustees, National Association for College Admission Counseling, Institute for Higher Education Policy, The Education Trust, Justice Action Network, FreedomWorks, FAMM, R Street, Prison Fellowship, Faith & Freedom Coalition, Equal Justice Initiative, Sentencing Project, Coalition for Juvenile Justice, NAACP Legal Defense and Education Fund, The Leadership Conference on Civil and Human Rights, ACLU, Drug Policy Alliance, Law Enforcement Leaders to Reduce Crime & Incarceration, and The Law Enforcement Action Partnership.

A full list of endorsing organizations can be found here (<https://www.schatz.senate.gov/download/real-act-endorsements-116>).

###



Establish Pell Grant Eligibility for Quality Short-Term Training Programs

Legislators should provide limited new Pell Grant eligibility for short-term training programs in a reauthorized Higher Education Act. These programs are an important and growing component of community college offerings. They are designed both to respond to immediate employer demand and to create new pathways or career ladders to foster upward mobility.

Currently, Pell Grant eligibility is limited to programs that are the equivalent of two thirds of an academic year (600 clock hours/16 credit hours). This restriction was established before obtaining some postsecondary education, even shorter-term credentials, was as imperative as it is today.

In 2014–15, 24% of all credentials awarded by community colleges were certificates of less than 1 year. These academic credentials were earned in a variety of fields and reflected varied local workforce needs. They include business management, engineering, precision production, nurse assistant, computer and information technology, marketing, and many other areas.

AACC proposes providing institutions with Pell Grant funds equal to 2% of the previous year's Pell Grant expenditures that would be targeted at financially needy students enrolled in short-term programs that lead to good jobs. The mechanics of the program are specified below. Local evaluations would guide resource allocation to the highest quality, most in-demand programs. Institutional leaders, working with business and local economic development experts, are best positioned to identify these programs.

Funding would be provided through the regular Pell Grant appropriation, becoming part of its base. Students in eligible programs would qualify based on the same needs analysis as other Pell Grant recipients, though support for living expenses should be limited.

This proposal recognizes that any expansion of Pell Grant eligibility must be acutely cost-sensitive, even with the current program surplus. The cost of this new eligibility is capped up front. While it would add to program costs, the maximum expenditure would be known in advance, thereby eliminating the budget uncertainty that has plagued the program. At current funding levels, the program would add less than \$600 million annually to the overall cost of the program even if every institution now enrolling Pell Grant recipients used all newly available funds, which is highly unlikely.

Proposed Pell Grant Short-Term Education Awards Program

- Upon application to the U.S. Department of Education (ED), institutions would be allocated 2% of the previous year's Pell Grant funds awarded to its students to provide to otherwise Pell-eligible students in programs that are less than 600 hours in length. Institutions could determine which

particular programs would be eligible. All other relevant student and institutional Pell Grant eligibility provisions would apply.

- Funds would be awarded to students in the same fashion as the campus-based programs such as Supplemental Educational Opportunity Grants. Fifteen percent of unused funds could be carried over into the succeeding award year. Any accrued funds beyond that would be returned to the Pell Grant program.
- The funding would be provided directly through the Pell Grant program as with any other expansion the cost would be added to the program's base expenditures.
- Annual institutional reporting to ED would be required outlining which students and programs had received support.
- For each eligible program on a given campus, colleges would be required to award funds to students demonstrating the greatest need in a program, as evidenced by lowest EFC, but flexibility should be provided to address students in pressing circumstances.
- Consideration should be given to allowing colleges to award students with a baccalaureate degree (who currently are not Pell-eligible) to receive awards providing they meet all other relevant criteria. Large numbers of students with a baccalaureate degree continue to enroll in community colleges to obtain job-related skills.

Benefits of the Proposal

- Its expenditures are capped – limited to no more than 2% of aggregate Pell Grant funding. Ultimately, the new eligibility would very likely cost less since not all colleges would use their full allocations. Furthermore, on a per student basis, it would not add any cost if the existing 12 semester lifetime limit is not altered.
- The 2% ceiling will make it less susceptible to institutional abuse.
- It provides full local flexibility and requires colleges to prioritize programs that are successful in ameliorating the skills gap. It would particularly accommodate older students who are interested in "skilling up."

UNDERSTANDING THE TRUE COST OF COLLEGE ACT

Students seeking to enroll in postsecondary education face a series of hurdles, chief among them, how to pay for college. Many students must rely on some form of financial aid whether it is loans, scholarships, grants or some combination. Often, the amount of financial aid a student receives can vary from institution to institution and can impact a student's decision on where to attend college. Students and their families report difficulty in deciphering financial aid offer forms from colleges because each writes its own form and uses its own terminology, abbreviations, and acronyms to describe different types of aid, such as federal student loans. The terms colleges use can be so confusing that students may not even know that certain forms of financial aid are loans that have to be repaid rather than grant aid. This makes it hard for families to compare financial aid offers among schools.

At a time when college costs continue to increase and the average college senior graduates with \$28,650 in student loan debt, we need to make it easier for students and their families to understand financial aid offers and exactly how much it will cost to attend college. And, we need to establish an apples-to-apples comparison of college costs so that students can compare the offers they receive from different institutions. This legislation would do just that by requiring institutions to use a uniform financial aid offer forms. The legislation would require the U.S. Department of Education to work with colleges, students, school guidance counselors, and consumer groups to develop standard definitions that would be used in the award letters. The legislation would also ensure the letters are useful to students by requiring the letters to be consumer tested before being put into use.

Specifically, the Understanding the True Cost of College Act would:

- Require institutions of higher education to use a uniform financial aid offer form.
- Call on the U.S. Department of Education to work with colleges, consumer groups, students, and school guidance counselors to develop standard definitions of various financial aid terms for use in the uniform financial aid offer forms.
- Establish basic minimums of information that must be included on page one of the uniform financial aid offer form, including: cost of attendance; grant aid; the net amount a student is responsible for paying after subtracting grant aid; work study assistance; eligible amounts of federal student loans; information on calculating the costs of repaying student loans; plus disclosures related to private loans and parent loans, treatment of scholarships, and the terms and conditions of federal financial aid.
- Require the U.S. Department of Education to establish a process to consumer test the uniform financial aid offer form and use the results from the consumer testing in the final development of the uniform financial aid offer form.

The INSPIRES Act

(Inspiring **N**ew **S**TEM **P**rofessionals by **I**nvesting in **R**enovation of **E**ducation **S**paces)

The future of the U.S. economy depends on STEM skills: Over the past decade, the growth in jobs requiring science, technology, engineering, and math (STEM) skills was three times faster than growth in non-STEM jobs. A wide range of occupations across all job sectors—including manufacturing, agriculture, natural resources management, and health care—increasingly call for significant STEM knowledge. However, there is a projected gap between STEM jobs available and well equipped employees.

School STEM facilities are in a state of disrepair: The median age of U.S. schools is 65 years, and nearly 50 percent of school buildings need significant repairs or upgrades. This includes clean and safe classrooms and laboratory spaces, up-to-date technology, and broadband access

The STEM education gap disadvantages rural, remote, and underserved communities in preparing for our future economy: STEM skills acquisition requires laboratory experience, hands-on learning, and practical applications. Fulfilling the demand for STEM workers will require an investment in schools to harness the potential of students, schools and communities that may need additional support to overcome geographic isolation, poor internet access, inadequate technological infrastructure or other barriers to high-quality STEM learning.

Bill summary: To address these findings, INSPIRES Act establishes **two competitive grant programs for schools to build, modernize, renovate, or repair STEM classrooms and labs:**

- 1) Funds for **6th-12th grade-serving public schools** in rural and Native communities
 - States, local education agencies, and Indian tribes and tribal organizations will supplement the funds with a 25% match.
- 2) Funds for special colleges and universities, including **career and technical education programs, community colleges, and Tribal Colleges and Universities**

Example projects to modernize, renovate, and repair school STEM facilities:

- Providing access to high-speed internet for a STEM classroom or laboratory to link a school to resources and leverage capacity;
- Updating or replacing special technical equipment to enhance STEM learning required for an ever changing workforce;
- Improving air and water quality for student and faculty health and safety; and
- Encouraging better cost/energy efficiency of STEM/CTE facilities to promote sustainability.

Support a Diverse STEM Workforce

Cosponsor the Bipartisan

MSI STEM Achievement Act

October 1, 2019

Cosponsors: *Michael Waltz*, Donald S. Beyer Jr., Steve Cohen, *Brian K. Fitzpatrick*, Bill Foster, *Jennifer González-Colon*, Kendra S. Horn, Sheila Jackson Lee, *Frank D. Lucas*, Paul Tonko

Endorsements: United Negro College Fund, Thurgood Marshall College Fund, Computing Alliance for Hispanic Serving Institutions, American Indian Science and Engineering Society, STEM Education Coalition, Society for Advancement of Chicanos/Hispanics and Native Americans in Science

Dear Colleague:

We hope you will join us in becoming a cosponsor of H.R. 4372, the *MSI STEM Achievement Act*.

As industries across all sectors become increasingly reliant on advanced technologies, the demand for STEM skills is at an all-time high. We must do more to graduate more students who are prepared to enter the workforce equipped with the STEM knowledge and skills employers need. Underrepresented minority students have long been an underutilized resource for U.S. science and technology capacity, but as the nation becomes more diverse we can no longer afford to ignore their talents. Minority serving institutions (MSIs) have a proven track record of recruiting, retaining, and graduating underrepresented minority students with the STEM skills employers need. However, more investment and outreach is needed to enable MSIs to fully realize their potential to contribute to the STEM workforce.

The legislation will:

- Direct GAO to compile an inventory of Federal science agency STEM education and research programs and assess agency outreach to MSIs;
- Authorize NSF to support research on the challenges and successes MSIs have had in STEM education and research training of underrepresented minority students, including research to build the capacity of MSIs to compete for Federal funding and scale successful models for the benefit of students at other universities;
- Direct OSTP to issue uniform policy guidance to Federal science agencies to improve outreach to MSIs with the goal of increasing participation and competitiveness for funding;
- Direct OSTP to work with Federal science agencies to develop a strategic plan for how to modify existing or develop new programs or processes to make Federal STEM education and research funding more accessible to MSIs.

We hope you will join in this effort to increase the transparency, accountability, and accessibility of Federal STEM education and research funding for MSIs. For additional information or to be a cosponsor, please contact Sara Barber with the House Science, Space, and Technology Committee Democratic staff at sara.barber@mail.house.gov or Jenn Wickre with the House Science, Space, and Technology Committee Republican staff at jennifer.wickre@mail.house.gov.

Sincerely,

EDDIE BERNICE JOHNSON (D-TX)

Chairwoman

Committee on Science, Space, and Technology

MIKE WALTZ (R-FL)

Member

Committee on Science, Space, and Technology



UNITED STATES CONGRESS

MEDIA RELEASE

For Immediate Release
Wednesday, July 24, 2019
Contact: Austin Laufersweiler
Austin.Laufersweiler@mail.house.gov

Representative Levin and Senator Baldwin Lead Effort to Create New Partnership with States to Provide Students at Community Colleges and Technical Schools More Affordability

America's College Promise helps more students gain the skills needed to succeed

WASHINGTON, D.C. –Representative Andy Levin, Vice Chair of the House Committee on Education and Labor, and U.S. Senator Tammy Baldwin, a member of the Senate Health, Education, Labor and Pensions (HELP) Committee, today reintroduced the *America's College Promise Act*. This legislation would create a new federal-state partnership to provide two years of tuition-free access to community or technical college programs that lead to a degree or industry-recognized credential.

“We have to make sure that the skills and credentials necessary to be successful in today’s economy are attainable for working families,” **said Congressman Andy Levin**. “The soaring cost of higher education coupled with the student debt crisis are expanding the wealth gap in our country and exacerbating the problem of income inequality. That’s why today we are introducing a bill to make sure that a free education that leads to gainful employment is accessible to every American. *The America’s College Promise Act* will transform higher education by guaranteeing two years of free community college, in addition to bolstering important parts of our higher education system like HBCUs. I’m so proud to work with Senator Baldwin and my House Democratic colleagues on this bill, and I look forward to advancing it through the House.”

“Higher education should be a path to prosperity, not a path into suffocating debt. But unfortunately, college costs and student loan debt are holding back an entire generation and creating a drag on economic growth for our country,” **said Senator Baldwin**. “*The America’s College Promise Act* creates a new partnership with states to provide more students at community colleges and technical schools an affordable education. We need to out-educate the rest of the world in order to better compete in a 21st century, skills-based economy. *The America’s College Promise Act* will help provide more students the opportunity to gain the skills needed to succeed and help move our economy forward.”

“In one bold move, the *America’s College Promise Act* would dramatically boost community college access and success across the country. It would create greater opportunity and enhance our country’s economy. America’s community college leaders urge the House to pass this legislation as soon as possible,” **said Walter G. Bumphus, President and CEO of American Association of Community Colleges**.

“College promise programs help break down financial obstacles, and enhance accessibility for

individuals who believe that college is financially out of reach. The America's College Promise Act builds upon existing state and local promise programs, and we commend Senator Baldwin and Congressman Levin for his leadership in this area," **said J. Noah Brown, President and CEO of Association of Community College Trustees.**

"To secure family-sustaining jobs and careers in today's globally competitive economy, students and workers with low incomes must have access to affordable, high-quality postsecondary credentials. America's College Promise Act will provide tuition-and-fee-free community college to all eligible students through a federal-state partnership. The Center for Law and Social Policy (CLASP) is especially pleased that students and workers with low incomes will be able to attend two years at a community college and two years at an eligible four-year Historically Black College or University or Minority-Serving Institution and receive significant tuition and fee grant aid for their entire college career. The bill also allows undocumented immigrant youth to benefit from the federal-state partnership, which helps to increase college access for immigrant families. CLASP applauds Senator Baldwin and Congressman Levin for his leadership on this issue," **said Olivia Golden, Executive Director of the Center for Law and Social Policy (CLASP).**

"On behalf of the 37 Tribal Colleges and Universities, 180 Asian American and Pacific Islander Colleges and Universities, nearly 500 Hispanic-serving Institutions, 106 Historically Black Colleges and Universities and 50 Predominantly Black Institutions (PBIs), we are grateful for Congressman Andy Levin and Senator Baldwin's leadership in advancing America's College Promise Act. It is a good approach for not only removing financial barriers and expanding educational opportunities for 10 million American students seeking 2-year degrees and certificates, but also for expanding educational opportunities for tens of millions of students wishing to seek a 4-year degree," **said Lezli Baskerville, Chair of the Alliance for Equity in Higher Education.**

Specifically, this legislation:

- Creates a new partnership between the federal government and states and Indian tribes to help them waive resident tuition and fees for two years of community and technical college programs for eligible students, while promoting key reforms to accelerate student success;
- Provides a federal match of \$3 for every \$1 invested by the state;
- Ensures that programs offer academic credits which are fully transferable to four-year institutions in their state, or occupational training that leads to recognized credentials;
- Maintains and encourages state funding for higher education; and
- Establishes a new grant program to provide pathways to success at minority serving institutions by helping them cover a significant portion of tuition and fees for the first two years of attendance for low-income students.

The *America's College Promise Act* is supported by the Alliance for Equity in Higher Education, American Association of Community Colleges, American Federation of Labor and Congress of Industrial Organizations (AFL-CIO), American Federation of Teachers, American Indian Higher Education Consortium (AIHEC), APIA Scholars, Association of Community College Trustees, Center for Law and Social Policy (CLASP), Hispanic Association of Colleges and Universities (HACU), National Association for Equal Opportunity in Higher Education (NAFEO), National Skills Coalition, Southeast Asia Resource Action Center, State Higher Education Executive Officers, Student Debt Crisis, The National Education Association, Thurgood Marshall College Fund, and UNCF (United Negro College Fund, Inc.).

More information on the legislation is available [here](#).

Legislative Proposal for **HONORING PROMISES TO NATIVE NATIONS ACT**

Congresswoman Deb Haaland and Senator Elizabeth Warren

This proposal outlines options for developing legislation, the *Honoring Promises to Native Nations Act*, to implement the recommendations of the U.S. Commission on Civil Rights' landmark 2018 report, *Broken Promises: Continuing Federal Funding Shortfall for Native Americans*. The *Broken Promises* report evaluated whether the federal government has met its trust and treaty obligations to Native peoples—particularly pertaining to federal spending—and concluded that the federal government has systematically failed to honor its promises.

Congresswoman Haaland and Senator Warren have announced this legislative proposal in order to further a process of soliciting and receiving feedback and input from Tribal governments and citizens, Tribal organizations, urban Indian organizations, experts, and other stakeholders. This feedback will inform the development of the *Honoring Promises to Native Nations Act* for introduction in the 116th Congress.

This legislative proposal includes a number of provisions aimed at reaffirming the nation-to-nation relationship between the federal government and Tribal Nations and improving federal programs that support Indian Country:

- **Introductory Sections:** Options for improving budgetary certainty (e.g., advance appropriations, sequestration exemption, mandatory funding, inflation adjustment), budgetary transparency, increasing Tribal representation in the Executive Branch, and addressing the *Broken Promises* report's recommendations regarding Native Hawaiians.
- **Title I—Criminal Justice and Public Safety:** Proposals for guaranteed, full funding for Tribal justice systems, Tribal law enforcement and detention facilities, including the Tiwahe Initiative, increased access to crime data, victim services, and programs to combat violence against Native women.
- **Title II—Health Care:** Proposals for guaranteed, full funding for Native health care programs, including mandatory funding for the Indian Health Service, full implementation of the Indian Health Care Improvement Act, the Special Diabetes Program for Indians, Urban Indian Health Programs, behavioral health, and public health.
- **Title III—Education:** Proposals for guaranteed, full funding for Bureau of Indian Education schools, Native language programs and culturally inclusive education, programs to support Native students in all public schools, and Tribal Colleges and Universities.
- **Title IV—Housing:** Proposals for guaranteed, full funding for the Indian Housing Block Grant Program, the Indian Community Development Block Grants, various loan guarantee programs, and housing for Native veterans.
- **Title V—Economic Development:** Proposals for guaranteed, full funding for Native American Community Development Financial Institutions, Native business incubators, roads and transportation programs, E-rate expansion, the Federal Communications Commission's Office of Native Affairs and Policy, and tribal water pollution control, as well as increased funding of fractionated land buybacks.

Written input or public comment on the legislative proposal may be sent to HonoringPromises@mail.house.gov or HonoringPromises@warren.senate.gov by September 30, 2019.

State of Michigan Fully Funds Michigan Indian Tuition Waiver with \$12.7 Million

nativenewsonline.net/currents/state-of-michigan-fully-funds-michigan-indian-tuition-waiver/

October 4,
2019

[Tweet](#)



Wenona Singel addressing Michigan Indian tribal leaders at the United Tribes of Michigan on Mackinac Island. Native News Online photographs by Levi Rickert

Published October 3, 2019

MACKINAC ISLAND, Mich. — Michigan Indian tribal leaders convening on Mackinac Island received great news on Thursday during their meeting of the United Tribes of Michigan \$12.7 million has been earmarked in State of Michigan’s 2019-2020 budget to fully fund the Michigan Indian Tuition Waiver (MITW) program.

Wenona Singel (Little Traverse Bay Bands of the Odawa Indians), deputy legal counsel serving in Office of the Governor, State of Michigan, announced Michigan Governor Gretchen Whitmer signed the budget that signed the state budget on October 1, 2019 to fund the Michigan Indian Tuition Waiver.

The MITW is a program enacted by Public Act 174 of 1976, which waives the tuition costs for eligible Native Americans in public community colleges or universities within Michigan. Up until 1995, the MITW was fully funded so that public state institutions will be reimbursed by the State of Michigan for tuition for Native American students who fulfilled the requirements. In 1995, then Michigan Governor John Engler sought to eliminate the program, but the state legislature overrode the governor's decision with inadequate funding.



United Tribes of Michigan Executive Director Frank Ettawageshik.

Tribal leaders have fought since the mid-1990s to have the program fully funded. After her election last November, Governor Whitmer made a commitment to tribal leaders she would put the MITW in her budget. She did so when she submitted her budget in February and the state legislature kept the line item to fund MITW in the budget.

"The Governor recognizes the importance of the Michigan Indian Tuition Waiver to Native students." Singel told tribal leaders at Thursday's meeting.

The Michigan state budget is \$59 billion.

Below are [MITW requirements](#) for Native American students:

ELIGIBILITY

To be eligible for the MITW, you must meet the following criteria:

- Qualify for admission at one of Michigan's public colleges or universities AND



Aaron Payment, president of United Tribes of Michigan and tribal chairperson of the Sault Ste. Marie Tribe of Chippewa Indians.

- Be $\frac{1}{4}$ or more Native American blood quantum as certified by your Tribal Enrollment Department AND
- Are an enrolled citizen of a U.S. Federally Recognized Tribe as certified by your Tribal Enrollment Department AND
- Be a legal resident of the state of Michigan for not less than 12 consecutive months.

DOCUMENTATION

You must provide the following with your MITW application.

- A photocopy of your Michigan Driver's License or state-issued Michigan Identification Card;
- A photocopy of your Tribal ID.

PROOF OF RESIDENCY – Your MITW residency status does not determine your residency status at your institution. Your institution may require additional documentation as proof of residency or to determine your length of residency in Michigan.

TRIBAL CERTIFICATION

You must submit this application to your Tribal Enrollment Department for certification and signature.

The Tribal Enrollment Department is certifying that the you, the student, are $\frac{1}{4}$ or more Native American blood quantum and an enrolled citizen of a U.S. Federally Recognized Tribe. The Tribal Enrollment Department may submit this form and accompanying documents on your behalf to Michigan Department of Civil Rights (MDCR) for verification.

STUDENT STATUS

The statute does not limit tuition waiver eligibility based upon full/part-time status, degree track, academic performance, or similar criteria – and such information will not affect MDCR verification.



FOR IMMEDIATE RELEASE

Iḷisaġvik College President Dr. Pearl Brower Announces Resignation

UTQIAGVIK (Barrow), AK (August 16, 2019) - Iḷisaġvik College President Dr. Pearl Brower announced her resignation today. She will serve one more year at Iḷisaġvik College, ending her tenure as President in July of 2020.

Lillian Aanauraq Lane, Chairperson of the Board of Trustees said, "On behalf of the Iḷisaġvik College Board of Trustees we want to thank Dr. Pearl Brower, for her 12 years of service to Iḷisaġvik College, 7 of those as President. We are sorry to see President Brower depart the College, but we wish her all the best in this next chapter of her journey. President Brower has given her heart and soul to Iḷisaġvik. We as the Board are thankful for Dr. Brower's leadership and are proud of the many accomplishments she and her team have achieved including: being named a top 10 community college in the nation (2016, 2017), adding the first 4-year bachelor's degree to their program, offering a waiver of tuition for North Slope and Alaska Native Students, completing 9 clean audits, and facilitating the first steps in the design of a new Iḷisaġvik College campus—to just name a few. The board, students, and employees at Iḷisaġvik will miss her enthusiasm, dedication, and leadership."

Dr. Brower added, "It has been my immense pleasure and privilege to be a part of the Iḷisaġvik College family for the past 12 years. Serving as president these past 7 years has been the highlight of my professional career. Working alongside our dedicated faculty and staff to serve the residents of the North Slope and the state of Alaska has been life-changing. I look forward to helping our Board and institution transition to new leadership. Iḷisaġvik will always be my home and I will always support growing our own local, Alaska Native leaders in our communities across the state to foster strong, locally controlled communities."

When Brower departs the College next July she will have served the North Slope and the state of Alaska working for Iḷisaġvik College for almost 13 years, over 8 of those as President. The Board of Trustees intend to kick off their search for the new President in the Fall of 2019. It is their intent that Brower will continue to serve the College supporting the new President after July of 2020.

Contact:

Iḷisaġvik College | Office of the President

Malcolm Noble, Board Secretary

Direct: 907.852.1820

Email: malcolm.noble@ilisagvik.edu

About Iḷisaġvik College Iḷisaġvik College is Alaska's only tribal college and is located in the northernmost village in the United States, Utqiaġvik (formerly Barrow). Iḷisaġvik College provides quality post-secondary academic, vocational and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values and traditions. It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska.

###

2019 Fall BoD Meeting

AIHEC General Information:

**Upcoming Meeting Schedule
TCU Presidents List
AIHEC Staff List**



Upcoming AIHEC Board & Other Meetings 2019-2020

DATE	MEETING	LOCATION
Oct. 7-9, 2019	AIHEC 2019 Fall Board Meeting	Minneapolis, MN
Oct. 9-12, 2019	50 th Annual NIEA Convention	Minneapolis, MN
Oct 20-25, 2019	NCAI 2019 Annual Convention & Marketplace	Albuquerque Convention Center Albuquerque, NM
Oct. 26-28, 2019	FALCON Annual Conference (Land-grant Programs)	Denver Airport Marriot at Gateway Park Denver, CO
Feb. 3-6, 2020	AIHEC 2020 Annual Legislative Summit	Holiday Inn Capitol Washington, D.C.
March 19-21, 2020	AIHEC 2020 Spring Board Meeting	Albuquerque, NM
March 21-24, 2020	40 th Annual AIHEC Student Conference	Albuquerque, NM
March 25-28, 2020	AIHEC Annual Basketball Tournament (Registration & Coaches Meeting: March 20)	IAIA Santa Fe, NM
Summer 2020	AIHEC 2020 Summer Board Meeting	We need a volunteer location!
June 29-July 1, 2020	National Native Health Research Training Conference	Pechanga Hotel & Casino Temecula, CA
July 27-July 31, 2020	Annual TCU Meeting at SKC	Salish Kootenai College Pablo, MT
Oct. 7-10, 2020	NIEA Annual Convention & Marketplace	Albuquerque, NM
Oct. 10-12, 2020	AIHEC 2020 Fall Board Meeting	Albuquerque, NM
March 1-4, 2021	AIHEC 2021 Annual Legislative Summit	Washington, D.C.
March 25-27, 2021	AIHEC Spring Board Meeting	Best Western Ramkota Rapid City, SD
March 28-30, 2021	41 st Annual AIHEC Student Conference	
June 21-24, 2021	AIHEC Summer BoD Meeting	Washington, DC (tentative)
Oct. 10-12, 2021	AIHEC Fall BoD Meeting	Omaha, NE
Oct. 13-16, 2021	NIEA Annual Convention & Trade Show	Omaha, NE
Feb. 7-10, 2022	AIHEC 2022 Annual Legislative Summit	Washington, D.C.
Feb. 6-9, 2023	AIHEC 2023 Annual Legislative Summit	Washington, D.C.

Dates do NOT include travel days. Travel days are one day before, and one day after, the dates listed.

35 REGULAR MEMBERS:

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FSA 2019 PRESIDENTIAL LEADERSHIP SUMMIT

FOR PRESIDENTS/CHANCELLORS OF MINORITY-SERVING INSTITUTIONS



DEC. 2–3, 2019

Reno-Sparks Convention Center, Reno, NV

FOCUS ON PRESIDENTIAL BEHAVIORS AND
INSTITUTIONAL BEST PRACTICES
THAT HAVE A **POSITIVE IMPACT** ON STUDENTS

INSTRUCTIONAL WORKSHOPS:

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

This will be a unique opportunity to hear from U.S. Department of Education and Federal Student Aid senior administrators about the future vision for higher education and Title IV student financial assistance programs.

If you have any questions regarding the summit, please contact:

Larry Coles - Larry.coles@ed.gov

FSA 2019 PRESIDENTIAL LEADERSHIP SUMMIT

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DEC. 2–3, 2019

Reno-Sparks Convention Center, Reno, NV

FOCUS ON PRESIDENTIAL BEHAVIORS AND
INSTITUTIONAL BEST PRACTICES
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Presidents and Chancellors,

On behalf of me and the U.S. Department of Education (Department) office of Federal Student Aid (FSA), I am honored to welcome you to Reno, Nevada for the FSA 2019 Presidential Leadership Summit.



First, allow me to "thank you" for keeping the promise to serve those who have historically been underserved by higher education. As a proud graduate of Tuskegee University class of 1986, I can personally attest to the significance of your service to the nation. My colleagues and I recognize that you provide students much-needed resources, and we are grateful for your dedication to advancing postsecondary education for minority students. The collaboration between FSA and your institutions is critical.

With your partnership, FSA has delivered approximately \$24 billion dollars in grants, loans, and work-study funds to students at over 650 minority-serving institutions (MSIs) for the most recently audited year on file. We applaud your important work, and we want to continue supporting you in your efforts to improve student achievement at your institutions.

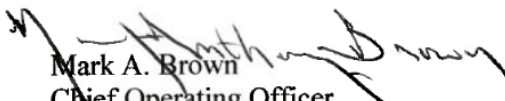
To that end, this Second Annual Summit will focus on presidential challenges and institutional sound practices that promote student success and facilitate institutional compliance with regulatory and statutory requirements. Specific instructional modules have been developed to address such notable topics as the Higher Education Act of 1965, as well as audit compliance strategies for Title IV aid recipients. Department leadership will share information about the future vision for higher education and the federal student aid programs. Your success is our success.

We are most excited about the integration of peer learning within the summit. Your colleagues will highlight strategies that have produced measurable improvements in student success by concentrating on student engagement, positive learning environments, and post-college job enhancement and engagement. Additionally, on Monday and Tuesday several panel discussions will afford you the opportunity to engage in meaningful dialogue with peers and get questions answered by Department officials.

I encourage you to take advantage of all the resources and learning opportunities this year's summit offers. Without question, your participation in the summit will enable you to better manage your school's participation in the federal student aid programs.

We greatly appreciate your attendance and wish you a successful summit experience.

Sincerely,


Mark A. Brown
Chief Operating Officer
U.S. Department of Education
Federal Student Aid

FSA 2019 Presidential Leadership Summit Welcome Letter vv02 2019-11-1

BIOGRAPHIES



Dr. F. Javier Cevallos

Dr. F. Javier Cevallos is the president of Framingham State University, Framingham, Massachusetts. He began his career in education in 1981 as an assistant professor of Spanish at the University of Maine at Orono. In 1984, Dr. Cevallos moved to the University of Massachusetts at Amherst (UMass), where he was promoted to associate professor in 1988 and to full professor in 1992. In 1994, he was asked to serve as faculty advisor to the provost. In 1996 he was selected as a Fellow by the American Council on Education (ACE) and spent his fellowship at Wesleyan University, Middletown, Connecticut. Upon his return to UMass, Cevallos became chair of the Department of Spanish and Portuguese. Subsequently, he was appointed Vice Chancellor for Student Affairs, a post he held until 2002, the same year he became President of Kutztown University, Pennsylvania until 2014 when he began his tenure as President of Framingham State University in 2014.

Dr. Cevallos was born in Cuenca, Ecuador; his family moved to Puerto Rico when he was 14. Dr. Cevallos earned his bachelor's degree in 1976 at the University of Puerto Rico at Mayagüez. From Puerto Rico, he moved to Illinois where he earned his master's and doctoral degrees in 1978 and 1981, respectively, from the University of Illinois at Urbana-Champaign. His area of research is Latin American literature, with particular emphasis in the Colonial era.



Dr. Mildred Garcia

Dr. Mildred Garcia is the president of the American Association of State Colleges and Universities (AASCU) and is an advocate for public higher education at the national level, working to influence federal policy and regulations on behalf of member colleges and universities, and a resource to presidents and chancellors. Dr. Garcia was a first-generation college student and is the first Latina to lead one of the six presidentially based higher education associations in Washington, D.C.

Before joining AASCU, Dr. García was president of California State University (CSU), Fullerton, the largest university in the CSU, serving more than 40,000 students with an operating budget of almost half-a-billion dollars. Under her leadership, the university had a university record-breaking 30 percent improvement in six-year graduation rates and a 65 percent improvement in four-year graduation rates for first-time freshmen. The achievement gap was eliminated for transfer students and cut in half for first-time freshmen; and annual gift commitments nearly tripled (from \$8.5 million to \$22 million). U.S. News & World Report heralded the institution as a top "national university in 2016. CSU is now number one in California and second in the nation in awarding bachelor's degrees to Hispanics, as well as sixth in the nation in graduating students of color. Dr. Garcia also served as president of California State University Dominguez Hills; the Chief Operating Officer of Berkeley College, and held academic and senior-level positions at several universities including Arizona State University, Columbia University, Penn State University, Montclair State University, and The City University of New York.



Dr. Juan Sanchez Muñoz

Dr. Juan Sanchez Muñoz was appointed the seventh president of the University of Houston-Downtown (UHD) on Feb. 23, 2017. During his first year at UHD, Dr. Muñoz kicked off the university's largest capital campaign; led the institution's recovery efforts during Hurricane Harvey; and presided over six commencement ceremonies with nearly 5,000 graduates. Since then, President Muñoz has continued to preside over the continued improvement of UHD's student success. Including increases in enrollment, retention and graduation; the addition of new degree programs including a BS in Nursing and Data Science; awards from the Texas Higher Education Coordinating Board for the university's model success programs, and a one million dollar grant from the Howard Hughes Medical Institute- the only such university in Texas to receive the award in 2018.

Dr. Muñoz has served as a vice provost at Texas Tech University and assistant professor at California State University, Fullerton and served on the board of the Association of Public and Land Grant University's (APLU) Commission on Access, Diversity and Excellence, and currently serves on the board of directors for the Hispanic Association of Colleges and Universities (HACU) and the American Council on Education.



Dr. Cynthia Lindquist

Dr. Cynthia Lindquist has been president of Cankdeska Cikana Community College (CCCC) since 2003. CCCC is one of the 37 tribal colleges and universities (TCUs) in the United States established to provide higher education opportunities for Native people with the core mission to teach and perpetuate the culture and language of the respective tribal community. CCCC serves the Spirit Lake Dakota reservation community, employs about 130 people and averages 200 students per semester. As a Bush Foundation Leadership Fellow, Dr. Lindquist earned a PhD in educational leadership in 2006 from the University of North Dakota; has a Master's in Public Administration with an emphasis on tribal health systems from the University of South Dakota (1988); and has a bachelor's in Indian Studies/English from the University of North Dakota (1981).

Dr. Lindquist serves on the Executive Committee, Board of Directors for the American Indian Higher Education Consortium (AIHEC), the Board of Trustees for the American Indian College Fund, and was appointed in 2018 by the Governor to serve a five-year term on the North Dakota Council on the Arts and in 2019, and was a member of the American Council on Education (ACE) Women's Network Executive Council, Board of Trustees for the Higher Learning Commission, and She also served on the Council of Public Representatives, an advisory body to the Director, National Institutes of Health (NIH). Dr. Lindquist has served as an advisor to the National Library of Medicine, NIH and is a founding member of the National Indian Women's Health Resource Center based in Oklahoma.



Dr. Adena Williams Loston

Dr. Adena Williams Loston serves as the 14th President of St. Philip's College. St. Philip's College is one of the oldest and most diverse community colleges in the nation and is the only college to be federally designated as both a Historically Black College (HBC) and a Hispanic Serving Institution (HSI). The college has three military base sites and four early college high schools serving more than 13,000 students. Her strategic leadership accomplishments include receiving the 2018 Governor's Award for Performance Excellence and the 2019 national Malcolm Baldrige Award as one of the Alamo Colleges; as well as instituting Planning Budget and Assessment Cycles, Resource Allocation Processes, the President's Academy, the Department Chair Academy, Good to Great Strategic Planning Process, establishing three Centers of Excellence; increasing enrollment by over 40%; and providing oversight for \$250 Million in new and renovated facilities construction. She possesses over 40 years of professional experience.

Dr. Loston's service commitments include an appointment to the President's Advisory Board for Title III Administrators, three-time appointments by U. S. Secretaries of Education to the HBCU Capital Finance Advisory Committee, serves as an Advisory Trustee for the Southwest Research Institute, and many other community efforts. Her recent publication is "The Ark of My Leadership Experiences." She has a B.S. from Alcorn State University, M.Ed. and Ph.D. from Bowling Green State University, has attended the Leadership Journey at Wharton Business School and received certificates from the Institute for Education Management at Harvard; the Oxford Round Table, Oxford University; Masters Leadership Program 2009, and received an honorary Doctorate of Science Degree from Wiley University 2005.



Dr. Carlos Vargas-Aburto

Dr. Carlos Vargas-Aburto became the 18th president of Southeast Missouri State University July 1, 2015, after having served as acting president at Kutztown University of Pennsylvania, where he also served as the provost and vice president for academic and student affairs. Since becoming president, Dr. Vargas has launched initiatives to marshal the resources, leverage opportunities and address a variety of challenges and needs of Southeast Missouri State University. He has set as primary goals for the institution the support for student persistence and retention.

Prior to his tenure at Kutztown, Dr. Vargas served as provost and vice president for academic affairs. He also served at Central State University in Wilberforce, Ohio, and in several roles at Kent State University (Ohio) for a total of 18 years, including founding director of the program on electron beam technology. He was also Kent's associate dean for research, interim assistant dean for research and interim assistant dean for the School of Technology. He started his tenure at Kent State in 1985 as a professor and continued to teach until 2003. Dr. Vargas began his career in higher education at the National Autonomous University of Mexico (UNAM), from which he received a Bachelor of Science in physics. He earned his Ph.D. in physics and aerospace science from the University of Michigan and he has Master of Science degrees from Michigan in both physics and aerospace science.

AGENDA

Monday, December 2, 2019

1:00 p.m. - 1:30 p.m. Opening Session – Room 8-A Reno-Sparks Convention Center

Presiding:

Dr. Joel V. Harrell, Senior Advisor, Federal Student Aid and Presidential Leadership Summit Steering Committee Chair

Welcome

Mr. Mark A. Brown
Chief Operating Officer, Federal Student Aid

1:30 p.m. - 2:30 p.m. - Keynote Opening Summit

Introduction of Keynote Speaker:

Dr. Joel V. Harrell, Senior Advisor, Federal Student Aid

Speaker:

Dr. Mildred Garcia, President, American Association of State Colleges and Universities

Dr. Garcia will provide an overview of the institutional, student, parent and leadership challenges that emanate from an environment in which higher education cost continue to escalate. College affordability has become a major obstacle for many students and parents seeking to achieve their educational aspirations. Interest will be placed on the challenges that students and parents face.

2:30 p.m. - 2:45 p.m. Break

2:45 p.m. - 4:00 p.m. - College Affordability: A Presidential and Institutional Perspective

Moderator:

Mr. ET Winzer, Federal Student Aid, Customer Experience, Director, School Experience Group

Speakers:

- Dr. F. Javier Cevallos, President, Framingham State University, Framingham, MA
- Dr. Cynthia Lindquist, President, Cankdeska Cikana Community College, Fort Totten, ND
- Dr. Adena Loston, President, St. Phillips College, San Antonio, TX
- Dr. Juan Munoz, President, University of Houston-Downtown, TX
- Dr. Carlos Vargas-Aburto, President, Southeast Missouri State University, Cape Girardeau, MO

Monday, December 2, 2019 (Cont.)

The panel of institutional presidents will share their institutional and student perspective regarding the issues and challenges associated around college affordability conversation. Comments will focus on the previous information shared by the keynote speaker as well as their own personal institutional perspective.

4:00 p.m. - 5:00 p.m. - Next Gen FSA-A Detailed Look at the Future of Student Financial Aid

Presiding:

Dr. Ray Crawford, Executive Director, Strategic Planning and Reporting, Federal Student Aid

Speaker:

Dr. A. Wayne Johnson, Deputy Chief Operating Officer, Federal Student Aid

Next Gen FSA is a U.S. Department of Education office of Federal Student Aid (FSA) initiative that will create the foundation for the future of student financial aid. It will fundamentally change FSA and provide a significant improvement in the delivery of services and products for the benefit of customers and taxpayers. This is an opportunity to receive a close look at the planned and intended impact of technology on the future application process, access to records and the delivery of student financial aid funds for the next generation of users. We will focus on Next Gen Initiative/Mobile Applications.

Go to next page please

Tuesday, December 3, 2019

8:00 a.m. - 8:15 a.m. - Opening Session - Room 8-A Reno-Sparks Convention Center

Presiding:

Dr. Joel V. Harrell, Senior Advisor, Federal Student Aid, Customer Experience Group

8:15 a.m. - 9:30 a.m. - Higher Education Act, the Clery Act: Existing Regulations Regarding School Safety

Presiding: Mr. Larry Coles, Management and Program Analyst, Federal Student Aid

Presenter:

Mr. James Moore, Supervisory Case Manager, Federal Student Aid

This session will focus on the *Higher Education Act of 1965* and the *Clery Act* with an emphasis on existing regulations regarding school safety and security. Using examples taken from the headlines, the session will outline strategies for creating cultures of compliance on campus through an emphasis on transparency, accountability, and student engagement.

9:30 a.m. - 10:00 a.m.

The Honorable Betsy DeVos, Secretary of Education, U.S. Department of Education

Presiding:

Mr. Mark A. Brown, Chief Operating Officer, Federal Student Aid

10:00 a.m. - 10:15 a.m. - Break

10:30 a.m. - Noon - Title IV: Audit Compliance Strategies for Success

Presiding:

Mr. Leonard Springs, Senior Advisor, Federal Student Aid

Speakers:

- Dr. Marcia Boyd, Director, Minority-Serving and Under-Resourced Schools Division (MSURSD), Federal Student Aid
- Mr. Raul Galvan, Hispanic Serving Institutions, Team Lead, MSURSD, Federal Student Aid
- Ms. Ingrid Valentine, J.D., Interim Chief Compliance Officer, Federal Student Aid

Tuesday, December 3, 2019 (Cont.)

10:30 a.m. - Noon - Title IV: Audit Compliance Strategies for Success (Cont.)

The administrative and regulatory requirements of the A-133 and other Office of Management and Budget Circulars provide unique opportunities and challenges for institutional Presidents and Chancellors. Untimely submission as well as inaccurate data can have an immediate and long-term significant impact upon Title IV participating institutions. This session will focus on those specific audit requirements and the consequences of non-compliance. A general overview of non-compliance related activities and strategies for success will be shared as it relates to the typical areas of non-compliance for Title IV participating institutions.

Noon - 1:15 p.m. - Lunch - Reno-Sparks Convention Center-Room 8-A

Presiding and Introduction of Speakers:

Dr. Joel V. Harrell, Senior Advisor, Federal Student Aid, Customer Experience Group

- Mrs. Diane Auer Jones, Principal Deputy Under Secretary, U.S. Department of Education
- Mr. Mark A. Brown, Chief Operating Officer, Federal Student Aid
- Ms. Robin Minor, Deputy Chief Operating Officer, Federal Student Aid

1:15p.m. - 2:15 p.m. - Managing the Institution's Most Critical Risks: An Enterprise Risk Management Approach to Managing Cyber and Fraud Risks

Moderator:

Dr. Ray Crawford, Executive Director, Strategic Planning and Reporting, Federal Student Aid

Presenters:

- Dr. Michael Dean, Deputy Chief Operating Officer, Strategic Measures and Outcomes, Federal Student Aid
- Ms. Kathy Zelnik, Chief Risk Officer, Federal Student Aid
- Mr. Wally Coy, Senior Advisor, Cyber Risk Management, Federal Student Aid
- Ms. Stephanie Powell, Senior Advisor for Fraud and Compliance, Federal Student Aid

College and University Presidents are facing an ever increasing public and regulatory focus on accountability while having to effectively manage the growing complexity of issues and risks at their institutions. This presentation will include framing risk management in the institutional business context, discuss important aspects of cyber and fraud risk management, guidance on setting up an Enterprise Risk Management program, and perspectives on managing a portfolio and the risks spanning across the institutional enterprise.

2:15 p.m. – 2:30 p.m. - Break

Tuesday, December 3, 2019 (Cont.)

2:30 p.m. - 4:30 p.m. - Student Success - A presidential and institutional perspective

The American Association of State Colleges and Universities will provide leadership for a presidential panel discussion focusing on the challenges and obstacle faced by institutions in identifying and addressing major student success issues. Emphasis will be placed on a review of the current literature and observed institutional successes that have been identified in this area. The presidents will also discuss innovations, strategies and techniques that are working within their own institutional environments as well as regional/national trends that they see developing.

4:30 p.m. - 5:00 p.m. – Wrap-Up/Closing Session

Presiding: Dr. Joel V. Harrell, Senior Advisor, Federal Student Aid, Customer Experience Group

FSA 2019 Presidential Leadership Summit Room Block Instructions and Information

FSA has set up a subblock at the Atlantis (conference headquarters hotel), specifically for the Presidential Leadership Summit attendees to participate in the FSA 2019 Presidential Leadership Summit. The FSA 2019 Presidential Leadership Summit will be held at the Reno-Sparks Convention Center, which is connected to the Atlantis via a skywalk.

Atlantis

3800 S. Virginia St.
Reno, NV 89502

RESERVATION INFORMATION:

Room Rates:

The Atlantis is offering a rate of \$129 for single or double occupancy, plus a 13 percent Washoe County Occupancy Tax, a \$2 tourism tax, and a resort fee of \$25 for a total of \$172.77.

	Single/Double Room
Daily Rate	\$129
Resort Fee	\$25
Total Rate (with taxes)	\$172.77

Resort fee includes

- use of fitness center,
- boarding pass printing,
- two bottles of spring water daily, per room, and
- extended check-out at noon.

Hotel Reservations:

The room block for the FSA 2019 Presidential Leadership Summit is now open. To reserve your room please click the online reservation link **below** to secure your reservation. Phone reservations are not available.

Online Reservations: – [Atlantis hotel reservation](#)

Reservation Cut-off Date: Monday, Oct. 21, 2019 by 5 p.m. Pacific time

RESERVATION CHANGES:

Guests can only make reservation changes (name, room type, etc.) to existing reservations by calling 800-723-6500. Initial reservations **MUST** be made online.

RESERVATION and DEPOSIT POLICY:

A credit card is required to hold a reservation at the time of booking. The credit card will be charged the first night's room rate, tax, and applicable state fees at the time the reservation is made.

CANCELLATION POLICY:

Cancellations may be made up until 72 hours prior to the reservation arrival date. One night's rate, plus tax, and applicable state fees will be charged to the credit card on file in case of a cancellation less than 72 hours or in the event of a no-show.

EARLY DEPARTURE:

Early departures will be treated as cancellations; you will be charged one night's rate, tax, and applicable fees.

ADDITIONAL HOTEL INFORMATION:

Check-in/out time: Check-in time is 3 p.m.; Check-out time is noon.

Hotel Information: AtlantisCasino.com

Parking: Complimentary

Resort Fee: \$25

AIRPORT TRANSPORTATION:

From the Airport: The hotel provides complimentary round-trip shuttle service between the airport and the hotel. Exit to the North of baggage claim. The Atlantis hotel shuttle pickup is on the quarter hour from the airport (e.g., 2:15 p.m., 2:30 p.m., 2:45 p.m., etc.). It departs the hotel on the half hour. Hours of operation are 4:30 a.m. to midnight.