



February 4–8, 2019

AIHEC 2019 LEGISLATIVE SUMMIT  
WASHINGTON, D.C.

The background of the cover features a photograph of the United States Capitol building in Washington, D.C. The building is shown from a low angle, highlighting its grand architecture and the iconic dome. Overlaid on the left side of the image is a portion of the American flag, with the stars and stripes clearly visible. The text 'AIHEC BRIEFING BOOK Capitol Hill Visits' is prominently displayed in the center of the image in a large, white, serif font.

# AIHEC BRIEFING BOOK Capitol Hill Visits



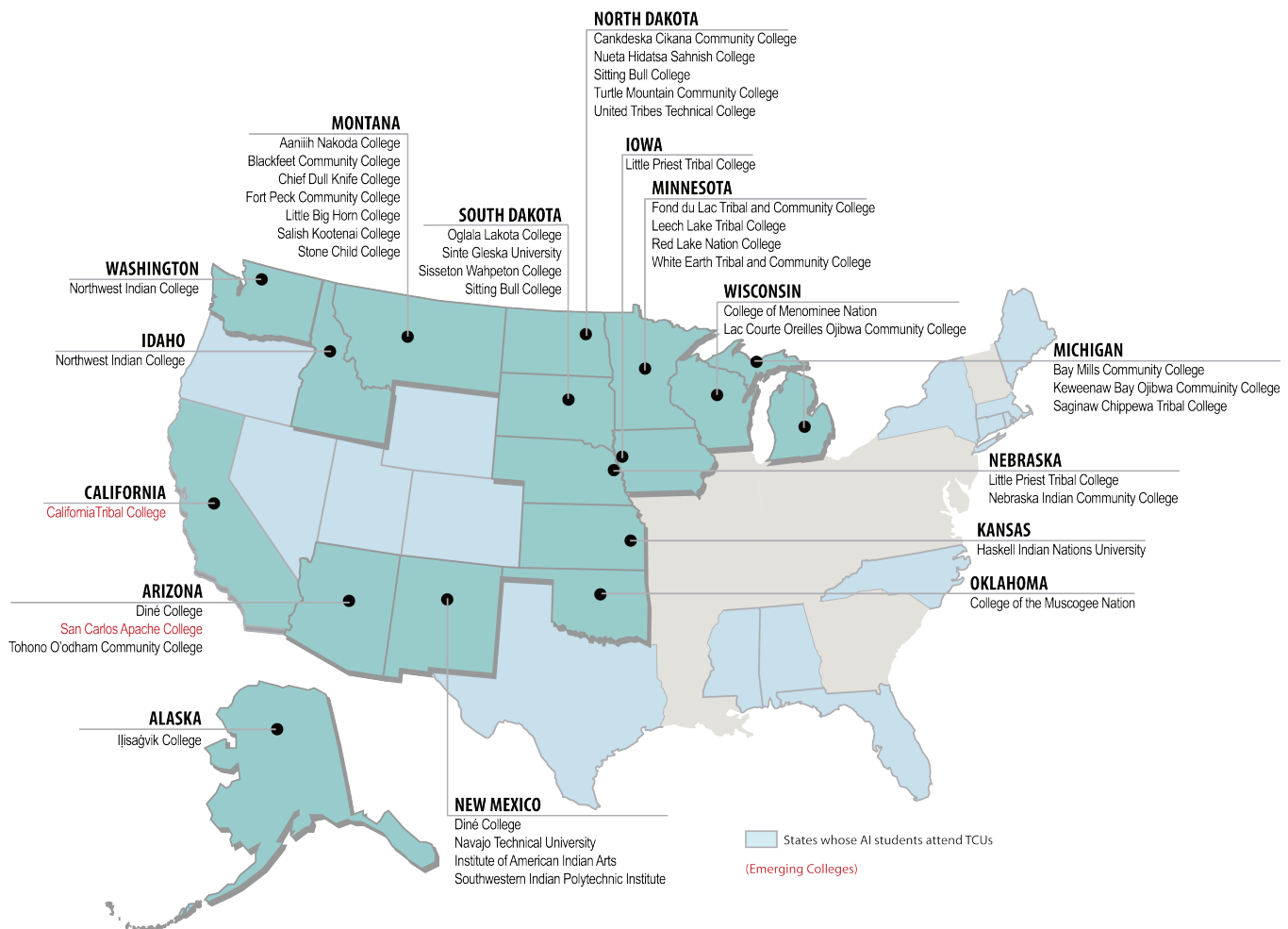


**BACKGROUND:**

**TCU INFO  
CAPITOL HILL VISITS  
& MORE**

## Tribal College and University (TCU) Demographics:

- 37 TCUs operate more than 75 campuses and sites in the U.S., with a student/faculty ratio of 8:1.
- TCUs provide access to quality, low cost higher education. Average annual tuition of \$2,937 makes a TCU education the most affordable in the nation.
- Nearly 80 percent of TCU students receive federal financial aid.
- All TCUs offer associate degree programs; 16 offer baccalaureate programs; five offer master's degree programs.
- More than 230 federally recognized tribes are represented at TCUs. AI/AN students come from more than 30 states, including 14 states that do not have their own TCU.
- TCUs are a proven and solid investment: for every \$1 invested in TCUs, the return is at least \$5.20 annually, according to an independent study.



## AIHEC TRIBAL COLLEGES

### Alaska

#### Ilisaġvik College

Barrow, AK

### Arizona

#### Diné College

Tsaile, AZ

*additionally:*

Chinle, AZ

Crownpoint, NM

Shiprock, NM

Tuba City, AZ

Window Rock, AZ

#### Tohono O'odham Community College

Sells, AZ

### Kansas

#### Haskell Indian Nations University

Lawrence, KS

### Michigan

#### Bay Mills Community College

Brimley, MI

*additionally:*

L'Anse, MI

Petoskey, MI

Manistee, MI

Sault Ste. Marie, MI

#### Keweenaw Bay Ojibwa Community College

Baraga, MI

*additionally:*

L'Anse, MI

#### Saginaw Chippewa Tribal College

Mount Pleasant, MI

### Minnesota

#### Fond du Lac Tribal and Community College

Cloquet, MN

#### Leech Lake Tribal College

Cass Lake, MN

#### Red Lake Nation College

Red Lake, MN

#### White Earth Tribal and Community College

Mahnomen, MN

### Montana

#### Aaniiih Nakoda College

Harlem, MT

#### Blackfeet Community College

Browning, MT

#### Chief Dull Knife College

Lame Deer, MT

#### Fort Peck Community College

Poplar, MT

*additionally:*

Wolf Point, MT

#### Little Big Horn College

Crow Agency, MT

#### Salish Kootenai College

Pablo, MT

#### Stone Child College

Box Elder, MT

### Nebraska

#### Little Priest Tribal College

Winnebago, NE

*additionally:*

HoChunk Village, NE

Sioux City, IA

#### Nebraska Indian Community College

Macy, NE

*additionally:*

Niobrara, NE

South Sioux City, NE

Walthill, NE

### New Mexico

#### Institute of American Indian Arts

Santa Fe, NM

#### Navajo Technical University

Crownpoint, NM

*additionally:*

Chinle, AZ

Teec Nos Pos, AZ

#### Southwestern Indian Polytechnic Institute

Albuquerque, NM

### North Dakota

#### Cankdeska Cikana Community College

Fort Totten, ND

#### Nueta Hidatsa Sahnish College

New Town, ND

*additionally:*

Mandaree, ND

Parshall, ND

Twin Buttes, ND

White Shield, ND

#### Sitting Bull College

Fort Yates, ND

*additionally:*

McLaughlin, SD

Mobridge SD

#### Turtle Mountain Community College

Belcourt, ND

#### United Tribes Technical College

Bismarck, ND

### Oklahoma

#### College of the Muscogee Nation

Okmulgee, OK

### South Dakota

#### Oglala Lakota College

Kyle, SD

*additionally:*

Allen, SD

Batesland, SD

Eagle Butte, SD

Manderson, SD

Martin, SD

Oglala, SD

Pine Ridge, SD

Porcupine, SD

Rapid City, SD

Wanblee, SD

#### Sinte Gleska University

Mission, SD

*additionally:*

Lower Brule, SD

Marty, SD

#### Sisseton Wahpeton College

Sisseton, SD

### Washington

#### Northwest Indian College

Bellingham, WA

*additionally:*

Auburn, WA (Muckleshoot)

Kingston, WA (Port Gamble S'Klallam)

La Conner, WA (Swinomish)

Lapwai, ID (Nez Perce)

Olympia, WA (Nisqually)

Tulalip, WA

### Wisconsin

#### College of Menominee Nation

Keshena, WI

*additionally:*

Green Bay, WI

#### Lac Courte Oreilles Ojibwa Community College

Hayward, WI

*additionally:*

Hertel, WI (St. Croix)

Lac du Flambeau, WI

Washburn, WI

## DEVELOPING TCUS

### Arizona

#### San Carlos Apache College

San Carlos, AZ

### California

#### California Tribal College

Woodland, CA

Highest Degree Offered

**BLACK:** Associate

**GREEN:** Masters

**BLUE:** Bachelor

**PURPLE:** Developing

## BASIC FACTS: ANSWERS TO FREQUENTLY ASKED QUESTIONS ABOUT TCUs

### FOR INTERNAL REFERENCE – NOT FOR OUTSIDE DISTRIBUTION

*Congressional Members or staff may ask you some general questions about TCUs*

**PLEASE REVIEW BEFORE HEADING TO CAPITOL HILL**

### TCUs: PRESENCE IN INDIAN COUNTRY

- TCUs are PUBLIC institutions of higher education, chartered by federally recognized Indian tribes or the federal government
- 37 TCUs in the U.S., operating more than 75 sites in 16 states
- 80 percent of Indian Country is served by the TCUs
- Seven of the 10 largest Indian reservations have TCUs
- More than 230 federally recognized tribes have students at TCUs

### TCU STUDENTS

- Each year, TCUs serve about 130,000 American Indians and Alaska Natives (AI/ANs) and other rural community residents in academic *and* community-based programs.
- Of the 130,000, approximately 30,000 are students enrolled annually in TCU *academic* programs
  - Female = 63 percent of students (58% full-time; 42% part-time)
  - Male = 37 percent of students (65% full-time; 35% part-time)
  - Veteran = More than 2 percent of students (based on TCUs reporting to AIHEC AIMS)<sup>1</sup>
- Most TCUs enroll both Tribal and non-tribal students
  - Nearly 15 percent of students enrolled at the TCUs are non-Indian
  - Most TCUs are open enrollment; all students are welcome

### TCU DEGREE PROGRAMS

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

### ACCREDITATION

- 35 of 37 TCUs are fully accredited; two are emerging TCUs (California Tribal College, San Carlos Apache College)
- 9 TCUs are accredited by Northwest Association of Schools and Colleges; HLC accredits 26

### TCUs: IMPACTING TRIBAL COMMUNITIES

- **Community-based Programs:** In addition to the 30,000 students enrolled in academic programs, nearly 107,000 AI/AN and other community members attend TCUs for community-based programs and services each year, including: public library services; job training; HS equivalency program instruction/testing; health promotion; Head Start and K-8 immersion programs; financial literacy; community gardens; youth/college prep and summer camps; Native languages, cultural, and civic programs.
- **Employment:** TCUs are major employers and engines of workforce development in their communities, providing significant economic benefit to the region. The average annual return on investment for students attending TCUs is at least 16.6 percent. The vast majority of TCU-trained workers stay in the local area contributing to the local economy.

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

## FUNDING FOR TCU OPERATING BUDGETS: FEDERAL RESPONSIBILITY

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

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

**Emerging TCUs**: San Carlos Apache College (Arizona), California Tribal College (CA), and Alaska Pacific University (AK) are all working toward accreditation as Tribal Colleges. When these goals are achieved, there will be 38 Tribal Colleges, 31 of which will be funded under Title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978.

## TCUs ARE "1994 LAND-GRANT INSTITUTIONS" (35 TCUs)

- TCUs are the 1994 land-grant institutions through the Equity in Educational Land Grant Status Act of 1994 (7 USC 301 note). ("1862s" = state land grants; "1890s" = HBCU land grants)
- A TCU must be accredited or be a formal candidate for accreditation and specifically named in statute; 35 TCUs are designated as federal land-grant institutions. *Red Lake Nation College became our 35<sup>th</sup> 1994 land-grant with the passage of the Farm Bill reauthorization in December 2018.*
- 1994 land-grant programs include: education equity, extension, research, annual interest from a Treasury endowment, and essential community facilities at TCUs (rural development).
- Land-grant status is critically important to Indian people: 75 percent of the 72.8 million acres that compose Indian lands are agricultural and forestry holdings.

## TCUs AND INDIAN GAMING

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

- For many Tribes with gaming operations, out of all the many benefits gaming revenue has provided, education is at the top of the list. Gaming has provided increased educational opportunities to students on and off of tribal land, including access to early childhood learning, summer youth and after-school programs, and the development of tribal colleges.
- Most tribes chartering TCUs do not own casinos, and unfortunately, few TCUs receive regular income from gaming revenue - amounts vary from year to year.
- The Indian Gaming Regulatory Act (IGRA) requires all revenues from tribal gaming operations to be used solely for governmental or charitable purposes. Tribes use gaming revenues to build houses, schools, roads and water systems; fund health care and law enforcement; and diversify their economies for future generations. Most Indian gaming operations generate very limited revenue, yet they provide employment opportunities to rural reservation, Indian and non-Indian alike. In fact, more than 70 percent of all employees at Indian casinos are non-Indian.

## KEYS TO A SUCCESSFUL MEETING ON CAPITOL HILL

116TH CONGRESS – FIRST SESSION (2019)

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



# **TCU 2019 REQUESTS & FY 2020 APPROPRIATIONS**



## Message to Congress: TCU “Asks”

### 1. REAUTHORIZE & FUND ED-Strengthening Institutions Program-Part F in Fiscal Year 2020 and beyond:

- \$30M needed for Part F annually, for 35 TCUs
- Contact Authorizing *and* Appropriations Committee Leadership to express urgency:  
**Authorizing Committees:** Senate HELP; House Education & Labor  
**Appropriations Subcommittees:** Senate & House Labor-HHS-Education
- Contact Senator Doug Jones (D-AL) to support his draft bill on this issue
- Staff are invited to **ALLIANCE BRIEFING**, Wed. @ 2 pm (Capitol Visitor Ctr, SVC 215)

### 2. ANNUAL APPROPRIATIONS: (See Packet)

- FY2019:** Finish FY2019 funding bills; Protect max TCU funding levels
- FY2020:** Support vital TCU funding requests:
  - Cosign TCU Interior funding support letter:** Senator Smith
  - Contact/write letter to Appropriations Subcommittee Leadership (Interior, Agriculture, L-HHS-ED, Energy)

### 3. REVIEW & SUPPORT Other TCU Programs: (See Packet)

- Higher Education Act & TCU Act Reauthorization
- TCU Eligibility for E-rate Program
- TCU Critical Infrastructure Program (Infrastructure Initiative)

## NOTES

FISCAL YEAR 2020 LABOR-HHS, EDUCATION APPROPRIATIONS REQUESTS  
 TRIBAL COLLEGES AND UNIVERSITIES



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

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 ENACTED	FY 2020 AIHEC REQUEST
<b>Higher Education Act [20 USC 1059c] (OPE)</b>			
TCU HEA Title III-A (§316) Parts A & F	\$31,539,000 (Part A)	\$31,854,000 (Part A)	\$65,000,000 (Part A)
	\$28,200,000 (Part F) Total: \$59.739	\$30,000,000 (Part F) Total: \$61.854 M	
<b>Carl Perkins Technical and Career Education Act [20 USC 2327] (OPE)</b>			
Tribal postsecondary career & technical institutions	\$9,564,000	\$9,564,000	\$10,000,000
<b>TRIBAL COLLEGES AND UNIVERSITIES HEAD START PARTNERSHIP PROGRAM</b>			
TCU Head Start Partnership Program (set-aside)	—	---	\$8,000,000 (from existing funds)

**TCU HEA-Title III:** \$65M is needed for the TCU Title III, Part A (discretionary) program in FY2020, due to the expiration of the Part F mandatory funding. The Part F program is slated to end after FY2019 if Congress does not authorize and appropriate new funding. Failure to increase the discretionary program to compensate for the loss of the Part F program will be devastating to all TCUs. Despite serious resource challenges, TCUs provide high quality, culturally appropriate higher education opportunities to some of the most rural, isolated, impoverished, and historically underserved areas of the country. The goal of HEA Title III programs is "to improve the academic quality, institutional management and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation." The TCUs are employing these funds to address the critical, unmet needs of their students who are primarily American Indian/Alaska Native (AI/AN) to effectively prepare them to succeed in a globally competitive workforce.

**Tribally Controlled Career and Technical Institutions:** Carl D. Perkins Career and Technical Education Act (§117) provides a competitively awarded grant opportunity for tribally chartered and controlled career and technical institutions, which provide vitally needed workforce development and job creation education and training programs to AI/ANs from tribes and communities with some of the highest unemployment rates in the nation.

**TCU-Head Start Partnership Program:** In 2017, 75 percent of Head Start teachers nationwide held a bachelor's degree as required federal law; but less than 42 percent of Head Start teachers in Indian Country (Region 11) met the requirement, and only 70 percent of workers in Region 11 met the associate-level requirements, or were enrolled in associates programs, compared to 90 percent nationally. This disparity in preparation and teaching demands our attention. AI/AN children deserve—and desperately need—qualified teachers. TCUs are ideal catalysts for filling this gap, as demonstrated by the modest program conducted through the TCU-Head Start Program from 2000–2007, which helped TCUs build capacity in early childhood education by providing scholarships and stipends for Indian Head Start teachers and teacher's aides to enroll in TCU early childhood programs. Before the program ended in 2007 (ironically, the same year that Congress specifically authorized the program in the Head Start Act), TCUs had trained more than 400 Head Start workers and teachers, many of whom have since left for higher paying jobs in elementary schools. In FY2018, the Head Start program was increased by \$610 million. AIHEC recommends that \$8 million of this increase be used to restore the TCU-Head State Partnership Program to reinvest in early childhood education across Indian Country.

FISCAL YEAR 2020 INTERIOR APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES



**Appropriations Bill: INTERIOR**

**Agency: Bureau of Indian Education**

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 AIHEC REQUEST	FY 2020 AIHEC REQUEST
<b>Tribally Controlled Colleges and Universities Assistance Act [25 USC 1801 et seq.]</b>			
Title I, II, III and contracts (28 TCUs)	\$69,793,000	\$72,793,000 (H.R. 266)	\$81,696,000 Fully fund at \$8K/ISC (Title I) \$17M (Title II) \$109K (Title III) TA: \$701,000
Title V (Tribal career/technical institutions)	\$7,505,000	\$7,855,000 (H.R. 266)	\$10,000,000
TCU Infrastructure Improvement (25 USC 1813)		\$31,000,000	\$31,000,000
<b>American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act [20 USC 4411]</b>			
<b>Institute of American Indian Arts</b> w/Center for Lifelong Education & Museum	\$9,835,000	\$9,960,000 (H.R. 266)	\$10,210,000
<b>Haskell Indian Nations University</b> and <b>Southwestern Indian Polytechnic Institute</b>	\$39,398,000 (Includes forward funding)	\$24,361,000 (H.R. 266)	\$25,000,000

**Honor Sovereignty:** TCUs are chartered by their respective American Indian tribes, which hold a long-established special legal relationship with the U.S. federal government, actualized by more than 400 treaties, several Supreme Court decisions, Congressional action, and the ceding of more than one billion acres of land to the U.S. Despite the trust responsibility and treaty obligations, TCUs' primary source of operating funds has never been fully funded. The funding plan we have set forth in this document would achieve that goal for the first time in the 40-year history of the TCU Act.

**TCU Infrastructure Improvement:** We urge Congress to fund section 113 (USC 1813) of the TCCUA Act and establish a new infrastructure development program for Tribal Colleges. A key part of the mission of TCUs is to prepare AI/ANs, and other rural community members to be self-sufficient members of the nation's workforce. For TCUs to realize this goal, they must have the facilities necessary to educate and train students for 21<sup>st</sup> century jobs. A recent TCU needs assessment revealed a need of \$120 million to address current TCU shovel-ready projects and facilities rehabilitation.

**Engaged Institutions:** TCUs are primary job creators in reservation communities that suffer some of the highest unemployment rates in the nation. TCUs offer high-quality, culturally relevant postsecondary opportunities, and they uniquely fulfill broader, essential roles within their communities: they are community centers, public libraries, tribal archives, career and business centers, economic development centers, Native language hubs, research centers, and child care centers. Each TCU is committed to improving the lives of its students through higher education and to moving American Indians toward self-sufficiency.

**Chronic Underfunding:** Most TCUs received **\$7,285/ISC** for academic year 2017–18, still short of the Congressionally authorized enrollment-driven funding level for basic institutional operations. It has taken over 40 years to come within reach of achieving the authorized funding level of \$8000/ISC. We ask Congress to take the last step and fully fund these very deserving—and historically underfunded—*TRIBAL* institutions of higher education.

FISCAL YEAR 2020 AGRICULTURE APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES



**Appropriations Bill: AGRICULTURE**

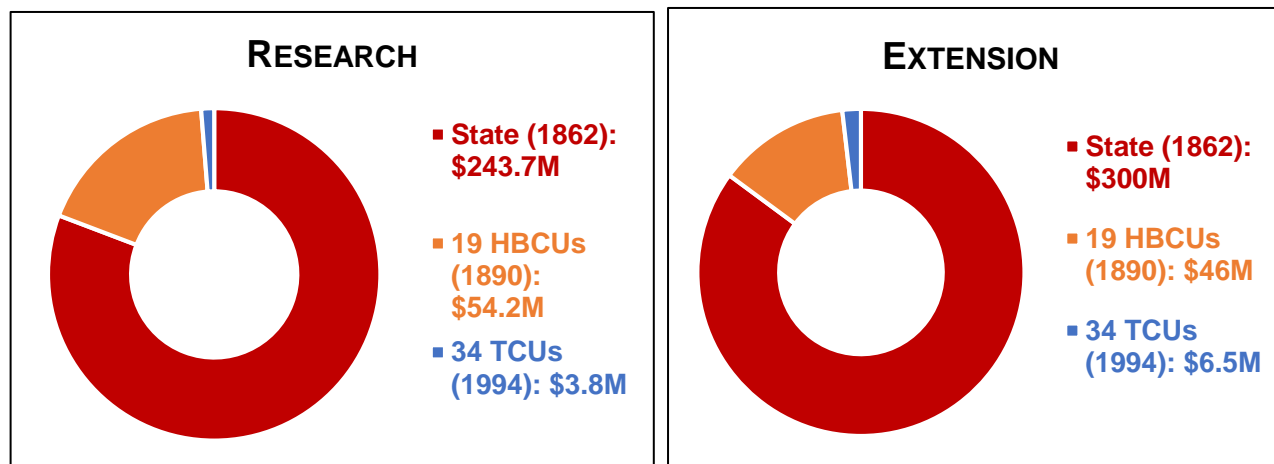
Agency: NIFA and Rural Development

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 HOUSE/SENATE REPORTS	FY 2019 AIHEC REQUEST
<b>Equity in Educational Land Grant Status Act [7 USC 301 note]</b>			
1994 Institutions Extension Program (NIFA)	\$6,446,000	\$6,446,000	\$9,000,000
1994 Institutions Research Program (NIFA)	\$3,801,000	\$3,801,000	\$5,800,000
1994 Institutions Equity Payment (NIFA)	\$3,439,000	\$3,439,000	\$4,000,000
Native American Endowment Payment (NIFA)	\$11,880,000	\$11,880,000	\$15,000,000 corpus payment only annual interest yield is scored (FY 2018 interest = \$4.6M)
<b>Consolidated Farm &amp; Rural Development Act [7 USC 1926(a)]</b>			
TCU Essential Community Facilities	\$4,000,000	\$4,000,000	\$8,000,000

**In Comparison**

**Research:** In FY 2018, the 1862 land-grants (state) research program (Hatch Act) received \$243.7M; research at the 1890s (19 HBCUs) received \$54.2M; and the research grants for 1994s (34 TCUs) received \$3.8M.

**Extension:** In FY 2018, Congress appropriated \$483M for extension activities. The 1862s (state) received \$300M in *formula-driven* extension funds; 1890s (19 HBCUs) received \$46M, *also formula-driven*; and 1994s (34 TCUs) received \$6.45M for competitively awarded grants.



These stark inequities cannot be justified or allowed to continue. The first Americans, last to join the nation's land-grant family, deserve parity.

FISCAL YEAR 2020 SCIENCE & ENERGY APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES



**Appropriations Bill: ENERGY AND WATER DEVELOPMENT**

Department of Energy

Agency: National Nuclear Security Administration (NNSA)

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 ENACTED	FY 2020 AIHEC REQUEST
<b>DoE—National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership Program (MSIPP)</b>			
MSIPP Initiative (includes TCU program)	Total: \$19,832,000 TCU Grant: \$2M	Total: \$20,000,000 TCU Grant: \$2 M	\$3,000,000 from existing funds
<p><b>Advanced Manufacturing Network Initiative:</b> Now in its third year, the AIHEC/TCU Advanced Manufacturing Network Initiative is an innovative advanced manufacturing training and education program involving five TCUs that prepares an American Indian advanced manufacturing workforce—through certificate and 4-year degree programs—and is creating reservation-based economic and employment opportunities through design, manufacture, and marketing of high-quality products in partnership, with tribes, major industry, and the National Laboratories. Full funding of the project will allow AIHEC to engage more TCUs as well as National Laboratory and industry partners, establishing a technically skilled workforce and manufacturing base in Indian Country prepared to support the engineering and technology needs of the nation.</p> <p><b>Report Language Request:</b> We request report language in the FY2020 Energy and Water Development, and Related Agencies, Appropriations bill designating \$3 million of the funds appropriated for the Department of Energy, National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership Program (MSIPP), specifically for the Tribal Colleges and Universities Initiative.</p>			

**Appropriations Bill: COMMERCE, JUSTICE, SCIENCE and RELATED AGENCIES**

National Science Foundation

Directorate: Education and Human Resources (EHR)

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 AIHEC REQUEST	FY 2020 AIHEC REQUEST
<b>NSF—Education and Human Resources (EHR)</b>			
NSF-TCUP	\$14,000,000	\$14,000,000	\$15,000,000
<p><b>Justification:</b> In FY2012, NSF awarded <b>\$5.1 billion</b> in science and engineering (SE) funding to the nation's institutions of higher education. <b>TCUs received \$9.7 million, or less than one-fifth of one percent</b> of this funding. Although this program is indicated as TCU-specific, mainstream institutions that are considered Alaska Native and Hawaiian serving are eligible to compete and receive funding under this program, thereby further reducing TCUs' chances for accessing these funds. This disproportionate distribution trend has yet to be recognized and addressed. Since FY2001, modest funding has been allocated to the TCU initiative administered under the NSF-EHR. This competitive grants program enables TCUs to enhance the quality of their STEM instructional, research, and outreach programs. TCUs that have been awarded an NSF-TCUP grant are expected to complete a comprehensive program needs analysis and to develop a plan for addressing both their institutional and NSF goals, with a primary goal being significant and sustainable expansion and improvements to STEM programs. Through NSF-TCUP, tribal colleges have been able to establish and maintain programs that represent a key component of the career pipeline for the American Indian/Alaska Native STEM workforce.</p>			



# **SUMMARY OF STATUTORY REAUTHORIZATION REQUESTS**

## SUMMARY OF PROPOSED AMENDMENTS TO THE HIGHER EDUCATION ACT (February 2019)

The nation's 37 Tribal Colleges and Universities (TCUs), who together are the American Indian Higher Education Consortium (AIHEC), respectfully request that the following amendments be included in legislation to reauthorize of the Higher Education Act of 1965 (HEA). In addition to technical changes to the current TCU-Title III-A program, the TCUs seek authorization of two new programs within Title III-A to: (1) address time-critical Native language vitalization and training programs at TCUs; and (2) strengthen workforce oriented professional and graduate programs for AI/AN students in high demand fields.

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

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

The following are requests and justifications for changes sought during the HEA reauthorization.

### TITLE III: INSTITUTIONAL AID

#### 1. **Authorization of Appropriations at \$45 million (Part A: Discretionary Funding) Authorization of Appropriations at \$35 million (Part F: Mandatory Funding)**

**Part A:** AIHEC requests a \$45 million authorization for fiscal year 2020 and "such sums" for each succeeding fiscal year for Part A of Section 316. We seek to increase funding authority to a level adequate to continue to support the growing number of TCUs that are eligible for formula funding under this program.

**Part F:** The Part F program is slated to end after FY2019 if Congress does not authorize new funding. Failure to fund the program would be devastating to the TCUs, which by any definition truly are developing institutions. We request funding of \$35 million, for fiscal years 2020 through 2030 to continue this critical program.

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

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

(1) in paragraph (1)(A)—

(A) in the first sentence, by striking "appropriated," and all that follows through "2019" and inserting the following: "appropriated, \$300,000,000 for each of the fiscal years 2020 through 2030"; and

(B) in the second sentence, by striking "2019" and inserting "2030"; and

- (2) in paragraph (2)—
  - (A) in subparagraph (A)—
    - (i) in clauses (i) and (ii), by striking “\$100,000,000” each place it appears and inserting “\$117,500,000”; and
    - (ii) in clause (iii), by striking “\$55,000,000” and inserting “\$65,000,000”; and
  - (B) in subparagraph (D)—
    - (i) in clause (i), by striking “\$30,000,000” each place it appears and inserting “\$35,000,000”;
    - (ii) in clause (ii), by striking “\$15,000,000” each place it appears and inserting “\$18,000,000”; and
    - (iii) in clauses (iii) and (iv), by striking “\$5,000,000” each place it appears and inserting “\$6,000,000”.

**Justification:** For Part A, we seek to increase funding authority to a level adequate to continue to support institutions currently qualified to apply for funding under the TCU program, as well as to accommodate a number of identified emerging TCUs. These new TCUs will further expand access to and completion of quality higher education opportunities for American Indian and Alaska Native peoples. In the past few years, at least three new TCUs have joined the formula-funded program.

The Part F program, which funds nearly half of the TCU Title III program, is slated to end after FY2019 if Congress does not authorize new funding. Failure to fund the program would be devastating to the TCUs, which by any definition truly are developing institutions. TCUs have used this funding to develop and implement career training programs, vitally needed facilities and laboratory modernization, information and technology maintenance and expansion, student support services; to improve data collection and reporting; and to institute financial management systems and practices.

## **2. ELIMINATE THE TCU PRE-APPLICATION PROCESS**

Eliminate a nonsensical, burdensome, and unnecessary “pre-application process” imposed on the already clearly defined, and therefore strictly limited, pool of participants in the Tribal Colleges and Universities Title III-A program (Sec. 316).

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

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

**Justification:** The eligibility requirement is intended to define and narrow the pool of applicants that may compete in the general Title III Strengthening Institutions grant program. Since 2008, the TCU-Title III program has been formula-funded, and therefore, it is not necessary or relevant to impose the pre-application process. The Historically Black Colleges and Universities Title III program, which has always been formula-funded, does not require a pre-application process to be eligible to receive a grant under the program. While the Department has agreed that this is not a necessary step and has suspended the requirement, until the statutory language is removed, the Department can, at any time, return to the prior practice and require that all TCUs go through an annual process of applying for eligibility, *months prior to* submitting an application for participation. This unnecessary and often confusing step is contrary to existing statutory language which directs the Department to “simplify and streamline the process of applying for grants” under the TCU Title III program (Sec. 316(d)(2)(B)).



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

Since enactment of the TCU Title III program, two legislative changes have been made to the statutory language in recognition of the small and clearly defined pool of eligible applicants and the burdensome application process. The first directs the Secretary to “streamline and simplify the application process” for the TCU program; and the second exempts the TCU program from the 2-year wait-out period applicable to the general Title III-A program.

### **3. EXTENSION OF GRANT CARRYOVER TIME LIMIT**

Provide a five year extension to TCUs to allow additional time to expend funds obligated during the initial five-year grant period, as currently provided for in the HBCU Title III formula funded grant awards.

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

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

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

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

sought is the same as that already included in the Title III program for HBCUs, which is the other formula-funded Title III program. By adding this same language to the TCUs program, the Department will be afforded the authority and direction needed to grant for time extension to expend Title III grant funds intended for long-term projects.

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

Increase the authorized funding level for the TCU Title III-A program to allow equitable participation by new TCUs without penalizing existing colleges.

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

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

**Justification:** Currently, the statutory formula for distributing funding under Title III-A Sec 316 to Tribal Colleges is based on each institution’s Indian student count, which includes only those students who are enrolled in a federally recognized tribe, or the biological child of an enrolled tribal member. However, the TCU Title III program is intended to benefit of the entire college community. Therefore, all students should be counted for the purpose of calculating each institution’s annual share of available funds. This amendment would correct the formula components by using each institution’s FTE students rather than its Indian student count.

**5. UPDATE AUTHORIZED ACTIVITIES**

Several updates to the authorized activities are needed to align with current needs of the TCU communities. Currently, TCU Title III grant funds can be used to support academic instruction in tribal governance and public policy. We request that language be added to expand instruction to support Native languages; tribal history, and tribal sovereignty.

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

Section Sec 316(c)(2) is amended --

- (1) In subparagraph (D) by striking “Indians,” and all that follows through “policy” and inserting the following: “American Indians and Alaska Natives are underrepresented, instruction in Native American languages, and instruction and programs to support Tribal Governance, Tribal Public Policy, and Tribal History and Sovereignty,”
- (2) In subparagraph (L) by striking “outreach,” and all that follows through “education” and inserting the following: “outreach and recruitment activities and programs that encourage American Indian and Alaska Native elementary school students, secondary school students, and community members to develop the academic skills and the interest to pursue and succeed in postsecondary education;”

**Justification:** With enrollments dropping at many if not most IHEs and high school dropout rates for AI/AN youth growing, TCUs are looking for resources to increase and expand their local recruitment efforts to

reach adult AI/ANs. TCU Title III grant funds may be used to establish “community outreach programs that encourage Indian elementary and secondary school students to develop the academic skills and the interest to pursue postsecondary education.” We request that language be amended to clarify that the colleges may use their Title III grant funds for outreach to adult AI/ANs, and to produce materials or host events regarding the benefits of college and attending a TCU, as part of community outreach programs.

### **TITLE III: NEW TCU PROGRAM AUTHORIZING AMENDMENTS**

#### **6. NEW: TRIBAL COLLEGE OR UNIVERSITY NATIVE AMERICAN LANGUAGE VITALIZATION AND TRAINING PROGRAM.**

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

**Amendment Language:** Part A of Title III of the Higher Education Act of 1965 (20 U.S.C. 1057 et seq.) is amended by adding at the end thereof the following new section:

#### **SEC. \_\_\_ NATIVE AMERICAN LANGUAGE VITALIZATION AND TRAINING PROGRAM.**

(a) DEFINITION.—In this section:

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

(b) PURPOSE.—The purpose of this section is to support Tribal Colleges and Universities in preserving and revitalizing endangered Native American languages through curriculum development, instruction, student support, and innovative pre-K-12 and community-based partnerships.

(c) PROGRAM AUTHORIZED.—The Secretary shall establish the ‘Native American Language Vitalization and Training Program’ to award grants, on a competitive basis, to eligible institutions to enable such institutions to carry out the authorized activities described in subsection (e).

(d) ELIGIBILITY.—For the purposes of this section, an “eligible institution” means an institution of higher education that is a Tribal College or University.

(e) AUTHORIZED ACTIVITIES.—Grants awarded under this section shall be used for one or more of the following activities:

(1) Curriculum development and academic and community-based instruction, including educational activities, programs, and partnerships relating to students in prekindergarten through grade 12;

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

(3) Innovative Native American language programs for students in prekindergarten through grade 12, including language immersion programs;

(4) Other activities proposed in the application submitted pursuant to subsection (--) that –  
(A) Contribute to carrying out the purposes of this section; and  
(B) Are approved by the Secretary in the review and acceptance of such application.

(f) APPLICATION, DURATION, AND OTHER PROVISIONS.—

(1) APPLICATION.—An eligible institution may apply for a grant under this section by submitting an application to the Secretary at such time and in such manner as the Secretary may require, consistent with the purpose of this section.

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

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

(A) Description of a 5-year strategy of the Tribal College or University for meeting the needs of American Indians or Alaska Natives, consistent with the goals and plans of a relevant Indian tribe or tribal community;

(B)(i) Identification of the population to be served by the Tribal College or University; and

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

(C) Description of the services to be provided under the program, including the manner in which the services will be integrated with other appropriate activities of the relevant Indian tribe or tribal community; and

(D) Description of the performance measures to be used to assess the performance of the Tribal College or University in carrying out the program.

(4) DURATION.—Grants under this section shall be awarded for a period not to exceed five years.

(5) CONCURRENT FUNDING.—A Tribal College or University that receives a grant under this section may concurrently receive funds under section 316 of this title; however, no Tribal College or University shall receive more than one grant under this section in any fiscal year.

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

(g) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section \$15,000,000 for each of fiscal years 2020 through 2025.”

**Justification:** Tribal Colleges and Universities are engaged institutions of higher education created by American Indians and Alaska Natives for American Indians and Alaska Natives, primarily on rural and isolated Indian reservations, which were virtually excluded from the rest of this nation’s system of higher education.

TCUs are ideal forums for advancing the time-sensitive efforts to rescue Native languages from extinction. Of the 155 Indigenous languages still being spoken in the United States, 135 of these are spoken only by elders. Native languages have rich oral cultures with stories, songs, and histories passed on to younger generations, but many have no written forms. When a language is lost, it is lost forever, and with it an entire culture is lost. Language and culture are at the heart of the mission of each Tribal College and University, and these institutions play a strong leadership role in Native language immersion. Indeed, TCUs are responsible for the majority of the 50 or so Native language immersion programs in the United States. Despite the proven success of TCU Native language preservation and vitalization efforts, only minimal federal and private sector resources are directed toward these critical activities. Because many Native languages are on the verge of extinction, we do not have the luxury of time. We must address this critical issue now, before it is too late.

**7. NEW: STRENGTHENING PROFESSIONAL & GRADUATE OPPORTUNITIES AT TRIBAL COLLEGES AND UNIVERSITIES PROGRAM.**

An amendment establishing a modest program to assist TCUs in strengthening graduate degree programs and professional certificate programs in high demand fields vital to tribal nation building, economic development in rural America, and in fields critical to addressing health and other challenges facing American Indians and Alaska Natives.

**Amendment Language:** Part A of Title III of the Higher Education Act of 1965 (20 U.S.C. 1057 et seq.) is amended by adding at the end thereof the following new section:

**Sec. \_\_\_\_: STRENGTHENING PROFESSIONAL AND GRADUATE OPPORTUNITIES AT TRIBAL COLLEGES AND UNIVERSITIES.**

“(a) DEFINITIONS.—In this section:

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

(b) PURPOSES. The purposes of this section are to—

(1) Expand professional and graduate educational opportunities for, and improve the academic attainment of, American Indians and Alaska Natives in high demand fields and fields in which American Indians and Alaska Natives are underrepresented; and

(2) Strengthen and enhance the quality of professional and graduate programs at Tribal Colleges and Universities.

(c) PROGRAM AUTHORIZED.—The Secretary shall award grants, on a competitive basis, to eligible institutions to enable such institutions to carry out the authorized activities described in subsection (e).

(d) ELIGIBILITY.—For the purposes of this section, an “eligible institution” means an institution of higher education that—

(1) is a Tribal College or University; and

(2) offers a professional certificate or graduate degree program.

(e) AUTHORIZED ACTIVITIES. -- Grants awarded under this section shall be used for one or more of the following activities:

(1) Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes;

(2) Construction, maintenance, renovation, and improvement of classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services;

(3) Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials;

(4) Support for American Indian and Alaska Native students including outreach, academic support services, mentoring, scholarships, fellowships, and other financial assistance to permit the enrollment of such students in professional certificate programs and graduate degree programs;

(5) Establish or improve a development office to strengthen and increase contributions from professional and graduate alumni and the private sector;

(6) Assist in the establishment or maintenance of an institutional endowment to facilitate financial independence pursuant to section 331;

(7) Professional and graduate program funds and administrative management, and the acquisition of equipment, including software, for use in strengthening such funds management and management information systems;

(8) Acquisition of real property that is adjacent to the campus in connection with the construction, renovation, or improvement of, or an addition to, campus facilities essential to a professional certificate program or graduate degree program;

(9) Education or financial information designed to improve the financial literacy and economic literacy of professional and graduate students, especially with regard to student indebtedness and student assistance programs under title IV;

(10) Tutoring, counseling, and student service programs designed to improve academic success;

(11) Support of faculty exchanges, faculty development, faculty research, research publication and dissemination, curriculum development, academic instruction, and student research mentoring;

(12) Create and improve facilities for broadband or other distance education technologies, including purchase or rental of telecommunications technology equipment or services;

(13) Collaboration with other institutions of higher education to expand graduate degree programs and professional certificates;

(14) Other activities proposed in the application submitted pursuant to subsection (f) that—  
(A) contribute to carrying out the purposes of this section; and  
(B) are approved by the Secretary as section of the review and acceptance of such application.

(f) APPLICATION, DURATION, AND OTHER PROVISIONS

(1) APPLICATION.—An eligible institution may apply for a grant under this section by submitting an application to the Secretary at such time and in such manner as the Secretary may require. Such application shall demonstrate how the grant funds will be used to strengthen graduate and professional opportunities for American Indian and Alaska Native students at Tribal Colleges and Universities.

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

(3) DURATION.—Grants under this section shall be awarded for a period not to exceed five years.

(4) CONCURRENT FUNDING.—A Tribal College or University that receives a grant under this section may concurrently receive funds under section 316 of this title; however, no Tribal College or University shall receive more than one grant under this section in any fiscal year.

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

(g) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section \$5,000,000 for each of fiscal years 2020 through 2025.

**Justification:** In the 1970s through 1990s, as Tribal Colleges and Universities were being established and growing in number, the academic focus of most of these place-based, under-resourced, and rural institutions was to help their chartering tribes meet local workforce needs through vocational and technical programs and to serve as bridge institutions to regional state public universities. In recent years, the capacity of Tribal Colleges to provide necessary culturally- and place-based research has grown, as has the capacity and needs of the tribes that TCUs serve. More and more TCUs are beginning to develop master's degree programs in limited, but vitally needed fields including elementary/secondary education administration; environmental science; tribal governmental policy and management; industrial and electrical engineering; and fine arts.

At that time that important graduate and professional program support programs were established for Historically Black Colleges and Universities and Hispanic Serving Institutions, we believe that Tribal Colleges were overlooked. Unfortunately, this is consistent with the creation of all federal programs for TCUs. For example, the Strengthening Institutions-TCU program was established decades after the Congress established the Strengthening Institutions-HCU program and nearly one decade after the Strengthening Institutions-HSI program was created. It is time that Congress recognize the irreplaceable role that TCUs play in strengthening their tribal nations, protecting tribal lands, and preparing a 21<sup>st</sup> century Native workforce. Through a modest investment in critically needed graduate and professional programs, Tribal Colleges can help strengthen economic and workforce development throughout rural America.

#### **TITLE IV: STUDENT ASSISTANCE - RECOMMENDATIONS**

##### **1. Maintain voluntary participation in Federal student loan program**

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

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

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

We do not believe that institutions should be penalized when documented student need is equal *or greater*, simply because they were not in existence when a program was originally established or modified. We urge



reevaluation of the current funding and distribution processes for these programs in order to create a system that is fair to all students in need, regardless of the age of the institution they attend.

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

### **3. Restore eligibility for Federal financial aid to disenfranchised populations**

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

**SUMMARY OF PROPOSED AMENDMENTS TO THE  
TRIBALLY CONTROLLED COLLEGES AND UNIVERSITIES ASSISTANCE ACT**  
(Reauthorized in Conjunction with the Higher Education Act)  
(February 2018)

The Tribally Controlled Colleges and Universities Assistance Act of 1978, P.L. 95-471 [25 USC 1801 note], is reauthorized under Title IX (Amendments to Other Laws) of the Higher Education Act. The presidents of the nation's Tribal Colleges and Universities (TCUs), who together are the American Indian Higher Education Consortium (AIHEC), respectfully request that the following amendments to the Tribal College Act be included in the final HEA reauthorization bill.

These amendments, many of which are technical, are intended to update the legislative language, much of which is no longer relevant, to remove ambiguities, and address issues that have arisen over the past few years with respect to the 40-year-old legislation.

**Amendments:**

The Tribally Controlled Colleges and Universities Assistance Act of 1978 ([25 U.S.C. 1801 note](#)) is amended as follows:

**TITLE I – TRIBALLY CONTROLLED COLLEGES AND UNIVERSITIES**

**1. Repeal “Satisfactory Progress” Language: Section 2**

***Amendment Language:***

Delete Section 2(a)(9) [25 USC 1801(a)(9)] and correct section accordingly.

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

**2. Revise Indian Student Count Calculation Dates: Section 2**

***Amendment Language:***

Strike Section 2(b)(1) [25 USC 1801(b)(1)] and insert in lieu thereof:

“Such number shall be calculated on the basis of the number of Indian students enrolled—

(A) at the conclusion of the third full week of each academic term; or

(B) on the fifth day of a shortened program beginning after the third full week of an academic term.”

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

### 3. Inclusion of Dual Credit in Indian Student Council Calculation: Section 2

**Amendment Language:**

In the last sentence in Section 2(b)(3) [25 USC 1801(b)(3)], insert “solely” before “for the purpose of obtaining a high school degree”

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

### 4. Clarification & Corrections to Continuing Education Credits, Based on the IACET Standard: Section 2

**Amendment Language:**

Strike Subsection 2(b)(4) through the end of Subsection (5) [25 USC 1801(b)(4) and (5)] and insert in lieu thereof the following:

“(4) Notwithstanding any other provision of this section, Indian individuals who self-identify as Indian or Alaska Native and earn credits in any continuing education program of a Tribal College or University shall be included in determining the sum of all credit hours, subject to paragraph (5).

(5) Eligible credits earned in a continuing education program shall be--

(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.”

**Justification:** Representatives from the Tribal Colleges and Universities, the Bureau of Indian Education, and AIHEC have met on several occasions with International Association for Continuing Education and Training (IACET) officials, including participation in intensive 2-day IACET training. The purpose of our meetings and training was to help ensure compliance with section 2(b)(5) and more important, to ensure that Tribal College continuing education programs are of the highest quality and benefit to our tribal communities. Based on a thorough review of the IACET Standard, consultation with IACET leadership and national/regional continuing education providers, and attempts to practically implement and interpret section (2)(b)(4) and (5), we have determined that the current section: (a) contains errors; (b) is inconsistent with the IACET Standard and practice; and (c) lacks clarity regarding whether certain requirements for academic credit should apply to continuing education credits.

For example: paragraph (2)(b)(5)(A) requires that institutions on a semester calendar system calculate one continuing education unit (CEU) for every 15 contact hours. However, the national, international, and IACET standard for semester-based CEUs is one CEU for 10 contact hours. This means that a TCU would have to offer a nursing professional development seminar, for example, 1.5 times *longer* than a regional community college would to award participants the same number of CEU credits. Clearly, this puts TCUs at a disadvantage vis-à-vis other providers. We propose amending Section 2(b)(5)(A) to be consistent with standard practice.

Additionally, it is overly burdensome, costly, counter-productive, and unnecessary to hold TCUs to the same enrollment and certification requirements for continuing education participants as they are held to for *academic* students. Continuing education, by its very nature, is not typically pursued by students enrolled in degree programs. Rather, these same students would engage in continuing education *after* completing a degree or certificate program, to meet various licensure requirements, stay abreast of industry advancements, and to broaden their knowledge and skills.

#### 5. Use of Prior-Prior Year Data for Funding Calculations: Section 2

**Amendment Language:**

At the end of Section 2(b)(5) [25 USC 1801(b)(5)], insert the following new subparagraph:

“(6) Enrollment data from the prior-prior academic year shall be used.”

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

#### 6. Use of “On Campus” Student Count for Funding, versus ALL Students: Section 103

**Amendment Language:**

Strike Section 103(3) [25 USC 1804(3)] and insert in lieu thereof the following:

“(3) the majority of students who are enrolled in on-campus courses are Indian; and”.

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

## 7. Repeal Obsolete Planning Grants: Section 104

**Amendment Language:**

Delete Section 104 [25 USC 1804a].

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

## 8. Update Technical Assistance Language: Section 105

**Amendment Language:**

In Section 105(a) [25 USC 1805(a)]:

- In (a)(1), strike “tribally controlled college or university which is receiving” and insert “tribally controlled colleges and universities which are receiving”; and
- In (a)(2), strike “tribally controlled college or university” and insert “tribally controlled colleges and universities”.

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

## 9. Update Reference to “Bureau of Indian Education”: Section 106

**Amendment Language:**

In Section 106(a) [25 USC 1806(a)(1)], strike “Bureau of Indian Affairs” and insert “Bureau of Indian Education”.

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

**10. Update BIE Eligibility Study Funding Authority: Section 106**

***Amendment Language:***

In Section 106(c) [25 USC 1806(c)], strike all after “may be drawn from” and insert:

“the general administrative appropriations to the Secretary.”.

**Justification:** Procedures and criteria for determining a prospective tribal college’s eligibility to receive funding under the Act have long been delineated. A site visit of the prospective college is the final step in determining the institutions eligibility for funding under this section. The number of tribal colleges -- and therefore the level of funding authorized -- have increased considerably since the Act was initially funded in FY 1981. In FY 2018, 5 percent of the appropriation for operating Title I institutions would provide \$3.45 million to conduct a site visit of an applicant college. Therefore, we recommend that the amount be limited to \$20,000, which should be more than adequate to conduct a site visit or even multiple visits should there be more than one viable application submitted in a single funding cycle.

**11. Technical Corrections & Outdated Grant Priority for “Existing” TCUs: Section 107**

***Amendment Language:***

In Section 107 [25 USC 1807]:

- Correct heading to be “Grants to Tribal Colleges and Universities”
- In subsection(a):
  - strike “tribally controlled community college or university” and insert “Tribal Colleges and Universities
  - strike “a eligibility study” and insert “an eligibility study”; and
- Delete subsection (c) and redesignate the subsequent subsection.

**Justification:** The subsection that lays out a priority of number of grants to existing TCUs was applicable when the legislation was first enacted, but is no longer relevant; also, the section’s reference to Tribal Colleges needs to be updated.

**12. Designation of National Indian Higher Education Organization: Section 107**

***Amendment Language:***

In Section 107(d) [25 USC 1807(d)] (*to be redesignated as subsection (c)*), insert “higher education” after “national Indian”

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

**13. Hold Harmless Language for Existing TCU Grant Funding: Section 108**

***Amendment Language:***

In Section 108(a) [25 USC 1808(a)]:

- Strike "(2) Exception" and insert in lieu thereof "(2) Exceptions"
- Insert a new subparagraph (A) as follows, and redesignate the subsequent paragraph accordingly:

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

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

**14. Revise Grant Distribution Dates to Reflect Forward Funding: Section 108**

***Amendment Language:***

In the heading for Section 108(b) [25 USC 1808], strike "Advance Installment Payments" and insert "Payments"; and

In Section 108 (b)(1):

- Strike "funds available for allotment by October 15 or no later than 14 days after appropriations become available," and insert "amounts appropriated for any fiscal year on July 1 of that fiscal year," ; and
- Strike "January 1" and insert "September 30".

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

**15. Repeal Requirement re NCES and Update Reference to TCUs: Section 108**

***Amendment Language:***

In Section 108(c)(2) [25 USC 1808(c)(2)]:

- Strike “, in consultation with the National Center for Education Statistics,” and insert “either directly or by contract,” and
- Strike “or universities” and insert “and universities”.

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

**16. Series of Technical Corrections & Updates: Sections 109 through 112**

***Amendment Language:***

In the heading for Section 109(b) [25 USC 1809(b)] and in the first sentence of the first section 109(c), strike “Indian Affairs” and insert “Indian Education”; and correct subsection numbering accordingly.

In Section 110(a) [25 USC 1810(a)]:

- strike “2009” each place it occurs and insert “2020”;
- strike “such sums as may be necessary” in the second place in which it occurs in each of subparagraphs (2) and (3); and
- In subparagraph (4) strike “or universities” and insert “and universities”.

In Section 111(a)(2) [25 USC 1811(a)(2)]:

- strike “or universities” and insert “and universities”.

In Section 112 [25 USC 1812]:

- In subsection (a), strike “or universities” and insert “and universities”;
- In subsection (a), strike “2009” each place it occurs and insert “2020”;
- In subsection (c)(1), strike “Navajo Community” and insert “Diné”; and
- In subsection (c)(2)(B), strike “or universities” and insert “and universities”.



**17. Simplification & Modernization of Required TCU Facilities Report: Section 112**

***Amendment Language:***

Strike Section 112 [25 USC 1812], and insert in lieu thereof the following:

**“SEC. 112. REPORT ON TRIBAL COLLEGE & UNIVERSITY FACILITIES.**

(a) Study on the Condition of Tribal College and University Facilities.—The Secretary shall provide for the conduct of a study on the condition of Tribal College and University facilities, which for purposes of this section shall include Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 ([20 U.S.C. 1059c\(b\)](#)). Such study shall identify the need for new construction, renovation, and infrastructure enhancements of the Tribal Colleges and Universities.

(b) Contract.—The study required in subsection (a) may be conducted directly by the Secretary or by contract.

(c) Report to Congress.— A report on the results of the study required in subsection (a) shall be submitted to the Congress not later than 18 months after the enactment of this Act.”

**Justification:** The report required under existing law is outdated and contains irrelevant provisions that reference obsolete facility options.

**18. Updates to Section on TCU Construction/Infrastructure: Section 113**

***Amendment Language:***

Strike Section 113 [25 USC 1813] and the heading, and insert in lieu thereof the following:

**“SEC. 113. TCU INFRASTRUCTURE IMPROVEMENT.**

(a) DEFINITIONS.—In this section:

(1) CONSTRUCTION.—The term ‘construction’ includes any effort to address the facility construction, maintenance, renovation, reconstruction, and replacement needs of a Tribal College or University.

(2) TRIBAL COLLEGE OR UNIVERSITY.—The term ‘Tribal College and University’ has the meaning given the term in section 316(b) of the Higher Education Act of 1965 ([20 U.S.C. 1059c\(b\)](#)).

(b) GRANTS.—With respect to eligible Tribal Colleges and University that identify a need for construction, the Secretary shall, subject to the availability of appropriations and subsection (c), provide grants for the construction in accordance with this section.

(c) APPLICATION.—Each Tribal College and University desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require.

(d) ELIGIBLE ACTIVITIES.—Activities eligible for a grant under this section shall be activities that address a wide variety of facilities and infrastructure needs, including—

- (1) building of new facilities, including—
  - (A) classrooms;
  - (B) administrative offices;
  - (C) libraries;
  - (D) health/fitness and cultural centers;
  - (E) day care centers;
  - (F) technology centers;
  - (G) housing for student, faculty, and staff; and
  - (H) other facilities necessary to an institution of higher education;
- (2) renovating or expanding existing or acquired facilities;
- (3) providing new and existing facilities with equipment and infrastructure, including—
  - (A) laboratory equipment;
  - (B) computer infrastructure and equipment;
  - (C) broadband infrastructure and equipment;
  - (D) library books;
  - (E) furniture; and
- (4) property acquisition.

(e) NO MATCH REQUIREMENT.—A recipient of a grant under this section shall not be required to make a matching contribution for Federal amounts received.

(f) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section \$31,000,000 for each of fiscal years 2020 through 2024.”

**Justification:** In 2018, AIHEC conducted a survey of 22 TCUs, which revealed a list of chronic facility-related needs, including student housing, faculty housing, classrooms, libraries, laboratories, administrative offices, cafeterias, and student wellness/community fitness centers. The 22 TCUs surveyed have an estimated combined total need of **\$332.5 million in Deferred Maintenance and Rehabilitation costs and \$558 million to complete existing Tribal College Master Plans**. Established 40 years ago, this essential TCU construction program has never been funded. This amendment updates the current TCU construction program to support facilities construction, campus renovation, IT infrastructure updates, and housing on TCU campuses.

<b>19. Technical Correction to Conform to Current Law: Sec. 114</b>
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***Amendment Language:***

In Section 114(a), at the beginning of the first sentence, strike “The Navajo Tribe” and insert in lieu thereof “Except as provided in sections 112 and 113, the Navajo Tribe”

**Justification:** These exceptions are necessary to ensure that all Tribal Colleges, whose primary operating funding comes from Titles I and II of the Tribal College Act, are eligible to participate in the facilities program.

**20. Repeal Obsolete Rules and Regulation: Sec. 115**

***Amendment Language:***

Strike Section 115 [25 USC 1815].

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

**TITLE III – TCU ENDOWMENT PROGRAM**

**21. Termination & Waiver Authority for Modest Endowment Program**

***Amendment Language:***

Strike Section 301 through the end of 306 [25 USC 1831 et. seq.]; and insert in lieu thereof the following:

“TRANSITION—

(A) IN GENERAL.—Subject to subparagraph (B), title III of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1831 et seq.), as such title was in effect on the day before the date of enactment of this Act, shall apply with respect to any endowment fund established or funded under such title before such date of enactment, except that:

- (i) The Secretary of the Interior may not make any grants or Federal capital contributions under such title after such date; and
- (ii) The Secretary may waive the requirements of subparagraph (A) if the Secretary determines that such a waiver is warranted due to (I) a financial emergency, such as a pending insolvency or temporary liquidity problem; (II) natural disaster or arson; or (III) any other unusual occurrence or exigent circumstance.”

(B) TERMINATION.—Subparagraph (A) shall terminate on the date that is 10 years after the date of enactment of this Act. On or after such a date, Tribal Colleges and Universities may use the corpus (including the Federal and institutional capital contributions) of any endowment fund described in such subparagraph to pay any expenses relating to the operation of academic programs of such colleges and universities.”

**Justification:** This small endowment program has been appropriated at approximately \$103,000 for at least two decades. The cost of program administration, to the Bureau of Indian Education and the TCUs themselves, easily exceeds the awards to individual TCUs. Further, TCUs may use funding authorized

under Titles I and II to support endowments along with funding they receive from the U.S. Department of Education's Strengthening Institutions-TCU Program (Section 316 of the Higher Education Act of 1965.)

**TITLE IV – TRIBAL ECONOMIC DEVELOPMENT**

**22. Technical Corrections & Updates to Economic Development Grants**

***Amendment Language:***

In Section 402(a) [25 USC 1801 note], strike "or universities" and insert "and universities"; and

In Sections 402 (a) and 402(c), strike "Navajo Community" and insert "Diné".

**Justification:** These updates are consistent with other updates throughout the Act.

## Inclusion of Tribal College and University in E-Rate

April 2018

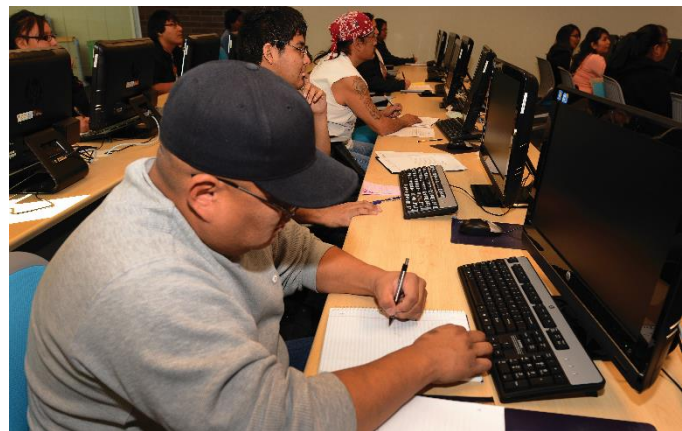
The E-Rate program, otherwise known as the Schools and Libraries Program of the Universal Services Fund, provides discounts to help schools and libraries in the United States procure affordable telecommunications and internet access, including broadband connections. In 2016 the E-rate program helped connect 53.6 million students to the Internet and provided discounts for Wi-Fi connections and high-speed data lines to 120,000 school buildings and more than 4,000 library systems nationwide.

### Why do TCUs need E-Rate?

- 32 TCUs are located in rural areas. For these TCUs, there are few choices of internet service providers, driving up costs for lower quality service than is available in urban areas.
- 68 percent of Americans living on Tribal lands in rural America lack access to fixed broadband, according to the 2016 FCC Broadband Progress Report.
- TCUs annual internet connection costs range between \$40,000 and \$250,000 per year.
- Rural and remote TCUs have difficulty recruiting and retaining the professional staff necessary to operate and maintain IT systems.
- The industry standard timeline for IT equipment replacement is 3-5 years. At TCUs, due to lack of resources, the average IT equipment replacement timeline is 8.29 years.
- Bandwidth is critical to the success of hardware initiatives that attempt to provide ubiquitous access to learning, such as Bring Your Own Device (BYOD) and 1:1 laptop and tablet programs.
- Reliable broadband is essential to institutions seeking to make the most of the available online resources and opportunities for faculty professional development.
- Bandwidth availability and capacity guide student learning, providing faculty a range of options—online, blended, and face-to-face instruction—creating more TCU student-centered and tailored instruction.

### Why include TCUs in the E-Rate program?

- 31 TCUs provide public library services to their communities.
- 21 TCUs provide dual credit programs that help high school students transition to college.
- TCUs provide continuing education programs to community members serving more than 130,000 American Indian/Alaska Natives and other rural community members.
- TCUs are essential community-serving institutions—increased bandwidth for TCUs translates into a greater access to Internet resources for Tribal community members. Many community members served by TCUs cannot afford, or do not have available broadband Internet service at home. The local TCUs is one of very few local Internet access options available to them.
- TCUs are community economic drivers: improved broadband access would allow access to more resources to support community entrepreneurs pursuing Internet-based economic opportunities.
- TCUs are major workforce development providers for their Tribal communities. Broadband access provides access to a broader set of training resources and delivery options.





# **116<sup>TH</sup> CONGRESS**

**(1<sup>ST</sup> SESSION: 2019-2020)**

# **GENERAL CONGRESSIONAL INFORMATION**

# AIHEC CONGRESSIONAL DELEGATION LIST

## 116<sup>TH</sup> CONGRESS (2019-2021)

**ALASKA:** Iliisagvik College *Office Location* *Phone Numbers*

**Senate:**

Lisa Murkowski (R) 522 Hart Senate Office Bldg. (202) 224-6665

Dan Sullivan (R) 702 Hart Senate Office Bldg. (202) 224-3004

**House:**

Don Young (R-AK AL) 2314 Rayburn HOB (202) 225-5765

**ARIZONA:** Diné College (1); Tohono O'odham Community College (3); *San Carlos Apache College (1) NTU AZ satellite (1);*

**Senate:**

Martha McSally (R) B40D Dirksen Senate Office Bldg. (202) 224-2235

Kyrsten Sinema (D) 825B&C Hart Senate Office Bldg. (202) 224-4521

**House:**

Tom O'Halleran (D-AZ 1) 324 Cannon HOB (202) 225-3361

Raúl Grijalva (D-AZ 3) 1511 Longworth HOB (202) 225-2435

**IOWA:** Little Priest Tribal College (1)

**Senate:**

Joni Ernst (R) 111 Russell Senate Office Bldg. (202) 224-3254

Chuck Grassley (R) 135 Hart Senate Office Bldg. (202) 224-3744

**House:**

Steve King (R-IA 4) 2210 Rayburn Office Bldg. (202) 225-4426

**KANSAS:** Haskell Indian Nations University

**Senate:**

Jerry Moran (R) 521 Dirksen Senate Office Bldg. (202) 224-6521

Pat Roberts (R) 109 Hart Senate Office Bldg. (202) 224-4774

**House:**

Steve Watkins (R-KS 2) 1205 Longworth HOB (202) 225-6601

**MICHIGAN:** Bay Mills Community College (1); Keweenaw Bay Ojibwa CC (1); Saginaw Chippewa (4)

**Senate:**

Gary Peters (D) 724 Hart Senate Office Bldg. (202) 224-6221

Debbie Stabenow (D) 731 Hart Senate Office Bldg. (202) 224-4822

**House:**

Jack Bergman (R-MI-1) 414 Cannon HOB (202) 225-4735

John Moolenaar (R- MI-4) 117 Cannon HOB (202) 225-3561

**MINNESOTA:** Fond du Lac T&CC (8); Leech Lake TC (8); Red Lake Nation College (7); White Earth T&CC (7)

**Senate:**

Amy Klobuchar (D) 425 Dirksen Senate Office Bldg. (202) 224-3244

Tina Smith (D) 309 Hart Senate Office Bldg. (202) 224-5641

**House:**

Collin Peterson (D-MN 7) 2204 Rayburn HOB (202) 225-2165

Pete Stauber (R-MN 8) 126 Cannon House Office Bldg. (202) 225-6211

*Betty McCollum (D-MN 4)* *2256 Rayburn House Office Bldg.* *(202) 225-6631*

**AIHEC Congressional Delegation - 116<sup>TH</sup> CONGRESS  
(2019-2021) (continued)**

<i>Office Location</i>	<i>Phone Numbers</i>
<b>MONTANA:</b> Aaniiih; Blackfeet; Chief Dull Knife; Fort Peck; Little Big Horn College; SKC; and Stone Child	
<b>Senate:</b>	
Steve Daines (R)	320 Hart Senate Office Bldg. (202) 224-2651
Jon Tester (D)	311 Hart Senate Office Bldg. (202) 224-2644
<b>House:</b>	
Greg Gianforte (R MT-AL.)	1222 Longworth HOB (202) 225-3211
<b>NEBRASKA:</b> Little Priest Tribal College (1); Nebraska Indian Community College (1)	
<b>Senate:</b>	
Ben Sasse (R)	136 Russell Senate Office Bldg. (202) 224-4224
Deb Fischer (R)	454 Russell Senate Office Bldg. (202) 224-6551
<b>House:</b>	
Jeff Fortenberry (R-NE 1)	1514 Longworth House Office Bldg. (202) 225-4806
Adrian Smith (R-NE 3) ( <i>So Sioux City/Niobrara</i> )	502 Cannon House Office Bldg. (202) 225-6435
<b>NEW MEXICO:</b> SIPI (1); IAIA (3); Navajo Technical College (3); <i>Diné (Shiprock)</i> (3)	
<b>Senate:</b>	
Tom Udall (D)	531 Hart Senate Office Bldg. (202) 224-6621
Martin Heinrich (D)	303 Hart Senate Office Bldg. (202) 224-5521
<b>House:</b>	
Debra Haaland (D-NM 1)	1237 Longworth House Office Bldg. (202) 225-6316
Ben Ray Lujan (D-NM 3)	2323 Rayburn House Office Bldg. (202) 225-6190
<b>NORTH DAKOTA:</b> CCCC, NHSC; SBC; TMCC; and UTTC	
<b>Senate:</b>	
John Hoeven (R)	338 Russell Senate Office Bldg. (202) 224-2551
Kevin Cramer (R)	B40C Dirksen Senate Office Bldg. (202) 224-2043
<b>House:</b>	
Kelly Armstrong (R-ND AL)	1004 Longworth House Office Bldg (202) 225-2611
<b>OKLAHOMA:</b> College of the Muscogee Nation (2);	
<b>Senate:</b>	
James M. Inhofe (R)	205 Russell Senate Office Bldg. (202) 224-4721
James Lankford (R)	316 Hart Senate Office Bldg. (202) 224-5754
<b>House:</b>	
Markwayne Mullin (R-OK 2)	2421 Rayburn House Office Bldg. (202) 225-2701
Tom Cole (R-OK 4)	2207 Rayburn House Office Bldg. (202) 225-6165
<b>SOUTH DAKOTA:</b> OLC; Sinte; Sisseton Wahpeton; and Sitting Bull	
<b>Senate:</b>	
Mike Rounds (R)	502 Hart Senate Office Bldg. (202) 224-5842
John Thune (R)	511 Dirksen Senate Office Bldg. (202) 224-2321
<b>House:</b>	
Dusty Johnson (R-SD)	1508 Longworth House Office Bldg. (202) 225-2801



**AIHEC Congressional Delegation - 116<sup>TH</sup> CONGRESS  
(2019-2021) (continued)**

	<i>Office Location</i>	<i>Phone Numbers</i>
<b>WASHINGTON/ IDAHO:</b> Northwest Indian College (1); (satellites: WA-2, 6, 8,10,& ID-1)		
<b><u>Washington State:</u></b>		
<b>Senate:</b>		
Maria Cantwell (D)	511 Hart Senate Office Bldg.	(202) 224-3441
Patty Murray (D)	154 Russell Senate Office Bldg.	(202) 224-2621
<b>House:</b>		
Suzan DelBene (D-WA 1)	2330 Rayburn HOB	(202) 225-6311
Rick Larsen (D-WA 2) (La Conner & Tulalip)	2113 Rayburn HOB	(202) 225-2605
Derek Kilmer (D-WA-6) (Kingston)	1410 Longworth HOB	(202) 225-5916
Kim Schrier (D-WA 8) (Auburn)	1123 Longworth HOB	(202) 225-7761
Denny Heck (D-WA 10) ( <i>Olympia</i> )	2452 Rayburn HOB	(202) 225-9740
<b><u>Idaho:</u> NWIC satellite in Lapwai</b>		
<b>Senate:</b>		
Mike Crapo (R)	239 Dirksen Senate Office Bldg.	(202) 224-6142
James Risch (R)	483 Russell Senate Office Bldg.	(202) 224-2752
<b>House:</b>		
Russ Fulcher (R-ID 1)	1520 Longworth HOB	(202) 225-6611
<i>Mike Simpson (R ID-2)</i>	<i>2084 Rayburn HOB</i>	<i>(202) 225-5531</i>
<b>WISCONSIN:</b> College of Menominee Nation (8); Lac Courte Oreilles Ojibwa Community College (7)		
<b>Senate:</b>		
Ron Johnson (R)	328 Hart Senate Office Bldg.	(202) 224-5323
Tammy Baldwin (D)	709 Hart Senate Office Bldg.	(202) 224-5653
<b>House:</b>		
Sean Duffy (R-WI 7)	1714 Longworth HOB	(202) 225-3365
Mike Gallagher (R WI-8)	1230 Longworth HOB	(202) 225-5665
<b>California:</b> California Tribal College		
<b>Senate:</b>		
Dianne Feinstein (D)	331 Hart Senate Office Bldg.	(202) 224-3841
Kamala Harris (D)	112 Hart Senate Office Bldg.	(202) 224-3553
<b>House:</b>		
John Garamendi (D CA-3) (Yolo)	2368 Rayburn Office Bldg.	(202) 225-1880
<b>COLORADO:</b> American Indian College Fund		
<b>Senate:</b>		
Michael Bennet (D)	261 Russell Senate Office Bldg.	(202) 224-5852
Cory Gardner (R)	354 Russell Senate Office Bldg.	(202) 224-5941
<b>House:</b>		
Ed Perlmutter (D CO-7)	1226 Longworth HOB	(202) 225-2645



- Both chambers in session
- Senate only in session
- House only in session

## January

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		<b>1</b> New Year's Day	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b> MLK Day	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>		

## February

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>17</b>	<b>18</b> Presidents Day	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>		

## March

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>						

## April

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>14</b>	<b>15</b> Budget resolution deadline	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b> Good Fri. Passover (begins)	<b>20</b>
<b>21</b> Easter Sunday	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<b>28</b> Orthodox Easter	<b>29</b>	<b>30</b>				

## May

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b> Ramadan (begins)	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b> Memorial Day	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	

## June

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						<b>1</b>
<b>2</b>	<b>3</b>	<b>4</b> Eid al-Fitr	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
<b>30</b>						

## July

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b> Independence Day	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>			

## August

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b> Eid al-Adha	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>

## September

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
<b>1</b>	<b>2</b> Labor Day	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
<b>29</b> Rosh Hashana (begins)	<b>30</b>					

## October

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		<b>1</b> FY '20 (begins)	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b> Yom Kippur (begins)	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b> Columbus Day	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
<b>27</b> Diwali	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>		

## November

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>10</b>	<b>11</b> Veterans Day	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b> Thanks-giving Day	<b>29</b>	<b>30</b>

## December

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
<b>22</b> Hanukkah (begins)	<b>23</b>	<b>24</b>	<b>25</b> Christmas Day	<b>26</b> Kwanzaa (begins)	<b>27</b>	<b>28</b>
<b>29</b>	<b>30</b>	<b>31</b>				

116TH CONGRESS  
1ST SESSION

# S. RES.

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Designating the week beginning February 3, 2019, as “National Tribal Colleges and Universities Week”.

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## IN THE SENATE OF THE UNITED STATES

Mr. TESTER (for himself, Mr. DAINES, Mr. HOEVEN, Mr. UDALL, Ms. WARREN, Mr. BENNET, Ms. SMITH, Ms. BALDWIN, Mr. HEINRICH, Ms. HARRIS, Mr. MORAN, Ms. KLOBUCHAR, Mrs. MURRAY, Mr. BARRASSO, Mr. ROUNDS, Mr. CRAMER, Mr. SANDERS, Mr. THUNE, and Mrs. FEINSTEIN) submitted the following resolution; which was referred to the Committee on

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## RESOLUTION

Designating the week beginning February 3, 2019, as  
“National Tribal Colleges and Universities Week”.

Whereas there are 37 Tribal Colleges and Universities operating on more than 75 campuses in 16 States;

Whereas Tribal Colleges and Universities are tribally chartered or federally chartered institutions of higher education and therefore have a unique relationship with the Federal Government;

Whereas Tribal Colleges and Universities serve students from more than 230 federally recognized Indian tribes;

Whereas Tribal Colleges and Universities offer students access to knowledge and skills grounded in cultural tradi-

tions and values, including indigenous languages, which—

- (1) enhances Indian communities; and
- (2) enriches the United States as a nation;

Whereas Tribal Colleges and Universities provide access to high-quality postsecondary educational opportunities for—

- (1) American Indians;
- (2) Alaska Natives; and
- (3) other individuals that live in some of the most isolated and economically depressed areas in the United States;

Whereas Tribal Colleges and Universities are accredited institutions of higher education that prepare students to succeed in the global and highly competitive workforce;

Whereas Tribal Colleges and Universities have open enrollment policies, and approximately 15 percent of the students at Tribal Colleges and Universities are non-Indian individuals; and

Whereas the collective mission and the considerable achievements of Tribal Colleges and Universities deserve national recognition: Now, therefore, be it

1       *Resolved*, That the Senate—

- 2               (1) designates the week beginning February 3,
- 3               2019, as “National Tribal Colleges and Universities
- 4               Week”; and

- 5               (2) calls on the people of the United States and
- 6               interested groups to observe National Tribal Colleges
- 7               and Universities Week with appropriate activities

- 1 and programs to demonstrate support for Tribal
- 2 Colleges and Universities.

# SHARE YOUR EXPERIENCE!



## AIHEC Social Media:

- **Instagram:** aihec
- **Facebook:** American Indian Higher Education Consortium
- **Twitter:** AIHEC

**#tribalcollegeweek #aihec**

**#aihec2019 #aiheclegsummit**



# CAPITOL HILL

