



2019 Summer AIHEC Meeting

Santa Fe, NM

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

AIHEC BOARD OF DIRECTORS

June 24–26, 2019



Summer 2019 AIHEC Board of Directors Meetings

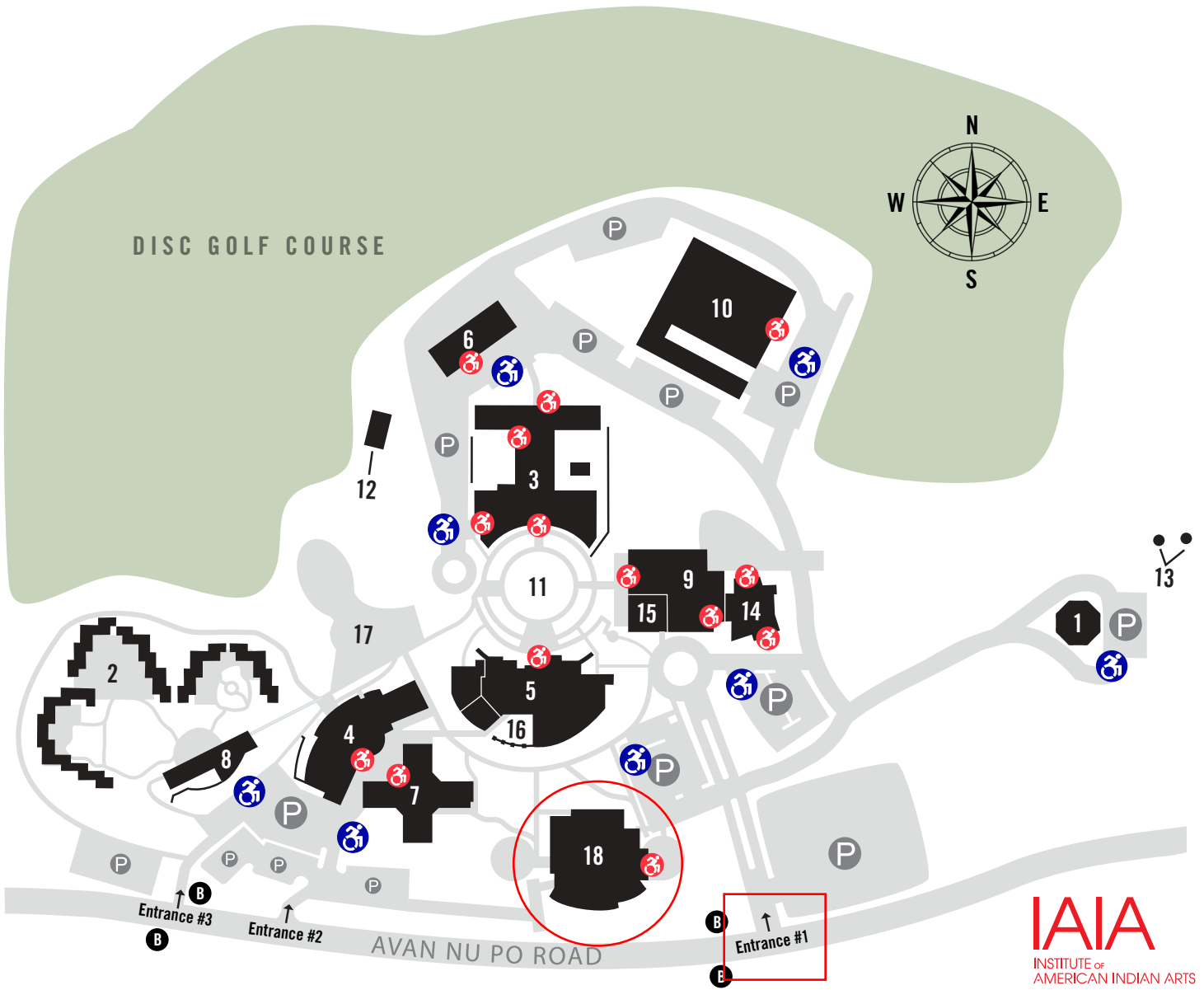


June 24-26, 2019
 Drury Plaza Hotel
 828 Paseo De Peralta Santa Fe, NM | 505-424-2175

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

DAY / DATE	TIME	SCHEDULE OF EVENTS	MEETING ROOM
SUNDAY JUNE 23	TRAVEL DAY		
MONDAY JUNE 24	(OPEN 6:00–8:00 AM)	<i>FREE HOT BUFFET BREAKFAST PROVIDED BY HOTEL</i>	DRURY PLAZA
	8:15 AM	PRESIDENTS SHOULD DEPART FOR IAIA CAMPUS (IN OWN VEHICLES & CARPOOLS) <i>RIDERS MEET DRIVERS IN LOBBY AT 8:00 AM</i>	
	9:00 AM - 10:00 AM	<u>OPENING SESSION</u> <ul style="list-style-type: none"> WELCOME: Chair David Yarlott & President Robert Martin OPENING CEREMONY: Bryson Meyers (Chippewa-Cree), President, Associated Student Government ED-FSA & PROJECT SUCCESS: Joel Harrell, ED-FSA 	IAIA 83 A Van Nu Po Santa Fe 87508 PERFORMING ARTS & FITNESS CENTER, MULTIPURPOSE STUDIO #103
	10:15 AM - 1:00 PM		
	2:00 PM – 4:00 PM	GUIDED TOURS OF IAIA CAMPUS	
	4:15 PM	RETURN TO DRURY PLAZA HOTEL (IN OWN VEHICLES & CARPOOLS)	
	5:00 PM – 7:00 PM	<i>RECEPTION:</i> IAIA'S MUSEUM OF CONTEMPORARY AND NATIVE ART (MOcNA) <i>(walking distance from hotel)</i>	ALLAN HOUSER ART PARK 108 Cathedral
TUESDAY JUNE 25	(OPEN 6:00–8:00 AM)	<i>FREE HOT BUFFET BREAKFAST PROVIDED BY HOTEL</i>	DRURY PLAZA
	8:00 AM	PRESIDENTS SHOULD DEPART FOR IAIA CAMPUS (IN OWN VEHICLES & CARPOOLS) <i>RIDERS MEET DRIVERS IN LOBBY AT 7:45 AM</i>	
	8:30 AM – 3:00 PM	<u>AIHEC Strategic Planning: Session II</u> <ul style="list-style-type: none"> BRAINSTORMING OBJECTIVES: SMALL GROUP WORK REPORTING OUT, DISCUSSING, TESTING, REFINING NEXT STEPS <p style="text-align: center; color: blue;"><i>LUNCH PROVIDED (12:00 PM – 12:45 PM)</i></p>	IAIA: PERFORMING ARTS & FITNESS CENTER, MULTIPURPOSE STUDIO #103
	3:00 PM – 4:30 PM	BOARD OF DIRECTORS EXECUTIVE SESSION: TCU PRESIDENTS ONLY	
	4:45 – 5:45 PM	EXECUTIVE COMMITTEE MEETING	
		RETURN TO DRURY PLAZA HOTEL (IN OWN VEHICLES & CARPOOLS)	
WED. JUNE 26	(OPEN 6:30–8:00 AM)	<i>FREE HOT BUFFET BREAKFAST PROVIDED BY HOTEL</i>	DRURY PLAZA
	9:00 AM – 12:00 PM	AIHEC BOARD OF DIRECTORS MEETING	PALACE A

NOTE: Please check the AIHEC website for any updates.
 Last Updated: 06/19/19



DIRECTIONS: From Interstate 25, exit Highway 14, head **South** on Highway 14, turn **left** on Rancho Viejo Blvd., turn **right** on Avenida Del Sur, turn **left** on Avon Nu Po Road, turn **left** into entrances #1, #2, or #3, arrive at IAIA Campus.

KEY	LOCATION	KEY	LOCATION
1	Hogan	12	Green House
2	Family Housing	13	Sweat Lodges
3	Academic Building	14	Lloyd Kiva New Welcome Center
4	Center for Lifelong Education and Cafe	15	Digital Dome
5	Library and Technology Building	16	Haozous Garden
6	Facilities	17	Land-Grant Garden
7	Residence Center	18	Performing Arts and Fitness Center
8	Student Union Building	P	Parking
9	Ells Science and Technology Building	B	City of Santa Fe Bus Stop
10	Allan Houser Haozous Sculpture and Foundry	♿	Accessible Parking
11	Dance Circle	♿	Accessible Building Entrance



AGENDA

AIHEC SUMMER 2019 BOARD OF DIRECTORS MEETING

Wednesday, June 26 -- 9:00 AM (MDT)

Drury Plaza Hotel, Santa Fe, NM
Palace A

- I. Call to Order:** David Yarlott, Chair
 - Opening Prayer
 - Roll Call
 - Introductions
- II. Review & Approval of Meeting Agenda:** President Yarlott
- III. Secretary's Report:** Leander McDonald, Secretary
 - Review & Approval of Spring 2019 Meeting Minutes
- IV. Treasurer's Report:** Justin Guillory, Treasurer or designee
 - FY 2020 Budget
- V. Presentations to the Board:**
 - A. **Native American Agriculture Fund:** Joe L. Graham, Regional Dir. & Ed Lead
 - B. **White House Initiative on AI/AN Education:** Ron Lessard, Acting Exec. Dir.
 - C. **Interior-Bureau of Indian Education:** Katherine Campbell, Program Officer
- VI. Presentations to the Board:** AIHEC Affiliate Reports
 - **AIHEC Tribal College and Universities Librarian Association**
A written report is included in the board book.
 - **FALCON-Land Grant**
A written report is included in the board book.
- VII. The AIHEC Report:** Carrie Billy
 - **Legislative & Executive Branch Update:** Carrie Billy & Patrese Atine
 - a) FY2020 Appropriations
 - b) HEA Title III- Part F

c) Executive Branch

- **AIHEC Central Office Update**
- **Upcoming Meetings & General Information**

Upcoming Meetings; TCU Presidents Contact List; AIHEC Staff Directory

- **Announcements**

VIII. New Business: David Yarlott

IX. Adjournment: David Yarlott

- Closing Prayer

2019 Summer BoD Meeting

Executive Committee Minutes:

March 2019-May 2019

DRAFT:

MINUTES OF THE AIHEC MARCH 2019 EXECUTIVE COMMITTEE MEETING
Convened In Person on Thursday, March 14, 2019
Red Lion Hotel, Billings, MT- Sprue Room

I. CALL TO ORDER AND ROLL CALL

AIHEC Board Chair, David Yarlott, Jr., called the March 2019 meeting of the AIHEC Executive Committee to order at 5:57 pm MT. The roll call was called with the following results:

Members Present:

David Yarlott, Jr., Chair
Elmer Guy, Vice-Chair
Leander R. McDonald, Secretary & Research Committee Chair
Justin Guillory, Treasurer
Robert Bible, Membership & Accreditation Chair
Cynthia Lindquist, Member-at-Large

Members Not Present:

Robert Martin, Student Activities Committee Chair

A quorum was established.

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

II. REVIEW & APPROVAL OF THE MEETING AGENDA

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

MOTION:

President McDonald moved [seconded by President Lindquist] to approve the meeting agenda.

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW & APPROVAL OF THE JANUARY 2019 COMMITTEE MINUTES

Secretary McDonald presented the minutes of the January 2019 committee meeting for review and approval.

MOTION:

President McDonald moved [seconded by President Guillory] to approve the minutes of the January 2019 Executive Committee meeting, as presented.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

The legislative and executive branch updates will be provided during the plenary opening session on Friday, March 15, 2019.

V. TCU & AIHEC CENTRAL OFFICE UPDATES & ISSUES

Ms. Billy announced that Alex Grandon rejoined AIHEC. He will be doing STEM work with AIHEC's AI Kuslikis. Mr. Grandon will help with the Cyberinfrastructure efforts initiative and new work with the Air Force National Labs. Ms. Billy also announced the addition of Claire Doyle, the new VISTA Leader serving one year at the AIHEC headquarters. Finally, Ms. Billy shared that the former president of Haskell Indian Nations University, Venida Chenault, resigned and is taking a position with the BIE research division. Haskell will launch a search for the next President and it will be open for 21 days.

Ms. Billy went on to share an issue regarding the AIHEC Student Conference (ASC). The main coordinator for the ASC, Carmon Henan, strives to provide leadership development opportunities to students involved with the ASC. One way this is accomplished is to allow the ASC students to make decisions and choices related to their actions and works, including the development of the Student LIFE Conference. However, attendance at the LIFE Conference has decreased as a result of diminished content. TUC CAOs and student support staff are no longer sending their students to the Conference because of the concern that students are not able to learn defined objectives that they can bring back to their campuses. Ms. Billy further expounded on her concern in regard to the location selection of the LIFE Conference for 2019. The ASC selected Bay Mills Community College, in the upper bay in Michigan, as the host location. Ms. Billy feels that the location, while beautiful, is challenging and expensive to get to. Ms. Billy proposed that student support staff, for example, help the ASC plan the LIFE Conference so that clear objectives and learning outcomes are put in place. President Lindquist commented that she hasn't sent students the last two years in part because of concerns with the agenda. She wants the LIFE Conference to serve her students through engagement and lessons in understanding leadership development, and then have her students bring those learned skills back to their TCU. Ms. Billy reiterated that the LIFE Conference needs to be a useful experience for the students with a specific purpose.

VI. MISCELLANEOUS & NEW BUSINESS

President Guillory requested a brief update on IACET and CEU count. His staff would like more clarity on the next steps. Ms. Billy shared that Kat Campbell will address IACET during the board meeting. Ms. Billy shared that there is a problem with the law and AIHEC has four amendment revisions. Once those revisions are made, the main issues of compliance will be addressed. President Guillory asked if schools need to be compliant now or if there is a grace period. He also wondered what activities are included in the count toward a continuing education unit. Ms. Billy clarified that it is really up to the institutions. IACET asks that an institution make certain to put defined processes and procedures in place that all instructors consistently follow. The Board will need to decide if they want to impose holding all TCUs to a required standard of developing standardized policies and procedures with a defined framework for accurate CEU count. Ms. Billy also stated that Ms. Campbell will need a board motion in support of the revised amendments. President Guillory asked about the allowances for youth earning CEUs. Ms. Billy shared that IACET does not allow youth to earn CEUs because they have not completed their education and, therefore, cannot be continuing their education. However, there is nothing in the Tribal College Act that addresses that issue. President Guillory concluded that he will need to continue to look into his concerns regarding CEU rules and regulations.

President Guy asked about a hold on internships with the USDA and if the USDA is not approving third party internships any longer. Patrese Atine, AIHEC, shared that Lawrence Shorty will have information related to internships in his update to the Board. Ms. Atine read the following: "AIHEC had endorsed USDA's engagement with HACU as a vehicle to hire students from the 1994s for internships. At this time, there is not a cooperative agreement between HACU and the USDA for the students." It went on

to ask if AIHEC would considering collaborating with HACU to enhance USDA opportunities for 1994 students. Ms. Billy clarified that AIHEC would take on the internships if they could subcontract it to HACU. She clarified that the reason for this is because there is no guarantee for available internship spots even after recruitment of students, and the workload on AIHEC is too great. However, it makes sense that another organization, such as HACU, with a quality program and outreach already in place, would recruit TCU students for internships without any additional resource recruitments. Ms. Billy shared that AIHEC has attempted to sign a cooperative agreement with HACU in the past with no success.

Ms. Billy provided an overview of the Board of Directors meeting agenda. AIHEC's auditors will report on the draft audit report. This is in response to President Shortbull's request that the full board approve the audit. Ms. Billy noted that there would be an announcement regarding the 2019 fall board of directors meeting held in conjunction with NIEA. In response to the 2018 fall board of directors meeting with NIEA and the Presidents' inquiry into what NIEA is doing for TCUs during that meeting, NIEA is now offering a TCU track at their fall 2019 meeting in Minneapolis.

VII. ADJOURNMENT

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 6:42 pm MT.

Minutes prepared by AIHEC staff.

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

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

DRAFT:
MINUTES OF THE AIHEC EXECUTIVE COMMITTEE
APRIL 2019 MEETING
Thursday, April 18, 2019

I. CALL TO ORDER

AIHEC Board Chair, David Yarlott, Jr., called the April 2019 meeting of the AIHEC Executive Committee to order at 12:04 pm EDT. The roll was called with the following results:

Members Present:

David Yarlott, Jr., Chair

Elmer Guy, Vice-Chair

Leander R. McDonald, Secretary & Research Committee Chair

Justin Guillory, Treasurer

Robert Martin, Student Activities Committee Chair

Robert Bible, Membership & Accreditation Chair

Members Not Present:

Cynthia Lindquist, Member-at-Large

A quorum was established.

AIHEC staff: Carrie Billy, Patrese Atine, Maggie Grandon

II. REVIEW & APPROVE OF THE MEETING AGENDA

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

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW & APPROVAL OF THE MARCH 2019 COMMITTEE MINUTES

The Committee tabled the review of the March 2019 minutes until the May 2019 committee meeting.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

A. Legislative

FY2020 Appropriations

Ms. Atine provided an update on Congressional efforts to adopt a fiscal year (FY) 2020 federal budget and enact the 12 required federal spending bills. House Democratic leadership have abandoned efforts to pass a resolution (H.R. 2021) that would significantly raise levels for defense and non-defense discretionary spending for FY2020 and FY2021. They could not reach agreement with progressive members of their party who wanted larger increases for non-defense spending vis-à-vis defense spending. As a temporary fix to allow the budget process to move forward, the House approved a resolution authorizing appropriators to use the total of H.R. 2021's two proposed spending levels. In contrast, Senate appropriators -- who also lack an FY2020 budget resolution -- plan to use the lower funding levels from FY 2019 as a starting point. If House and Senate leadership do not eventually agree on overall spending levels, the budget caps (sequestration)

from the Budget Control Act of 2011 will be activated and non-defense spending will be cut by \$54 billion, while defense spending will be cut by \$71 billion in FY 2020.

UTTC Site Evaluation for New BIA Law Enforcement Training Center

President McDonald reported that the Bureau of Indian Affairs Office of Justice Services (BIA-OJS) conducted a site visit to evaluate the potential for UTTC to serve as a BIA-OJS training center. A new “northern tier” training site would help address the tremendous need for trained law enforcement officers throughout Indian Country and has been prioritized by Tribal and Congressional leaders for several years. However, the site visit revealed that substantial infrastructure investments – significantly beyond the scope originally anticipated – would be required to establish a center with the capacity to train BIA and Federal law enforcement officers. Recently, North Dakota Senators Kevin Cramer and John Hoeven sent a letter to the Senate Interior and Homeland Security Appropriations Subcommittees requesting funding to establish a northern tier training center. Ms. Billy stated that AIHEC staff would request support for an NCAI resolution on this issue. President McDonald added that the creation of a BIA-OJS training center on the UTTC campus would enable the college to expand a stackable law enforcement program, including a certificate, 2-year degree and 4-year program of study.

HEA Reauthorization

Following three committee hearings over the past two months, the Senate Health, Education, Labor and Pensions (HELP) Committee staff now have shifted to closed-door deliberations on various titles of a *potential* bipartisan bill to reauthorize the Higher Education Act (HEA). Available information indicates that HELP Committee Democrats want a comprehensive overhaul of HEA while HELP Committee Republicans appear more willing to bypass contentious issues and reauthorize only certain portions of HEA. Meanwhile, the House Education and Labor Committee announced a series of five HEA related hearings. Committee Democrats most likely will introduce an updated version of the AIM Higher Act later this year, which will be their proposal for comprehensive HEA reauthorization. While unclear whether and when comprehensive HEA reauthorization legislation will move forward in either chamber, AIHEC continues to advocate for the inclusion of TCU priorities and amendments in all forthcoming legislation.

Strengthening Institutions (HEA Title III Part F) Funding

As reported in the past, AIHEC continues to work with NAFEO, UNCF, Thurgood Marshall College Fund (TMCFF), and HACU to advocate for legislation to reauthorize mandatory funding for the TCU Title III Part F program, along with similar programs for HBCUs, HSIs, and others. Senators Doug Jones (D-AL) and Tim Scott (R-SC) plan to introduce bipartisan legislation in early May to reauthorize the program for an additional two years. In response to President Guillory’s question about changing from 10 years of funding, as currently authorized, to two years of funding, Ms. Atine explained the source identified (which has bipartisan support) to pay up front for the program is enough to cover the full program for two years. This type of funding, called “mandatory” funding, is critical to maintaining Title III Part F, as the funding does not require an annual appropriation and therefore has no increased impact on the federal budget. Republicans control the Senate and Democrats control the House, yet we are seeking expedited bill passage; therefore, any proposed bill to save Title III Part F requires bipartisan support. Ms. Billy added that the additional two years of funding provides an opportunity to identify a permanent source to fund the program after the 2020 elections.

B. Executive

- On April 4, 2019, the White House Initiative on American Indian and Alaska Native Education and the U.S. Department of Education hosted a Tribal consultation on Native American

Language Grants Program. Jurgita Antoine, AIHEC Native Language Research Director, participated in the consultation session on behalf of AIHEC.

- On March 17, 2019, the White House released updated tax regulations to encourage investments in economically disadvantaged areas called "Opportunity Zones." This information was included in the committee meeting materials as follow up on information provided by USDA during the Federal Partners Roundtable meeting in February. Within the Opportunity Zone Initiative, there may be new opportunities for TCUs. USDA is planning a series of regional meetings on this concept and other rural prosperity issues.

V. AIHEC SUMMER MEETING

A. Strategic Planning Overview

AIHEC will conduct strategic planning during the 2019 AIHEC summer meeting. In preparation, AIHEC will request each TCU to review the priorities of their strategic plans. Pre-reading material will be distributed prior to the event. On Day 1 of the meeting, we will focus on foundational and environmental issues and TCU goals. We will hear from a guest speaker or two and Katherine Cardell, AIHEC Research & Policy Associate, will provide an overview of selected AIHEC AIMS data to provide a context for the strategic planning process. Information gathered from TCU plans, AIHEC AIMS, broader tribal, regional, and national scans, and onsite discussion, will lay the foundation for developing AIHEC's strategic goals for the next five years. On Day 2, we will work in large and small groups to develop appropriate goals and strategies for the AIHEC plan. The process will be facilitated and we will look to committee members to help keep the focus on tribal higher education; thus, avoiding tangent conversations. Days 1 and 2 will be on the IAIA campus. The summer board meeting will be held on Day 3 at the host hotel, the Drury Plaza. President Martin added that IAIA would host a reception at the IAIA museum on Monday evening. Activities on the IAIA campus will include a tour featuring bronze pouring, glass blowing, and more.

B. Board Meeting: Meal and Activity Small Groups

At future board meetings, members will be encouraged to have dinner each evening in various small groups, thus creating opportunities to build relationships, engage new members, and share transportation. Sign-up sheets will be used to organize the group dinners and other activities. (Each participant would be responsible for his or her own meal costs.)

VI. TCU & CENTRAL OFFICE UPDATES & ISSUES

- Ms. Billy announced that Maggie Grandon, AIHEC Executive Assistant to the President and Events Manager, will be moving to Tennessee in May and ending her time with AIHEC after three years of dedicated and cheerful service.
- Representatives from Pawnee Tribal College have expressed interest in meeting with AIHEC to discuss transitioning to a Tribal College, and attorneys from an Alaska Native Corporation have reached out to AIHEC regarding the possibility of establishing a TCU in Alaska. AIHEC has not heard from Bacone College in some months.
- AIHEC submitted a Phase 1 proposal to the Gates Foundation for a new initiative called "Intermediaries for Scale in Student Success". From a pool of more than 200 proposals, 26 applicants, including AIHEC, were selected to move to Phase 2 of the 3-part application process. AIHEC is proud to be one of the 26 to move to Phase 2 and will be working over the next several weeks on the intensive application. The program would help provide a more holistic approach to student success, building in a good way on Project Success and skills that TCUs already have. Sustainability is a key outcome. The Gates Foundation will announce about 10 awardees in June. President Guillory shared that Gates also selected the Northwest Commission on College and Universities (NWCCU) to move to Phase 2. Ms. Billy said that AIHEC was pleased to learn that NWCCU would be moving forward and will be contacting staff to inquire about collaborating on elements of the Phase 2 application. AIHEC also will include HLC.

VII. MISCELLANEOUS & NEW BUSINESS

- In response to an inquiry and based on the draft numbers provided by TCUs and the FY2019 funding level, the internal staff estimate for FY2019 Indian student count funding is \$7,384 per Indian Student. The BIE should have the official funding level available soon.
- As an FYI only, AIHEC has heard from the U.S. Department of Education-Federal Student Aid (ED-FSA) staff that they are recommending that Project Success be continued in a revised fashion, to include the emergency aid, internship, and developmental math programs, among others. Some modifications will be recommended to reduce costs associated with Achieving the Dream. This information is for TCU presidents' use only at this point, as a final decision has not been made, nor has the Department spoken with the service providers. ED-FSA needs to speak with the service providers prior to any public announcement; also, they are interested in working with us to improve the program to more effectively meet the needs of TCUs. We will have further details in the coming months, but in the meantime, this information may be helpful as you work on your upcoming budget.

VIII. ADJOURNMENT

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 12:49 pm EDT.

Minutes prepared by AIHEC staff.

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

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

DRAFT:

**MINUTES OF THE AIHEC 2019 MAY EXECUTIVE COMMITTEE MEETING
Thursday, May 16, 2019**

I. CALL TO ORDER

AIHEC Board Chair, David Yarlott, Jr., called the May 2019 meeting of the AIHEC Executive Committee to order at 12:03 pm EDT. The roll was called with the following results:

Members Present:

David Yarlott, Jr., Chair
Elmer Guy, Vice-Chair
Justin Guillory, Treasurer
Robert Bible, Membership & Accreditation Chair
Cynthia Lindquist, Member-at-Large

Members Not Present:

Robert Martin, Student Activities Committee Chair
Leander R. McDonald, Secretary & Research Committee Chair

A quorum was established.

AIHEC staff: Carrie Billy, Patrese Atine, Maggie Grandon

II. REVIEW & APPROVE OF THE MEETING AGENDA

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

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW & APPROVAL OF THE MARCH AND APRIL 2019 COMMITTEE MINUTES

President Lindquist brought it to the attention of the executive committee that the March minutes were included in the meeting packet twice, but the April minutes were not included. Ms. Billy offered that AIHEC could email the April minutes to the Executive Committee for review and approval via email, or the committee could review them at the June meeting.

MOTION:

President Guy moved [seconded by President Bible] to adopt the March executive committee minutes.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

A. Legislative Issues:

FY2020 Appropriations: The House Appropriations subcommittees are in the process of drafting and "marking up" their respective funding bills (reporting them to the full Appropriations Committee for consideration). Without an official budget deal for FY2020 between the Senate and House regarding the mandatory spending caps, the House passed their own budget resolution, which provides increased spending levels for the 12 appropriations bills. On May 8, the House Labor,

Health, and Human Services (LHHS) Appropriations subcommittee reported their bill included increased funding for TCU programs administered by the Departments of Education and Health and Human Services. AIHEC issued a statement applauding the bill, which includes three major TCU funding priorities: Title III Part A discretionary funding increased to \$51 million, \$8 million to re-establish the TCU-Head Start Partnership Program, and student financial aid data sharing between Tribal scholarship organizations and higher education institutions. The Interior and Energy and Water bills also have been passed at the subcommittee level; however, more detailed funding level information will not be available until next week. AIHEC will report proposed TCU funding levels when they are made public. The Senate appropriations committee has not yet started this phase of the appropriations process.

FUTURE Act (Title III-Part F): On May 2, 2019, Senators Doug Jones (D-AL) and Tim Scott (R-SC) introduced the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act (S. 1279). The bill authorizes two years of mandatory funding for the TCU Title III Part F program at the current level of \$30 million, as well as two years of current level funding for HBUCs and other minority serving institutions (MSIs). Representatives Alma Adams (D-NC) and Mark Walker (R-NC) introduced a companion bill (H.R. 2468) in the House. AIHEC issued a press release supporting the FUTURE Act.

TCU Congressional delegation members' co-sponsorship is critical to this vitally needed bill; therefore, AIHEC is requesting that all TCUs participate in the "AIHEC Advocacy Day of Action" scheduled for Wednesday May 22, 2019. A phone call script will be distributed to TCUs and posted on the AIHEC website for student and community member advocacy to support the FUTURE Act.

Higher Education Act Reauthorization: On Wednesday May 22, the House Subcommittee on Higher Education and Workforce Investment is holding a hearing entitled "*Engines of Economic Mobility: The Critical Role of Community Colleges, HBCUs and MSIs in Preparing Students for Success.*" President Sandra Boham (Salish Kootenai College) has been invited to testify at the hearing. AIHEC is preparing her testimony and working with committee staff on potential questions for this exciting event.

AIHEC Support of Forward Funding for BIE Tribal Scholarship Program: The Office of Navajo Nation Scholarship and Financial Assistance has requested that AIHEC support a new effort to urge Congress to forward fund the Department of the Interior-Bureau of Indian Education's (BIE) Tribal Scholarship program. During the fall 2012 AIHEC Board of Directors meeting, the Board passed a resolution supporting forward funding for the scholarship program. However, Ms. Billy and Ms. Atine stated that four factors make vigorous advocacy for this action at the current time: the current political climate; the lateness in the FY2020 process; the apparent lack of formal authorization for forward funding; and AIHEC's current request for Title III-Part F. AIHEC's current DOI/BIE funding priority – submitted to the relevant subcommittees several months ago – is to fully fund TCU operating programs. Rather than advocating for an appropriation at this time, staff suggested that AIHEC support a statutory amendment to authorize forward funding of the program. The committee agreed to this modified plan of support. President Lindquist requested that AIHEC notify all TCU Presidents regarding the updated plan to support the BIE Tribal Scholarship forward funding effort.

B. Executive

USDA Regional Meetings & MOA: As follow up to the Administration's establishment of the *Task Force on Agriculture and Rural Prosperity*, USDA will be holding series of regional meetings to discuss and plan for rural "community prosperity." TCUs will be invited to attend, and USDA has

specifically requested that Ms. Billy attend the June “community prosperity” meeting in Phoenix, AZ.

Concerning the expired USDA-TCU Memorandum of Agreement, which was required under the Equity in Educational Land-grant Status Act, USDA staff have reported to AIHEC that the Department is now open to compromising on the rewriting of the MOA. The new target date for a revised draft MOA is June 2019.

V. AIHEC BOARD MEETINGS

A. 2019 Summer Meeting Presentation Requests

Native American Agricultural Fund (NAAF): NAAF was established through the *Keepseagle v. Vilsack* Settlement to make grants to the Native American farming and ranching community over a 20-year period. Annual grantmaking will begin in 2019 with TCUs as eligible entities. Joe Graham with NAAF has requested to present to the board to disseminate information about this new, and long awaited, grant program. This funding can be used to enhance TCU land-grant programs, establish scholarships and internships for land-grant students, and to provide many other services. President Guillory inquired if aquaculture is included in their funding options. AIHEC will inquiry whether qua-culture is an option, although staff believe that is included. The executive committee approved the presentation request.

ED-FSA/Project Success: Officials from the Department of Education (ED) have requested to provide an update on Project Success and to solicit comments on the future of the program. Ms. Billy said that ED staff have indicated that they will continue Project Success in some form, but with modification after reviewing what is and is not successful and useful. President Guillory summarized that his TCU appreciates the program and he stated his recognition that specific components of Project Success take time to become fully established. His opinion is to continue forward with Project Success, but he noted that NWIC does not participate in Achieving the Dream and has no plan to do so.

Ms. Billy inquired whether the level of support of the program components was adequate, or whether additional funding would be helpful. For example, is the current level of funding for student emergency aid grants adequate? President Yarlott indicated that Little Big Horn College reaches their cap on the aid early in the semester. President Guillory responded that he would like to provide Carrie with concrete information regarding how quickly NWIC students use up their funding. The executive committee approved the presentation request.

University of Iowa-TCU Behavioral Health Curriculum: Staff from this institution, with no apparent prior experience working with TCUs, received funding from SAMHSA to develop a behavioral health curriculum for TCUs. The University of Iowa did not coordinate with AIHEC’s behavioral health initiative, although they reached out to Deborah His Horse is Thunder, AIHEC NARCH Research Director, after Iowa had secured funding. Iowa staff have also contacted Katherine Campbell, BIE Program Analyst, urging her to persuade AIHEC to allow them to present to the Board. The committee approved the presentation but requested that the presentation take place at the fall board meeting rather than during the summer meeting.

B. 2019 Fall Meeting

NIEA Convention-Education Sovereignty: TCU Plenary Panel & TCU Strand

NIEA and AIHEC would like to build on the conversation at AIHEC’s 2018 fall board meeting regarding NIEA engagement with TCUs. NIEA would like to have TCU presentations at their fall 2019 convention and submissions are still being accepted. AIHEC and NIEA are working on a TCU panel, to be held during one of NIEA’s plenary sessions, and NIEA and AIHEC would like to have another joint breakfast meeting between the AIHEC and NIEA boards. President Lindquist

commented that a joint meeting is a good idea. She also asked whether NIEA has named a new Executive Director. Ms. Billy responded that NIEA should have a new Executive Director in place by June. President Lindquist also suggested that the TCUs work collectively to support a tribal college campaign to get presidents, faculty, staff, or students to become members of NIEA. President Lindquist requested a flyer from AIHEC that the TCUs can send out about NIEA membership. Ms. Atine added that anyone interested in attending the NIEA Conference could attend without having to pay the registration fee if he or she agrees to volunteer for eight hours at the NIEA convention.

Presentation Request: National Institute of General Medical Sciences (NIGMS)

Opportunities: This presentation would include key NIGMS funding opportunities announcements (FOAs) to develop offices of sponsored programs, undergraduate and pre-doctoral programs including Bridges to the Baccalaureate (B2B), Bridges to the Doctorate (B2D), and Undergraduate Research Initiative for Scientific Enhancement (U-RISE). The committee approved the presentation request for the fall board meeting.

VI. TCU & CENTRAL OFFICE UPDATES & ISSUES

• **Developing /Emerging Tribal Colleges**

According to a news article, the United Keetoowah Band of Cherokee Indians of Oklahoma has agreed to charter Bacone College, as part of the private liberal arts college's effort to transition into a tribal college, and thereby receive access to BIE operating funding, and the Band's effort to increase college attainment among tribal members. The article states that when Bacone achieves TCU status, tuition rates will be reduced to attract and retain more American Indian students. Ms. Billy suggested that the Board more thoroughly review the issue of established institutions seeking to transition into a tribal college, as this appears to be an emerging trend. To date, all tribally chartered colleges and universities were founded by and for American Indians and Alaska Natives and are grounded in their tribe's culture, spirituality, and place. The committee expressed the need to ensure that emerging TCUs are in line with the values and principles of what tribal colleges are: institutions created by American Indians for American Indians.

President Bible shared that an additional concern has been expressed about the college's lack of financial stability. Ms. Billy stated that the BIE is required under the Tribally Controlled Colleges and Universities Act to consider institutional financial stability and tribal financial support during the feasibility study stage to determine whether a college meets the statutory requirements to be funded under the Act. Long-term viability is the goal.

President Lindquist asked for an update on the college in Alaska seeking to become a tribal college and the legislation proposed by Fort Lewis College to receive federal funding in lieu of state support. Alaska Pacific University (APU) is continuing its tribally-led plan to be a tribal college. AIHEC staff members are in periodic contact with the APU president and have encouraged him to attend an AIHEC board meeting to meet TCU presidents.

Fort Lewis College is still advocating legislation to transfer a state obligation to provide tuition funding for American Indian students to a federal obligation. Specifically, the college president is requesting that a binding contract between the federal government and the State of Colorado be ignored and that the federal government, rather than the state, pay all American Indian tuition costs at the college. The proposal includes paying out-of-state tuition, which is considerably higher than the Tribal College Act authorized funding level of \$8,000 per Indian student. AIHEC is strongly opposed to such legislation and continues to communicate this position to lawmakers. AIHEC staff clarified that Fort Lewis College is not trying to become a tribal college. AIHEC will continue to monitor both issues, be proactive, and weigh in as necessary.

- **2019 Annual Agricultural Research Congressional and Exhibition and Reception:** Through AIHEC's membership in the Association of Public and Land-grant Universities (APLU), a 1994 Land-grant representative was invited to participate in the annual Agricultural Research Congressional and Exhibition and Reception in the House Rayburn building. Mara Yborra, UTTC Extension Nutrition Educator, prepared a presentation table to highlight the research project entitled "Achieving Campus Wellness through Integration of Sustainable Agriculture and Nutrition Education at United Tribes Technical College." Ms. Yborra also participated in several meetings with North Dakota congressional offices. Ms. Atine coordinated her participation in the event and three Hill meetings.

VII. MISCELLANEOUS & NEW BUSINESS

- The presidential search for Haskell Indian Nations University (HINU) has officially closed. HINU should have a new president in place by the end of June or July.
- President Yarlott inquired about an official update from Blackfeet Community College regarding the selection of a new president. He shared that unofficial he received information that Karla Bird was selected to be the new president. Ms. Billy said there has not been an official announcement from BFCC yet.
- President Lindquist said she would be in DC participating on a panel on June 10 with the United Health Foundation. She is willing to help AIHEC with Hill visits while she is in the DC area if needed.

VIII. ADJOURNMENT

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 1:07 pm EDT.

Minutes prepared by AIHEC staff.

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

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

2019 Summer BoD Meeting

Treasurer's Report

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM				
FY 2020 CENTRAL OFFICE, & TECHNICAL ASSISTANCE PROGRAM				
CONSOLIDATED BUDGET SUMMARY - (Draft 3/2019)				
FY 2020 BUDGET - SUMMARY				
		CENTRAL OFFICE	BIE T/A	TOTAL
<u>Description</u>	<u>Acct</u>			<u>FY 2020</u>
Combined Federal Campaign Pledges	402	\$ 7,000	\$ -	\$ 7,000
BIA Technical Assistance Grant	405	\$ -	\$ 601,000	\$ 601,000
AIHEC Membership Dues	410	\$ 925,190	\$ -	\$ 925,190
Interest Income	440	\$ 400	\$ -	\$ 400
2018 Carry over		\$ -	\$ -	\$ -
TOTAL REVENUE		\$ 932,590	\$ 601,000	\$ 1,533,590
Salaries & Fringe Benefits	500	\$ 731,834	\$ 342,306	\$ 1,074,140
Consultants	505	\$ 96,000	\$ 9,000	\$ 105,000
Telecommunications	515	\$ 21,500	\$ 3,100	\$ 24,600
Meetings	522	\$ 29,700	\$ 55,000	\$ 84,700
Administrative & Supplies	535	\$ 16,500	\$ 34,500	\$ 51,000
TCJ Contribution, Advertising, Design & Printing	543	\$ 44,500	\$ 10,500	\$ 55,000
Travel	549	\$ 25,500	\$ 56,300	\$ 81,800
Audit,Taxes, Insurance, Payroll & Bank fees	559	\$ 64,550	\$ -	\$ 64,550
AIHEC/TCU Membership dues	574	\$ 70,700	\$ -	\$ 70,700
Property Utilities, Repairs & Maintenance	568	\$ 33,500	\$ -	\$ 33,500
IT Maintenance & Equipment	564	\$ 76,000	\$ 25,500	\$ 101,500
Indirect Exp. Alloc	589	\$ (277,694)	\$ 64,794	\$ (212,900)
TOTAL EXPENSE		\$ 932,590	\$ 601,000	\$ 1,533,590
NET REVENUE OR (EXPENSE)		\$ (0)	\$ 0	

American Indian Higher Education Consortium									
Grants and Contracts									
Cost Code:	Funding Sources	Funding Type	Grants Titles/Purpose	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit
100	AIHEC Ops.	Private	AIHEC Membership	10/01/2018- 9/30/2019	\$ 918,590.00	\$ 918,590.00	\$ (439,418.15)	\$ 479,171.85	\$ 109,141.16
130	AIHEC ASC	Private	AIHEC Student Congress	10/01/2018- 9/30/2019	\$ 17,500.00	\$ 17,500.00	\$ (14,525.13)	\$ 2,974.87	\$ -
131	AIHEC SLT	Private	AIHEC Student Leadership Training	10/01/2018- 9/30/2019	\$ 45,000.00	\$ 45,000.00	\$ (250.00)	\$ 44,750.00	\$ -
140	TCJ	Private	Tribal College Journal	10/01/2018- 9/30/2019	\$ 348,564.79	\$ 348,564.79	\$ (209,662.43)	\$ 138,902.36	\$ -
200	Bureau of Indian Education (BIE)	Federal	TCU Technical Assistance	10/01/2018- 9/30/2019	\$ 601,000.00	\$ 601,000.00	\$ (275,737.13)	\$ 325,262.87	\$ (23,408.92)
235	Department of the Interior	Federal	DOI Records Management Course Development Project: AIHEC, in coordination with DOI and selected TCUs will develop and offer two 16-week records management course for online and traditional classroom delivery.	02/02/12 - 04/29/2020	\$ 650,000.00	\$ 133,487.48	\$ (10,113.63)	\$ 123,373.85	\$ (979.58)
410	NARCH- Health and Human Services	Federal	NARCH: Development of TCU behavioral health research and education programs; Supports faculty development; faculty release time; student researchers; and student professional development.	9/15/2018-9/14/2019	\$ 4,505,374.00	\$ 271,684.78	\$ (152,584.99)	\$ 119,099.79	\$ (9,513.24)
415	IHS-Health and Human Services	Federal	Growing the AI/AN Research Community: An Native Research Network (NRN) and AIHEC Health Research Initiative.	02/01/2017-01/31/2022	\$ 162,500.00	\$ 32,831.53	\$ (54,904.61)	\$ (22,073.08)	\$ (917.73)
417	NIH IPERT Asetone Network Project	Federal	Asetone Network Project: A multi-institutional initiative that will provide outreach, education, and mentoring activities to students at the nation's 37 Tribal Colleges and universities.	9/1/2017-8/31/2019	\$ 400,257.00	\$ 121,029.22	\$ (122,018.43)	\$ (989.21)	\$ (9,585.40)
423	NIH IPERT 2	Federal	Asetone Network Project: A multi-institutional initiative that will provide outreach, education, and mentoring activities to students at the nation's 37 Tribal Colleges and universities.	06/01/2019 – 03/31/2020	\$ 1,862,400.00	\$ 465,600.00	\$ -	\$ 465,600.00	\$ -
424	DOD TCUPREP	Federal	AIHEC/DOD TCU Partnerships in Research and Education Program (TCUPREP)	2/1/2019- 1/31/2020	\$ 595,735.00	\$ 595,735.00	\$ (2,689.47)	\$ 593,045.53	\$ (112.60)
426	Corporation for National and Community Service (CNCS)		VISTA-Corporation for National and Community Service	4/15/2018 -4/13/2019	\$ 60,000.00	\$ 37,000.00	\$ (18,931.56)		\$ (2,269.47)
439	DOE Advanced Manufacturing Network-Phase II	Federal	Tribal Colleges and Universities Advanced Manufacturing Network-Phase II: This initiative will expand faculty professional development, development of advanced manufacturing courses and a Summer Institute hosted annually by a Tribal College for faculty and students.	10/01/2016 - 09/30/2019	\$ 4,022,277.64	\$ 1,501,104.42	\$ (882,952.09)	\$ 618,152.33	\$ (6,208.29)

American Indian Higher Education Consortium									
Grants and Contracts									
Cost Code:	Funding Sources	Funding Type	Grants Titles/Purpose	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit
446	USDA-OPPE	Federal	Outreach and Assistance for Socially Disadvantaged and Veteran Farmers and Ranchers Program: This project will provide direct services to Native farmers, ranchers and veterans in at least four Tribal nations through local agribusiness practice improvement workshops and one-on-one technical assistance interactions with area farmers and ranchers by trained undergraduate student fellows, TCU land-grant staff, and regional USDA personnel.	9/28/2018 - 9/27/2019	\$ 200,000.00	\$ 200,000.00	\$ (86,041.87)		\$ (4,436.60)
447	USDA-NRCS	Federal	The Tribal Agribusiness Curriculum Development Program will support TCUs to more effectively engage and prepare TCU students to pursue agriculture related business and financial management careers in the U.S. Department of Agriculture and the agriculture industry.	09/29/2017- 03/28/2019	\$ 400,000.00	\$ 63,730.63	\$ (64,690.83)	\$ (960.20)	\$ (6,744.73)
464	National Science Foundation	Federal	Indigenous Evaluation Framework: Research and Capacity Building; supports implementation of the Indigenous Evaluation Framework at a cohort of TCUs and research investigating the impact of IEF on the institution's STEM programs.	10/01/2013 - 09/30/2019	\$ 790,000.00	\$ 78,290.91	\$ (13,823.21)	\$ 64,467.70	\$ (1,130.29)
465	National Science Foundation	Federal	TCU STEM Student Success Collaborative (WIDER): Supports two cohorts of TCU faculty with incorporating problem-based learning activities into their STEM instruction.	09/15/2013 -9/30/2019	\$ 749,977.00	\$ 202,084.11	\$ (22,366.83)	\$ 179,717.28	\$ (1,814.06)
467	TCU Cyberinfrastructure initiative:	Federal	TCU Cyberinfrastructure initiative: A study of Tribal College and University Cyberinfrastructure and supported STEM program	9/1/2017 - 08/31/2019	\$ 834,308.00	\$ 527,282.57	\$ (127,527.54)	\$ 399,755.03	\$ (10,873.03)
498	Bureau of Indian Affairs	Federal	BIA Climate Change Adaption Tribal Liaison: will support one tribal science liaison in the Southwest Climate Science Center to address tribal climate change science needs.	10/01/2016 - 12/31/2019	\$ 585,756.00	\$ 247,267.54	\$ (126,153.13)	\$ 121,114.41	\$ (12,434.89)
499	USDA-NRCS	Federal	NRCS Natural Resources Conservation Pilot Initiative is focused on engagement in planning and implementing conservation practices that enhance the natural resources on Tribal lands.	5/21/2018 -9/30/2019	\$ 225,000.00	\$ 225,000.00	\$ (115,418.13)		\$ (9,637.60)
546	LUMINA	Private	Research on factors that influence participation and completion of AI/AN students.	6/15/2019-9/30/2020	\$ 207,000.00	\$ 207,000.00			
665	Helmsley Foundation	Private	TCU Native Pathways to Student Success: AIHEC and Achieving the Dream (ATD) will address issues that small and very rural TCUs have identified as critical barriers to student retention and completion.	08/01/2016-01/31/2019	\$ 304,060.00	\$ 19,937.81	\$ (3,728.03)	\$ 16,209.78	\$ (80.41)
669	Northwest Area Foundation (NWAF)	Private	Strengthening the Workforce Development and Apprenticeship Programs at Montana Tribal Colleges and Communities	7/1/2018 - 12/31/2019	\$ 55,873.00	\$ 55,873.00	\$ (31,725.87)	\$ 24,147.13	\$ (3,356.77)
701	AIHEC AIMS Data Services (A*CF)	Private	AIHEC-AIMS	01/01/2019 - 12/31/2019	\$ 100,000.00	\$ 100,000.00	\$ (59,274.90)	\$ 40,725.10	\$ -
707	VISTA Cost Sharing	Private	Cost Share For Vista Member	10/01/2018- 09/30/2019	\$ 33,584.00	\$ 33,584.00	\$ (12,533.26)		\$ (1,267.44)

2019 Summer BoD Meeting

AFFILIATE REPORTS



AMERICAN
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College Fund Report to AIHEC Summer 2019

Sponsored Programs

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

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

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

DOLLAR GENERAL LITERACY FOUNDATION GED PROGRAM – *Dollar General*

The College Fund's proposal for continued funding of the *Dollar General American Indian and Alaska Native Literacy and Adult Education Program* was approved. Prospective grantees must submit their grant applications for the 2019-2020 term by June 14, 2019. It is anticipated that the grants will continue to support program expansion and improvement that will contribute to strong student success outcomes. This programming, implemented by TCUs, provided direct support to approximately 700 American Indian/Alaska Natives pursuing their General Education Diploma (GED) or High School Equivalency (HSE) certification. Across participating TCUs, this program supports students ranging from 17 to 59 years old. Upon completion of GED/HSE certification, students are encouraged to enroll in college courses at TCUs to take the next step in their educations, leading to the eventual achievement of the overarching mission of the College Fund - to increase the number of American Indians holding college degrees.

INDIGENOUS VISIONARIES – *EARLY CHILDHOOD EDUCATION, SEEDS, NATIVE ARTS AND CULTURE*

The Indigenous Visionaries fellowship program focuses on the development of the next generation of Native women leaders in the fields of early childhood education, Native arts and culture, and environmental sciences and/or related natural science fields. The 2018-2019 grant period will end on September 1, 2019. The current TCUs were awarded the Indigenous Visionaries Women's Leadership Grant: Sisseton Wahpeton College (Sisseton, SD) for the Native Arts and Culture program; Fond du Lac Tribal and Community College (Cloquet, MN) for the Environmental Sustainability program; and Salish Kootenai College (Pablo, MT) for the Early Childhood Education program.

In May 2019, the College Fund hosted an Indigenous Visionaries Women's Leadership Retreat for the current fellows and mentors in Denver, CO. The two-day retreat provided workshops and sessions that helped developed who the fellows are as Native female leaders. Sessions included finding personal voice and narrative, what it means to be a female leader, challenges that women face as leaders and self-care practices. In addition, Visionaries gained hands-on experience writing a personal statement, job interview skills and practices and resume building.

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

The goal of the Restoration and Preservation of Traditional Native Art Forms and Knowledge grant is to expand knowledge and skills in the endangered art forms through and support resources for colleges to develop and implement more formalized traditional Native arts academic and community outreach programming. As a result, cultural knowledge and skills of traditional Native art forms indigenous to the tribe or tribal region will be shared with students and tribal communities. In addition, TCUs will be able to increase the direct support of culture bearers and established artists who are knowledgeable and skilled in traditional Native arts forms. The Restoration and Preservation of Traditional Native Arts and Knowledge Grant began year three of the grant on April 1, 2019. TCUs in the upper-Midwest can apply for two grant-programming offerings - one-year and four-month grants.

The one-year grant program is for TCUs to strengthen and expand their existing Native Arts programming capacity. The goal of this funding is to provide resources for colleges to develop and implement more formalized Traditional Native Arts academic and community outreach programming that will result and/or lead to curriculum or program enhancement. The current grant period is April 1, 2019 to April 31, 2020 and four TCUs were awarded:

- Fond du Lac Tribal and Community College
- Lac Courte Oreilles Ojibwa Community College
- Sinte Gleska University
- Sisseton Wahpeton College

The four-month grant program is for TCUs to enhance and build the capacity of Traditional Native Art forms and knowledge through the development of new academic classes and community extension workshops that aim to restore and preserve lost and endangered Traditional Native Art forms. The current four-month program runs from April 1, 2019 to July 31, 2019 and two TCUs were awarded:

- Cankdeska Cikana Community College
- White Earth Tribal and Community College

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

The SEEDS grant supports capacity building of environmental and sustainability programs at TCUs located in Wisconsin, Minnesota, North Dakota, South Dakota and grassland regions of Montana.

Red Lake Nation College (RLNC) located in Red Lake, MN was awarded a one-year integrated grant entitled "Plastic Bottles and Birch Bark Baskets: Recycling Across the Curriculum," which supports program and curriculum enhancement includes development of modules and activities focused on reduction, reuse, recycling, and traditional basket making as they respond to

environmental stewardship. Additionally, faculty will develop research projects and field trips that relate to the topics of recycling and/or traditional containers, with an emphasis on active learning and traditions for the Red Lake Nation. The grant is for the period of May 01, 2018 through May 31, 2019.

To date six TCU sites were awarded two-year grants and one TCU was awarded a one-year grant. Projects are impacting a total of 39 SEEDS grant team members, which includes: 30 faculty members, two academic deans, two Traditional Ecological Knowledge consultants, one traditional basket maker, and 25 natural resource and environmental institutional partners. Additionally, there are 19 student interns, two student fellowships, a minimum of 33 faculty professional development opportunities, three faculty professional development opportunities and a minimum of 45 community partners involved in or supported through the SEEDS grants.

On April 13-14, 2019, SEEDS hosted their convening at the University of New Mexico's Indigenous Design and Planning Institute. This gathering resulted in the development of a theoretical framework that will be used as an evaluative tool for SEEDS. Additionally, TCUs shared information that can be used to inform next iterations of the College Funds environmental sustainability initiatives and will be used to develop a comprehensive report pertaining to the impact of the SEEDS project, expected to be released in September of 2019.

TCU Early Childhood Education (ECE) Initiatives

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

Year 2 has begun for the *For the Wisdom of the Children: Strengthening the Teacher of Color Pipeline* initiative which focuses on STEM (Science, Technology, Engineering, and Math) early childhood education (ECE) by partnering with TCUs to increase the number of teachers of color (Native teachers in particular). The initiative continues to provide targeted STEM ECE training and education for teachers, support for Indigenized STEM ECE curriculum, and increased STEM opportunities for young Native children. Two new TCUs have joined the For the Wisdom of the Children program:

- Navajo Technical University (NTU) in Crownpoint, New Mexico was awarded for their Emerging Diné Writers' Institute project.
- Little Big Horn College (LBHC) in Crow Agency, Montana was awarded for their Baakaate Balewaaehche project.

LBHC and NTU are to join the five existing TCUs in this initiative:

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

In mid-May, the tribal college grantees shared their work at the ECE Funders Workshop, "Shaping the Future of Indigenous Learning: A visioning workshop for investment in Native American early childhood education" in Minneapolis, MN. The tribal college early childhood project directors facilitated interactive conversations, sharing their impactful work that integrates Native language and culture into STEM curriculum, strengthens teacher quality, encourages family and community engagement, sharpens children's developmental skills, and creates successful pathways for early Native learners. They also engaged in discussions regarding next steps in Indigenous early childhood education. The program continues towards its goal of reaching hundreds of Native teachers.

TOYOTA ECE STEM INITIATIVE - Toyota Motor Company

The College Fund received match funding from Toyota Motor Company to support community-based programming in the areas of early childhood education and integration of STEM programming with children and families. The Toyota ECE STEM are one-year grants awarded to eligible TCUs. There are currently seven grantees working with early learning center partners in their respective communities:

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

The Toyota ECE STEM one-year grants awarded to five (KBOCC, SIPI, NWIC, FDLTCC, SKC) of the seven eligible tribal college grantees concluded on March 31, 2019. The tribal grantees reported that the programs they have implemented through this grant served or impacted 329 children ranging in age from birth to age seven and 240 families participated in grant-related activities during this grant period (For the Wisdom of the Children: Strengthening the Teacher of Color Pipeline, Annual Y1 Report pg. 13). Little Big Horn College will continue the partnership through November 2019 and Iłisaḡvik College extended their project to December of 2019.

TRADITIONAL NATIVE ARTS AND ENERGY/WATER EFFICIENCY INFRASTRUCTURE GRANT – Margaret A. Cargill Philanthropies

The three-year Traditional Native Arts and Energy Efficiency Infrastructure grant funded by the Margaret A. Cargill Philanthropies was completed on November 30, 2018. Twenty-one projects were funded at 12 of the 13 TCUs - eight Traditional Native Art Infrastructure Projects and 13 Energy/Water Efficiency Infrastructure Projects. Projects included: renovations of art classrooms and archival spaces; upgrading lighting to energy efficiency lighting in interior and exterior spaces; upgrading water drinking stations, faucets, and toilets; replacing siding and roofs to improve insulation; and using alternative sources of energy - pellet stove, solar, and wind.

TCU CAPITAL INFRASTRUCTURE PROJECT - Jeff and Liesl Wilke

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

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

Philanthropies

On December 1, 2018, the College Fund started a two-year project funded from a grant from the Margaret A. Cargill Philanthropies to provide strategic long-range planning for traditional Native arts and culture and environmental infrastructure improvements to TCUs in the upper Midwest (MN, ND, SD, WI). Through collaboration with TCUs and consultants at least one-two TCUs will participate in campus-wide plans to reduce their environmental footprint and three-five TCUs will participate in either Native arts and culture or environmental infrastructure planning. This project will not include plan implementation or construction. Letters of interest were received from five TCUs and project development is in process with those TCUs. Focus areas of request include campus master planning and strategic-long range planning of the traditional native arts and archival space that was renovated in the previous infrastructure grant. The College Fund is currently working to identify the appropriate consultant to assist with the TCUs in the planning efforts.

Research and Faculty Development Initiatives

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

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

The College Fund was awarded a three-year, \$450,000 grant beginning August 2017 and ending July 2020 from the Kresge Foundation to develop an internship program model and to build a case for support for emergency aid and internship opportunities by examining the structure, context, and needs of TCUs participating in Project Success. The three case study institutions are: (1) Diné College (DC), (2) Stone Child College (SCC), and (3) Red Lake Nation College (RLNC). RLNC and SCC successfully completed the IRB application and received IRB approval to begin the Kresge Inquiry project in February 2019. Since February 2019, RLNC and SCC begun data collection. DC is still in the IRB process and hoping to get approval June 2019. In March 2019, College Fund conducted site visit and provide additional research guidance to staff regarding data collection. In April 2019, TCUs received professional development in AltasTI. AltasTI is a program used for qualitative research methods and the team will be using for project interviews and focus groups. To supplement the project, the College Fund Staff also conducted one focus group, totaling 11 participants, with TCU leadership during the April Board Convening to understand leadership participation in Project Success. In addition, the team is happy to share the College Fund's paper submission to Community College Journal of Research and Practice on "Structure and characteristics for successful outcomes: a review of Community College internships program" has been accepted for publication. This paper was written to help build a case of support around internships.

Looking ahead, the College Fund and TCUs will continue with data collection and begin developing a plan for data analysis and dissemination. In sum, the project is going very well, and TCUs are doing a fantastic job!

MELLON MASTERS FELLOWS – Andrew W. Mellon Foundation

The *Mellon Master's Fellowship* was initially a five-year grant funded in 2013 and is now part of the three-year (2018-2021) *Mellon Growing Their Own Fellowship* grant currently funded through the Andrew W. Mellon Foundation to provide fifty fellowships to tribal college faculty or staff to earn a master's degree while continuing to work at their TCUs. In total, 31 fellowships were awarded from a diverse and competitive pool of applicants. Fellows represent 20 TCUs (ANC, BMCC, CCCC, CDKC, CMN, DC, IAIA, KBOCC, LLTC, LPTC, NHSC, NTU, NWIC, SBC, SGU, SKC, OLC, TOCC, TMCC, and UTTC). Fellowships were awarded in the following cohorts:

- The first cohort of nine fellows was funded from Fall 2014 to Spring 2016.
 - Eight fellows received their degrees.
 - One fellow continues to work on finishing her degree.
- The second cohort, consisting of three fellows, was funded from Fall 2015 to Spring 2017.
 - All three fellows received their degrees.
- The third cohort of eight fellows was funded from Fall 2016 to Spring 2018.
 - Six fellows received their degrees.
 - Two fellows left their programs due to family obligations, but plan to return later.
- The fourth cohort of eleven fellows is currently funded from Fall 2018 to Spring 2020.
 - One fellow will graduate in May 2019.
 - One fellow will graduate in December 2019.
 - Eight fellows will graduate in May 2020.
 - One fellow will graduate in December 2020.

To date, 18 fellows completed their degrees. Twenty-four fellows remain employed at their respective institutions and eight fellows received additional responsibilities since receiving their degrees, including developing new courses and programs. The fifth cohort of ten fellows will be funded from Fall 2019-Spring 2021. Seven applications were received and are currently under review. Applications are still available until all fellowships are filled. The applications are available through this link: <https://aicf.advancingcommunities.us/masters-fellowships-for-tcu-faculty-and-staff-members/>.

MELLON GRADUATE HOURS PROGRAM – Andrew W. Mellon Foundation

Beginning July 2018, the *Mellon Graduate Hours Program* is funded through the Andrew W. Mellon to assist faculty members at TCUs seeking to complete 18 graduate credit hours in the fields they teach to meet recent accreditation requirements for highly qualified faculty. Priority is given to faculty at TCUs accredited by the Higher Learning Commission and fellowships are awarded for a period of up to three consecutive semesters for each candidate; the amounts received are based on candidates' submitted budgets and necessary graduate credits, etc. Since July 2018, six fellowships were awarded beginning Summer 2018 to six TCUs (SCTC, AIAI, TMCC, SBC, WHTCC, and KBOCC) for their first, second, and/or third semester of classes. To date, all fellows are on track with their course completion and successfully completed their courses:

- Two fellows completed the 18 credit hours in Spring 2019.
- Three will be completing the 18 credit hours in Summer 2019.
- Three will be completing the 18 credit hours in Fall 2019.

In addition, the College Fund received five new applications. We are actively recruiting applicants for 2019-2020 academic year and accepting applications on a rolling-basis. More information can be found on the College Fund's website, and application can be submitted through this link: <https://advancingcommunities.us/aicf/graduate-hours-program-for-tcu-faculty->

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

MELLON CAREER ENHANCEMENT FELLOWS – Andrew W. Mellon Foundation

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

The fifteenth cohort of four new fellows were awarded for the 2018-19 academic year. In total, 36 of the 44 Mellon fellows completed their terminal degrees. Mellon Career Enhancement Fellows represent 21 TCUs (BMCC, CCCC, CMN-Menominee, CMN-Muscogee, DC, FPCC, HINU, IAIA, KBOCC, LPTC, NHSC, NWIC, OLC, SBC, SGU, SIPI, SKC, SWC, TMCC, TOCC, and UTTC). Six fellows are on track to graduate by Summer 2019, while two never completed their degree program. Five (5) applications were received for the sixteenth cohort of fellows. Applications are currently under review and will be awarded by July 1 for the 2019-2020 academic year.

NYSWANDER-MANSON AND BLANCHARD FACULTY FELLOWSHIP

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

Nineteen applications were received for the 2019-2020 fellowship award; the most applications received for any fellowship period to date. Applications are currently under review and will be awarded in June 2019. Since 2005, 38 pre-dissertation fellowships were awarded to faculty from 13 TCUs (ANC, BFCC, BMCC, CMN-Menominee, HINU, IAIA, IC, LBHC, NWIC, SIPI, SKC, TMCC, and UTTC).

TCU FACULTY RESEARCH INITIATIVES - Henry Luce Foundation

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

Since October 2018, the following was achieved:

- TCURJ Vol. III was published with four articles ranging in topics from education to environmental sciences.

- In January 2019, eleven manuscripts were submitted for publication to the TCURJ for Vol. VI; the most submissions of any previous volume. Vol. IV is slated to be published in October 2019.
- The Intensive Writing Retreat hosted eight TCU faculty and four Mellon Career Enhancement Fellows for the three-day retreat in Denver, CO. Four faculty submitted their manuscripts to the TCURJ Vol. IV, and two Mellon Fellows successfully defended their dissertations in November 2018.
- Awarded 25 Faculty Professional Development grants to faculty attending and presenting at regional, national, and international conferences in their respective fields of study. All Faculty Professional Development grants are awarded at this time.

The sixth annual TCU Faculty Research Convening will be held July 8-9, 2019 in Denver, CO. The theme for this year's convening is *Innovation of Indigenous Higher Education: Tribal Colleges and Universities (TCUs) Utilizing Theory and Practice*. Fifteen TCU Faculty will be presenting their research at the upcoming convening and will receive a \$500 travel stipend, three-nights hotel stay, and all meals covered for the duration of the convening.

The 2nd Annual Intensive Writing Retreat (IWR) for TCU Faculty will be held October 23-25, 2019 in Boulder, CO. The IWR will provide eight-ten TCU faculty the opportunity to develop a manuscript for publication, while receiving training from senior scholars to develop literature review writing and to strengthen understanding of Indigenous methodologies, journal submission process, presentation preparation, and transitioning from dissertations to articles. All expenses included flight, hotel, and meals will be covered for participating faculty. Applications can be submitted through this link: <https://forms.gle/1kJvSY49stcPr6A> (google form). **The application deadline is Friday, August 2, 2019.**

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

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

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

Alumni from nine TCUs participated in the Gallup-Purdue Index. Table I lists the sample size for each instruction and the number of completed survey as well as the participation rates. College

Fund scholarship recipients also participated in the Gallup-Purdue Index. We submitted 5,902 active email accounts with a response rate of 8% completing the survey:

Table I: Gallup Purdue Index Participation Rates

SCHOOL	N	Complete	Percent
Cankdeska Cikana Community College	245	61	25%
College of Menominee Nation	78	29	37%
Diné College	623	97	16%
Institute of American Indian Arts	806	100	13%
Northwest Indian College	869	84	10%
Nueta Hidatsa Sahnish College	140	24	17%
Sitting Bull College	157	42	27%
Turtle Mountain Community College	822	41	5%
United Tribes Technical College	964	116	12%
Total	4704	594	12%
College Fund Scholars	5902	490	8%
Total	10,606	1084	10%

All TCUs participating in the Gallup-Purdue Index will receive an institutional scorecard. Each TCU with alumni participation greater than 100 will receive an institutional scorecard that will include the first level of analysis not including workforce engagement and well-being. Those lower than 100 will only be able to utilize the scorecard internally. We expect all reports (TCU summary report, and College Fund Scorecard-hybrid report and all institutional scorecards) to be completed by the end of June 2019. The second component of the TCU ROI grant funded by Strada is the TCU Return on Investment (ROI) case studies. All five ND TCUs are participating ROI case studies. Each submitted all necessary institutional data to the ROI Institute. The case study for Nueta Hidatsa Sahnish College was completed with preliminary findings presented to the VP for Research, Evaluation, and Faculty Development in January. All remaining case study analysis and reports are scheduled for completion by late June 2019.

INDIGENOUS HIGHER EDUCATION EQUITY INITIATIVE (IHEEI)

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

The IHEEI Committee will meet in June to develop the outreach plan for the next three years. A webinar discussion the *Creating Visibility and Healthy Learning Environments for Native American in Higher Education* report will be developed and shared.

Student Success Services

Report starts on following page



Scholarships

2018-19 Disbursements Complete

TCU Scholarships

\$4,100,000

**disbursed to 35 Tribal Colleges
and Universities**

**Tribal Colleges and Universities
recipient reports to the College
Fund are complete.**

**The application for Fall 2019
TCU Scholarships opens on
August 1st.**

Full Circle Scholarships

Over \$3.6 million disbursed to more than
1000 Students at 180 Colleges and
Universities, including 35 TCUs

The 2019-20 Full Circle Scholarship
Application closed on May 31st. We
received over 6,400 applications.
Selection and announcements for 19-20
awards will be made end of July.



Working to Increase Native Graduation Success (WINGS)

WINGS is a pilot scholarship within the Full Circle program that was initiated in 2017-18. It was designed as a three-year scholarship program from which the College Fund would test and evaluate student success practices to lead the development of our own Signature scholarship programming. 50 students at 4 TCUs were selected to participate: Northwest Indian College, College of Muscogee Nation, Haskell Indian Nations University, Institute of American Indian Arts.

END OF YEAR SCHOLAR UPDATES

8 Graduates
In 2018-2019 academic year

2 Students Transferring
to a Higher Level Degree

4 Did not persist
in 2018-2019

30 Renewals
for the 2019-2020 academic year

CHALLENGES & SUCCESSES OF PROGRAM

- 19-20 is the final year of the WINGS program and our goal is to prepare the remaining students for graduation and/or create an academic timeline for their final academic year.
- Through our evaluation of the program, we recognize that there is opportunity for College Fund to increase engagement and collaboration with our partner TCUs. This will be a focus of our work in this program since we believe that stronger relationships with TCUs will impact student outcomes positively.

Career Readiness

Initiative

In all three of our virtual tools committed to supporting career readiness and exploration, we have seen an increase in student participation and engagement.

Focus 2

An academic and career exploration tool with 5 separate inventories that allow for student to explore key aspects of self-awareness to impact choice and decision-making factors. Usage has increased from 83 users in October 2018

Connect

A networking platform that can be used for career and industry exploration and focused expert interviews. Additionally, we have added an employment connection component. Usage has increased from 44 users in October 2018.

Routing Occupation and Academic Development (ROAD)

A universal internship application used to assist in matching students to partner opportunities. Currently working to place students in various experiences. Usage has increased from 54 applications in October 2018.

192



Focus 2

183

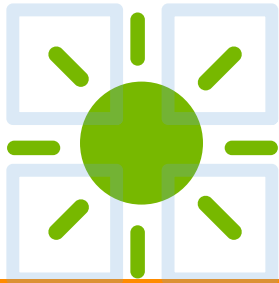


Connect

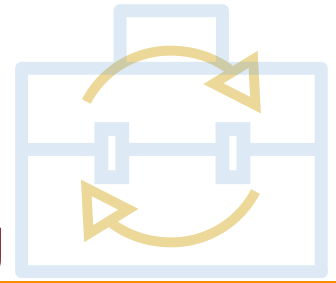
322



ROAD



Career Readiness Pathways Program TCU Capacity Building



OBJECTIVE

Support innovative and progressive career readiness programs at Tribal Colleges and Universities using culturally-responsive activities and career planning resources while developing employer relationships to further student's sense of success at the institution and beyond.

Northwest Indian College

Staff and faculty have developed a concept for a professional student portfolio that will be implemented in coming year. First and second year advisors for the Tribal Governance and Business Management program have develop a coaching plan. AIBL chapter, along with the Native Pathways bridge program and community members, organized a professional development day that focused on professional writing skills, career development, and entrepreneurship.

Navajo Technical University

The career services coordinator worked to develop an alumni mentor program to impact student career development and employer relationships. The effort did not generate enough alumni interest to support the project at this time. Funding will be redirect in the coming year.

College of Muscogee Nation

The student success coordinator developed a professional development day for local high school and college students, which include a career fair and several workshops on career readiness topics. Additionally, students visited the Oklahoma AT&T headquarters to learn about the company, technology in workforce, and about employment within the tech field.

White Earth Tribal and Community College

The college hosted an employer relations meeting to learn more about partnerships and resources. Additionally, most of the attendees participated in a campus career fair. The academic dean and staff led a series of career readiness workshops to prepare students to interface with employers participating in the career fair.

College of Menominee Nation

Although an intial targeted institution, the college did not participate in our career readiness efforts. A revisit on college goals and initiatives will be surveyd in the coming year to learn how we might be supportive.



**NATIVE PATHWAYS
TO COLLEGE
TRANSFER PROGRAM**



The Transfer Program provides support to ensure TCU students complete their associate's degree and have the tools and resources to successfully transition into a four-year degree institution.

**CUMULATIVE # OF STUDENTS ENROLLED IN
THE TRANSFER PROGRAM**

2016-17

275

2017-18

565

2018-Current
Total-to-date

706

**STUDENTS IN THE PROGRAM WHO TRANSFERRED TO A
4-YEAR COLLEGE/UNIVERSITY**

Year 1

43

Year 2

53

Year 3

Official #'s
reported Oct.
2019 from
National
Clearinghouse.



College Admissions Pathways educates and advises high school students on their college choices promoting broader access to college admissions and encouraging students to expand their college choice options.

CUMULATIVE # OF STUDENTS ENROLLED IN HIGH SCHOOL PATHWAYS PROGRAM

2016-17

Year 1

472

2017-18

Year 2

728

2018-Current
Total-to-date

1015

HIGH SCHOOL PATHWAYS COLLEGE-GOING RATE

*College-going rate measures the percentage of high school graduates that went to college. The figures represent enrollment in the first fall after graduation.

Year 1

69.7%

128 high school seniors went to college

Year 2

66.8%

140 high school seniors went to college

Year 3

Official #'s reported Oct. 2019 from National Clearinghouse.

CAMPUS VISIT GRANTS

Year 1

61 **10**

individual trips Group trips
trips 138 students participating

Year 2

60 **11**

individual trips Group trips
trips 228 students participating

Year 3

66 **11**

individual trips Group trips
trips 219 student s participating

DISTRIBUTION OF SCHOLARSHIP AND SUPPORT FUNDS 2018- 2019

Tribal Colleges and Universities

TCU Scholarships to tribal college students	\$ 4,100,000.00	
Full Circle Scholarships to tribal college students	\$ 2,482,252.00	
Total to tribal college students		\$6,582,252.00

Mainstream Colleges and Universities

Total to Mainstream Students		\$1,142,662.00
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2018-19 TOTAL ALL SCHOLARSHIPS **\$7,724,914.00**

Total distribution of funds to each tribal college is shown on the chart below.

School	TCU Scholarship	Full Circle Scholarship	Total
Aaniiih Nakoda College	\$111,532.00	\$15,100.00	\$126,632.00
Bay Mills Community College	\$115,518.00	\$42,350.00	\$157,868.00
Blackfeet Community College	\$126,742.00	\$31,050.00	\$157,792.00
Cankdeska Cikana Community College	\$109,692.00	\$23,250.00	\$132,942.00
Chief Dull Knife College	\$111,838.00	\$12,850.00	\$124,688.00
College of Menominee Nation	\$114,046.00	\$18,350.00	\$132,396.00
College of the Muscogee Nation	\$115,824.00	\$99,200.00	\$215,024.00
Diné College	\$180,288.00	\$174,025.00	\$354,313.00
Fond du Lac Tribal & Community College	\$111,838.00	\$16,100.00	\$127,938.00
Fort Peck Community College	\$117,788.00	\$17,850.00	\$135,638.00
Haskell Indian Nations University	\$164,586.00	\$218,796.00	\$383,382.00
Ilisagvik College	\$57,000.00	\$10,350.00	\$67,350.00
Institute for American Indian Arts	\$121,836.00	\$216,690.00	\$338,526.00
Keweenaw Bay Ojibwa Community College	\$59,000.00	\$20,850.00	\$79,850.00
Lac Courte Oreilles Community College	\$111,040.00	\$15,600.00	\$126,640.00
Leech Lake Tribal	\$114,782.00	\$12,350.00	\$127,132.00
Little Big Horn College	\$116,806.00	\$48,850.00	\$165,656.00
Little Priest Tribal College	\$95,000.00	\$11,850.00	\$106,850.00
Navajo Technical University	\$186,852.00	\$245,172.00	\$432,024.00
Nebraska Indian Community College	\$76,000.00	\$10,350.00	\$86,350.00
Northwest Indian College	\$136,802.00	\$206,920.00	\$343,722.00
Nueta Hidatsa Sahnish College	\$113,924.00	\$23,350.00	\$137,274.00
Oglala Lakota College	\$164,648.00	\$425,583.00	\$590,231.00
Red Lake Nation College	\$106,502.00	\$14,150.00	\$120,652.00
Saginaw Chippewa Tribal College	\$85,000.00	\$14,810.00	\$99,810.00
Salish Kootenai College	\$136,188.00	\$159,200.00	\$295,388.00
Sinte Gleska University	\$126,190.00	\$44,350.00	\$170,540.00
Sisseton Wahpeton College	\$107,728.00	\$21,350.00	\$129,078.00
Sitting Bull College	\$116,928.00	\$61,895.00	\$178,823.00
Southwestern Indian Polytechnic Institute	\$130,974.00	\$22,250.00	\$153,224.00
Stone Child College	\$118,708.00	\$14,350.00	\$133,058.00
Tohono O'odham Community College	\$112,206.00	\$27,850.00	\$140,056.00
Turtle Mountain Community College	\$142,016.00	\$83,325.00	\$225,341.00
United Tribes Technical College	\$130,178.00	\$88,286.00	\$218,464.00
White Earth Tribal and Community College	\$54,000.00	\$13,600.00	\$67,600.00
Tribal College Total	\$4,100,000.00	\$2,482,252.00	\$6,582,252.00
Mainstream Total	\$0.00	\$1,142,662.00	\$1,142,662.00
DISBURSEMENT TOTAL	\$4,100,000.00	\$3,624,914.00	\$7,724,914.00

NOTE: All financial figures are preliminary and subject to minor change after final year-end reconciliation.

Public Education

WEB SITE AND BLOGS

The College Fund published 200+ research articles on our research repository about Natives in higher education and TCUs, to continue to be the knowledge and learning source for Native higher education. These articles are free and accessible to all in Native higher education. You can check out the directory here: https://collegefund.org/research-and-programs/research/research_repository/

The College Fund currently has one blog divided into four sections, as follows. These are targeted to be of interest to your students, tribal college faculty and staff, etc. The listing of blogs and their audiences is below. All four blogs can be reached from the home page of the current College Fund web site as well as inside web pages. For example, the student blog can be reached from the Student Success Services pages, and the ORSP blog can be reached from the ORSP web pages. All blogs can also be reached directly from collegefund.org/blog. The College Fund is always looking for guest-written blogs by TCU students, faculty, and staff. We invite you to share a blog and tell your story. Blog ideas and blogs can be sent to dhorwedel@collegefund.org.

- **The President's Blog**. Audience is those interested in the workings of Native higher education and issues facing students, faculty, and staff. The blog presents the president as an expert in issues in Native higher education. Written by Cheryl Crazy Bull. Not looking for guest bloggers.
- **The Office of Research and Sponsored Programs blog** is for faculty and staff at TCUs engaged or interested in research or programs sponsored by the College Fund. The blog is an opportunity to get the latest in shared research findings, learn about program outcomes, learn about upcoming program opportunities, and more. Looking for guest faculty and staff and TCU president bloggers.
- **The Student Success Services blog** is for students and alumni that want to be, are, or were former College Fund scholarship recipients. The blog includes information of interest such as upcoming scholarship information, student success stories, career information and tips, upcoming programs, and more. Looking for guest student bloggers.
- **The American Indian College Fund organization blog** is for the general public and donors. Looking for guest bloggers about interesting stories at your TCUs.

PUBLIC RELATIONS

To allow TCUs to see the work we are doing in generating awareness (and magnifying the work they are doing in generating awareness, as they go hand-in-hand), the College Fund created and published its first TCU president newsletter in April 2019 with earned media placements for the TCUs. The newsletter will be distributed quarterly for 2018-19-20. The second newsletter will be published in July 2019. If you would like to receive the email, please contact Dina Horwedel at dhorwedel@collegefund.org.

In addition to the newsletter, the College Fund is also developing a four-part series of webinars to help TCUs increase public awareness about their institutions with their own target audiences. Webinar topics, in order, include: Creating a Communications Plan for Your TCU; Public Relations; Creating Content: Web Sites, Social Media, Press Releases, and Media Alerts; and Measuring Communications Results. The first will be offered in July 2019.

NATIONAL EXPERT GOAL

The College Fund defines a national expert as an organization that is invited to participate in setting educational policy; being at the forefront of developing best practices in educational programming; and advising highest net worth entities in developing or funding educational programming. Below are examples of events and activities associated with achieving this goal. For a complete list please contact the Office of Public Education.

National Conferences and Events

- Cheryl Crazy Bull participated on a webinar panel May 28, hosted by the Association for the Study of Higher Education (ASHE) 2019 Webinar Series: Indigeneity, Imagination, and Inspiration for Higher Education. Co-presenters included Adrienne Keene, Brown University; Megan Bang, Northwestern/Spencer Foundation; and the event was hosted by Amanda Tachine of Arizona State University. It is available at <https://www.ashe.ws/reimaginingwebinars>
- The College Fund published its College-going Pathways Guide in May 2019. The College Fund is working to build upon its publication, placing the Pathways team and the College Fund as experts in creating college-ready programs that can help Native students access a higher education and succeed. Learn more about the guide and download it here: <https://collegefund.org/native-pathways/college-going-guidebook.html>. You can also request printed copies by emailing Matthew Makomenaw at mmakomenaw@collegefund.org.
- Teresa Melendez presented American Indian Students: Success Strategies, Challenges, and Best Practices at ACPA's national conference in March.
- Matthew Makomenaw presented Beyond Access: Indigenizing Programs for Native American Student Success- Matthew Makomenaw, The American Indian College Fund at the 2019 NASPA conference.
- Kendra Teague, Tarajeon Yazzie-Mintz, and David Sanders, all the College Fund, spoke with Tim Begaye (NTU) and Danielle Lucero (ASU) presented a session titled Native Students and Higher Education Success March 2 at the Harvard Alum of Color Conference.
- Bridget Skenadore presented Indigenous Visionaries: Indigenous Knowledge and Transformative Change at the 2019 Creative Placemaking Leadership Summit: West (presented along with Kendra Teague), February.

College Fund Participation in National Publications (Available to TCUs)

- Cheryl Crazy Bull wrote a chapter for the book Examining Effective Practices at Minority-Serving Institutions: Beyond a Deficit Framing of Leadership, edited by Robert T. Palmer, DeShawn Preston, and Amanda Assalone. Cheryl Crazy Bull's chapter is titled "Leading from the Center: Indigenous Knowledge Builds Higher Education Leaders," Palgrave Macmillan, 2019.
- The IHEEI report published February 2019, which was included in the Penn Centers MSI's online database. It serves as an entrée into conversations about equity in higher ed for Native Americans on the national stage. Download it at: <https://collegefund.org/presidents-blog/creating-visibility-and-health-learning-environments-for-native-americans-in-higher-education/>
 - College Fund interviewed for *The Chicago Tribune*, a video broadcast by *al Jazeera* about the importance of higher ed for Native Americans and eliminating the education gap, and *The Chronicle of Higher Education* as of May.

- Dina Horwedel and Natalie Youngbull worked with *The Chronicle of Higher Education* on a story about the College Fund growing intellectual expertise at TCUs through Mellon faculty fellowship programs and its two research journals, *The Mellon Tribal College Research Journal* and the *Tribal College and University Research Journal*. Publication expected in July 2019.

Awards/Honors

- The American Indian College Fund was named a 2019 Denver Post Top Workplace for medium-sized organizations. This will help serve as a recruiting tool for the College Fund in the competitive Denver labor market.

Resource Development

In FY2019-20, we are planning four E.A.T.T.S. Events in the Twin Cities, Denver, Seattle, and New York. These events feature local chefs creating dishes using traditional Native ingredients. Our inaugural launch was held in February 2019 in Minneapolis and despite a raging blizzard and more than a foot of snow in a day, the E.A.T.T.S. event was a resounding success.

Accountability and Transparency

CHARITY WATCHDOG RATINGS

The American Indian College Fund meets all charity watchdog standards:

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

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



REPORT TO THE AIHEC BOARD OF DIRECTORS

June 10, 2019

Background

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

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

Meetings

The FALCON 2019 Conference is scheduled for October 26-28, 2019, in Denver Colorado. Conference planning is underway and is focusing on celebrating the 25th anniversary of 1994 land grant status. Conference registration will open in mid-summer.

Communications

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

Activities, Accomplishments and News

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

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

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

- FALCON continues to coordinate several 1994/1862 water-related working groups to plan for a collaborative initiative around water education, research and outreach.
- FALCON is working with the University of Nevada-Reno, other 1862 land-grant institutions, and several TCUs to provide 1994 expertise on tribal water issues.

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

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

MICHIGAN:

Keweenaw Bay Ojibwa Community College Library L'Anse, MI

Keweenaw Bay Ojibwa Community College serves a student body of around 100 and about three dozen staff and faculty. The KBOCC library is open from the last week of August through early July for 27 hours per week. There were about 1,970 visits to the library during the library year, though an unprecedented six days of winter weather closures impacted library services in this reporting period. The new librarian, and the only individual employed at the library, started in August 2018 and has a background in state institutional libraries. From April through May, a federal work study student assistant learned many aspects of library operation for 20 hours per week.

Major College Community Events:

The library featured the Native Voices display from the American Library Association and the National Library of Medicine from April 26 through June 6. The exhibit consisted of six large display panels as the visual component. Also included were six iPads so attendees could experience the exhibit's auditory component. Two community events were held in conjunction with this exhibit: traditional skirt making by Michelle Reed on April 26, 2019 and "Traditional Wild Rice Gathering: Staple Food of the Anishinaabe" presented by Don and Karlene Chosa on May 17, 2019 with a book signing of *Savage Ancestors*.

KBOCC hosted its 2nd Annual Career Fair on March 15. In attendance were 37 employers and 262 local job seekers and high school students. The library's new career readiness center had an open house on that day and provided six job seekers with formal practice job interviews. The Career Resources Center also provided dozens of students and community job seekers with resources and strategies for the job search. The library's new Career Readiness Center partnered with Michigan Works, an agency that serves employers and job seekers in Michigan.



(Karlene and Donald Chosa
in front of Native Voices)



Staff at the 2019 Career Fair

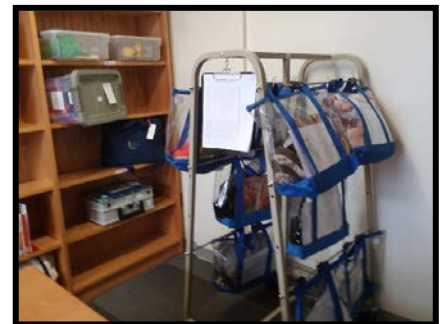


(G*STaR collection)

Major Acquisitions

Approximately 500 new books have been acquired since the last report, in addition to the JSTOR Essentials Database

The library created a system for the G*STaR, or Great Start Teachers' Resources. G*STaR is a collection of 29 early childhood education curriculum kits. The kits, provided by Great





Work studies student, Dalene Chosa, reads Ozaawaamakwa (Brown Bear) in Ojibwa to Migiziinsag students.

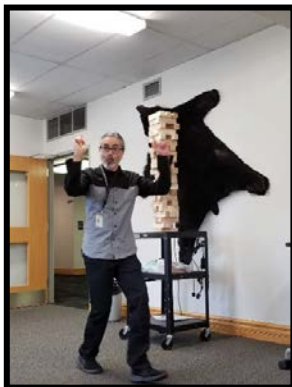
Start, serve as a partnership between the library, KBOCC's early childhood education department, and Great Start.

New in the library this year is the Career Readiness Center (CRC) collection. The CRC provides students with assistance on résumé and cover letter writing. Library staff conduct practice job interviews upon request. The library acquired many new CRC books, including eight job seeking skills books created especially for job seekers who are veterans.



Other Library Services

The library provided services to Migiziinsag (Little Eagles) school for four-year-old students. The library hosted the National Association for the Education of Young Children (NAEYC) Week of the Young Child in April. Artwork from Migiziinsag students was displayed during the week. Migiziinsag students also participated in story time and other activities.



The library provided services to staff and instructors including creating and delivering three one-hour sessions of teambuilding called Circle of Success, facilitating Instructor Review Jenga at the January faculty meeting, presenting Balance and Humor, a team teaching that used engaging activities while teaching Ojibwa values and culture, proctored two tests for instructors, taught drop-in sessions and formal classes for JSTOR and research in electronic databases, conducted a résumé workshop for the business communications class, and conducted basic library tours.



Migiziinsag students visited on Halloween and met "Sasquatch"



Library staff attended college recruitment events and delivered Michigan Department of Corrections employment opportunities. Library staff also provided criminal justice course information during orientation and through the semesters.

Specifically aimed at KBOCC students, the library staff added two new Apple computers to balance out the PCs and provided instruction on both platforms. The library also sponsored a voter registration week in October. The library assisted criminal justice students in submitting application materials for corrections officer positions at the Michigan Department of Corrections and in mock job interviews.

Resume curriculum was also integrated into one of the criminal justice classes with assistance from the library. Finally, the library supports the maintenance of veterans' wall which contains photographs of tribal members in the services. The library hosted a monthly Ojibwa Scrabble game, and each month, the person with the highest scoring word won a prize.



MINNESOTA:

Medweganoonind Library, Red Lake Nation College Red Lake, MN

The Medweganoonind Library is in its final year of an IMLS Enhancement Grant aimed at promoting community engagement in the library. Over 200 community members have signed up for a library card in the last year alone! The library is participating in Book Rich Environment for the second year in a row with over 2,000 books to be given to children through adults across the Red Lake Reservation in summer 2019.



The library also works to encourage early literacy through the launch of the 1,000 Books to Read Before Kindergarten Program and Baby Storytime. The library is finishing up its first year of hosting a Girls Who Code Chapter in partnership with the Red Lake Secondary Complex. FaLeisha Jourdain began working with the library in January 2019 as a library technician.

The library's current college efforts include participation in preparations for the 2020 visit with the Higher Learning Commission. RLNC is currently in its final year of candidacy. The college is conducting an overhaul of the current web site; the new one will be launched in August 2019. Active grant writing is taking place for potential archives projects, a writing center, and literacy projects.

Major Acquisitions

- Podcasting equipment to assist in the creation of our student podcast funded by an NEH Humanities Initiatives Grant.
- Major donations of award-nominated children's books (over 600) from a librarian in Minnesota who reviews for Youth Literature awards.
- A Mobile Computer Lab for Faculty and staff check-out

Existing Needs

Major Library concerns surround the loss of Title III funding. Heavy grant writing is always required for the library, but this loss may mean significant staffing changes such as the loss of consistent funding for a Library Technician.

MONTANA:

Little Big Horn College, Crow Agency, MT

The library and archives were awarded a \$150,000 IMLS Native American Library Enhancement grant, Cultivating Ourselves: Access, Outreach, and Repatriation in a Digital Age, to continue the digitization and placing online of Crow audiovisual historical and cultural recordings going back to as early as 1953. In addition, we will be sharing and repatriating this vast store of Crow cultural audiovisual resources of the

LBHC archives to and by connecting with the schools and people of the two most isolated districts on the reservation, Arrow Creek/Pryor and Wyola, as a pilot project. Assuming success, the work will expand to all six reservation districts in the future. Workstations will be placed in their school libraries which then can make the resources available to community members both online as well as through making gratis copies on disc or USB or cell phone, particularly to those without internet access or computers at home. In addition, virtual exhibits and oral history transcripts of selected resources will be created and made available online which will feature some of the more significant cultural materials. Training on the content and searching of the collections will occur during the summers with school librarians and teachers as well as with community and cultural leaders to extend the impact of this project within their home communities.

The library submitted a proposal to the National Endowment for the Humanities (NEH) under their Humanities Collections and Reference Resources program for \$330,000 for three years. This proposal, *Cultivating Ourselves: Digitization and Access to Crow Historical and Cultural Resources*, was submitted in competition with colleges and universities all over the nation, and was awarded to the library. This project has a more scholarly and academic focus as well as some community components. It will include the transcription in both Crow and English of the stories of old man Plainfeather as well as an annotated guide to accompany the transcriptions of the stories. Plainfeather was born in about 1866 and died in 1966. His stories, recorded in the 1950s and 1960s, are a rich portrait of the details of Crow life and intertribal war in the nineteenth century. Elders will contribute cultural description/narratives/explanation/metadata to these stories and a number of other stories and oral history interviews as well. Travel to Blackfeet Community College will occur to learn about their efforts in collecting elder narratives/metadata. Additional components will largely focus on working with community and cultural leaders in a circle of reciprocal flow of materials routing LBHC archival materials to the districts and from tribal members who hold significant private collections of cultural materials in the districts back to the LBHC archives, thus making the archives more community based and community focused.

The library director, Curtis, continued to work on other projects to assist in the development of other tribal college libraries. This included the award of the gifting of the Edward S. Curtis 20 volume set and its accompanying photographic volumes, *The North American Indian*, to various tribal college libraries/archives in the upper Midwest. Curtis' iconic photos of Native people were published as part of the set. The Cargill Foundation out of Minnesota, which serves the upper Midwest, funded the proposal.

The library director also wrote a successful proposal to benefactor Richard Gruber of Cody, Wyoming, which provides a postmortem gift of \$1.5 million towards the construction of the High Bird Dr. Joseph Medicine Crow Museum of Apsaalooke (Crow) Culture and History. The eventual museum/cultural center will be built on campus. Planning will begin in the next several months.

As part of the museum development, library director Bernardis contacted 84-year-old Richard W. Edwards of Toledo, Ohio regarding the eventual disposition of his collection of Crow objects which largely were the personal possessions of the important nineteenth Crow spiritual leader Sees The Living Bull. Edwards, after a personal visit from Bernardis and Dr. Tim McCleary of the LBHC faculty, agreed to donate this rich collection. It is slated to be delivered in July 2019.

The library and archives was awarded a small grant from Humanities Montana (the state humanities council) to host a two-day symposium – *Treaties That Live: the Sesquicentennial (150 Years) of the Crow Treaties of 1868* (see symposium website treatiesthatlive.com). The symposium was attended by 225 persons and was a great mix of Crow scholars and non-Indian scholars, including LBHC professor emeritus

of Crow studies Dale Old Horn, Dr. Alden Big Man, LBHC faculty member Sharon Stewart-Peregoy, Dr. Frederick E. Hoxie, and library director Bernardis whose formal training is in history and Native American studies. A special coup was the attendance of Jon Peede, the chairman of the National Endowment for the Humanities (NEH). Mr. Peede addressed the audience on the importance of the humanities and opportunities with the NEH in Indian Country. Mr. Peede also attended the board meeting of Humanities Montana which was held on-campus in conjunction with the symposium and included a fine Crow-menu dinner made by LBHC audiovisual archives technician Jane Half-Holds The Enemy. In attendance were the library and archives staff, President Yarlott, Dr. Janine Pease, and members of the library/archives/museum committee. These individuals had the opportunity to tell Chairman Peede and all in attendance of LBHC humanities projects and successes past, present, and future. A few months later, Dr. Pease was invited by Chairman Peede to address the NEH National Council and to meet with him and his top division heads and chiefs privately in April. In both her presentation to the council and in her private meeting, Dr. Pease emphasized the humanities activities and needs at Little Big Horn College and at tribal colleges in general.

The library is just now commencing its annual summer children's reading program. Fifteen children aged 7 to 12 have enrolled. The stories and readings focus on Crow and Native American themes. The children are each given copies of the books used in the programs to take home. And they will continue to do arts and crafts, such as dream catchers and dolls with elk tooth dresses.

From last summer through the end of November 2018, the Little Big Horn College archives has continued with two primary areas of focus. First, we continued to work on the IMLS funded project titled Digitizing Crow Oral History: Preservation, Perpetuation, and Access. This expansive project entails digitizing most of the Archives video and audio holdings and ultimately placing them on the Internet. The archives audiovisual technician has digitized approximately 2,000 audio and video tapes and has begun placing these materials online. The archivist wrote several collection records for the digitized materials to aid patrons in locating specific items among these holdings.

Second, the archivist finished processing the collection of Stuart W. Conner of Billings. Conner amassed copious archaeological, historical, and cultural documents during an almost 60-year period from 1961 to the present. While Conner's papers include an amazing amount of resources regarding the Crow people, they also include a wide array of archaeological, historical, and cultural research that focuses on Montana and surrounding states and Canadian provinces. The archivist has processed the 45-foot collection and written an 80-page finding aid for it which is the largest finding aid ever produced by the archives.

NEW MEXICO:

New Mexico Institute of American Indian Arts Library, Santa Fe, NM

The IAIA archives was awarded an Andrew W. Mellon Grant, in collaboration with the IAIA museum to study the possibility of a new research center. In addition, the archives received a CLIR Recordings at Risk grant to digitize important resources to support the project American Indian Activism on the Radio: Preservation of "Seeing Red." The library has seen significant personnel changes. Valerie Nye, former library director, left IAIA to pursue a position at Santa Fe Community College. Sara Quimby became interim director in August 2018, and in March, the library director. Prior to being interim director, she was the instruction and reference librarian, having arrived at IAIA in fall 2017. In addition, Chloe Bragg was hired as the new public services and cataloging librarian. Prior to this position, she served as the technical services librarian at Ashland University in Ashland, Ohio. She graduated with her MLIS from Kent State University in 2015. This year the library pursued a new personal librarian program. Librarians reached out to new

students via e-mail, meetings, and extended reference hours and points of contact. For each new student a personal librarian was assigned.

NORTH DAKOTA:

Valerie Merrick Memorial Library, Fort Totten, North Dakota

This quarter has been a busy with library activities. The library is continuously adding and updating the collection with books, e-books, and reference materials for students, young adult books, and DVDs. Every week the library celebrates Dakota Culture Night, where the community comes together to share stories and Dakota language and make star quilts and ribbon skirts. They provide a great time for all!

Valerie Merrick Library shares a monthly health display to inform and expand on the health education efforts that include topics on cancer prevention and education, mental health issues, nutrition, and positive health practices. We feel this will promote lifelong healthy lifestyle practices for our Spirit Lake Tribal community.

An important project we are expanding is the 1,000 Books before Kindergarten program. This program helps families become more involved with reading to their children, with 45 families signed up. We aim to establish small libraries in their own homes by supplying books and supporting and encouraging the families. The library attends the Head Start New Mother's program where every family received new board books to read to their little ones. We currently have one family who has completed the "100 books read to me" milestone!



The Cankdeska Cikana Community College General Fund, an IMLS Basic Grant, and the IMLS Enhancement grant fund the Library.

SOUTH DAKOTA:

Oglala Lakota College Library/Archives, Kyle, SD

The OLC Library has begun its Build Your Own Library Summer 2019 program. Our outreach person will visit the communities distributing children's books to the *wakanyeya* (children) on the Pine Ridge Indian Reservation promoting our library and the importance of reading. Programming plays a huge role throughout the semesters with attendance from students, staff, and the community. Fourteen library programs were hosted at Woksape Tipi Library for fall 2018 and spring 2019 ranging from an author talk on the book *Neither Wolf Nor Dog* to programs on environmental justice and the documentary *AMA* on forced sterilization.

Summer classes have begun, and we anticipate teaching information literacy seminars for the students with database usage. Interlibrary loans which include books and articles are requested at an increasing rate each semester. This is favorable for our statistics, and it gives us the opportunity to meet new, incoming students and any faculty who are eager to learn more about the library resources. We are also a public library and invite families to bring their children for story time and to see our archives department and the numerous military veterans' portraits displayed in the library.

Spring 2019 was a struggle with heavy rain and snow that caused leaking in the library along with extensive water damage throughout the building that involved the ceilings, floors, and windows. On a positive note the students, staff, and community members continue to visit the library and use our resources online and

through book checkout. Currently, the 2nd Annual Lakota Language Summit Institute, held on Oglala Lakota College Piya Wiconi Campus, has been successful thus far. Many participants from in state and out of state are taking part in the event to learn the sacred Lakota language.

WASHINGTON

Lummi Library, Northwest Indian College, Bellingham, WA

The library continues to collaborate with the campus Early Learning Center, with library staff going to the center and teachers bringing children to library for story times.

The annual Vine Deloria Jr. Symposium was held on campus and included a visit to the teacher, author, and activist's personal library collection which is held in the Lummi Library.

The library saw a large increase in the number of students receiving library orientation, both in person and remotely.

A new subscription to *Science Direct* was funded by a grant to the Science department.

WISCONSIN:

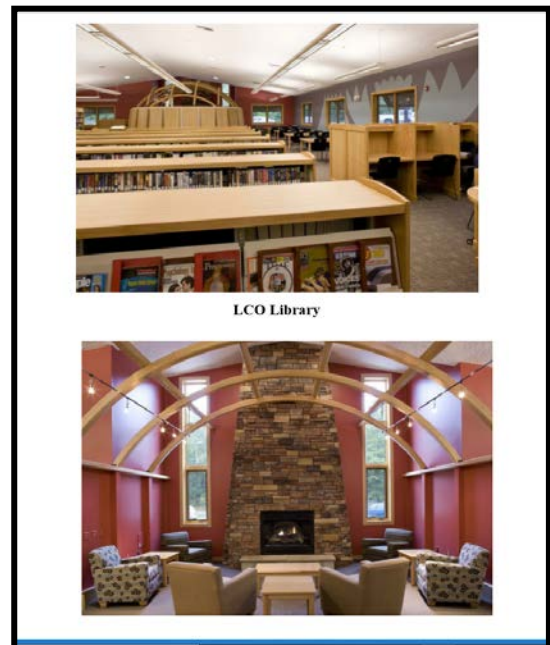
Lac Courte Oreilles Ojibwa College Community Library, Hayward, WI

Major Community Efforts and Events:

IMLS Enhancement Grant. Avoiding Conflict. (October 1, 2016-October 31, 2018). This project focused on Wisconsin Act 31, which requires the teaching of Native topics in Wisconsin Public Schools. The library Native collection was updated with special focus materials relating to Wisconsin tribes. School libraries were provided with resource lists and the opportunity to select materials for their collections. Act 31 programming for area librarians and community members was offered that included cultural events and a presentation by the head of the Wisconsin Department of Education Indian Studies Department. A resource manual was developed and issued in both print and digital formats.

IMLS Enhancement Grant. Let Us Remember. (December 2018-November 2020). The project focuses on saving the past for future generations. Current historical records are being updated, inventoried, and cataloged. A college archives is being developed. Collections will be used for community programming. Two student interns are helping with the project.

Summer Library Programs. Each August, the library sponsors a one-week summer reading program for children in grades 1-5. The Collaborative Summer Library Program themes are used for the basis of the programs. The 2018 program featured a music theme, and this year it will be outer space. Community members are enlisted to help with the program.



Native Voices: Native Peoples' Concepts of Health and Illness exhibit will be hosted by the library in August/September of 2019. Community events will include a session on Indigenous foods which will be held in conjunction with the LCO College farm.

Major Acquisitions and Collection

The library was a recipient of Edward S. Curtis' *The North American Indian* as republished by Christopher Cardozo. The gift also included a collection of Edward Curtis fine art prints.

The library collection now includes 30,601 books along with 2,807 video and 1,060 audio items. It provides access to 153,507 e-books through the Wisconsin Digital Library. It is a member of the Northern Waters Library Service and a participant in Merlin, its shared catalog.



2018 Summer Library Program



2019 Spring BoD Meeting

THE AIHEC QUARTERLY REPORT



SUSTAINING: TCU ADVANCEMENT (FUNDING)

APPROPRIATIONS

FY2020 Appropriations: The House and Senate have not yet reached a new budget deal to increase defense and non-defense spending caps for FY2020. Without a new budget deal, Congress will be forced to revert back to spending levels established by the Budget Control Act of 2011 (BCA). In early April, absent a budget deal, House Democrats tried to move a bill to raise the budget caps for FY2020 and FY2021. Ultimately the bill was abandoned after progressives were unable to rally enough support for the bill. Instead, the House passed a “resolution,” less official than a bill, to use the sum of the defense and non-defense budget increases that were proposed in the bill to allow the appropriations process to move forward. Shortly after the resolution passed, House appropriation subcommittees worked quickly to draft, mark up, and pass ten of the 12 spending bills over the past three months. With a resolution in place to increase overall spending by \$88 billion, each of the proposed spending bills include increases for non-defense programs. In June, the House combined funding bill into “mini-buses” as a strategy to quickly move the bills to the floor for full House consideration. Mini-bus #1 includes four funding bills: LHHS, Defense, State-Foreign Operations, and Energy and Water. Mini-bus #2 includes five funding bills: Agriculture, Commerce-Justice-Science, Interior and Environment, Military Construction-VA, and Transportation-HUD. The House expects to consider and pass both min-bus bills before the 4th of July recess. (Attached is a chart of proposed funding levels)

In contrast, the Senate has not yet announced top line funding levels for FY2020. However, rumors suggest that the sequester levels set forth by the BCA will not be used; and, instead, the initial budget will be developed according to the FY2019 levels, essentially freezing funding levels. As the appropriations process continues, the House and Senate will eventually need to reach a budget agreement before a final FY2020 budget can be passed.

AUTHORIZATIONS

Higher Education Act of 1965

Earlier this spring, Chairman Lamar Alexander (R-TN), of the Senate Health, Education, Labor, and Pensions (HELP) Committee shared his ambitious timeline to reauthorize the Higher Education Act (HEA) with hopes to introduce a bill by the end of June, followed by a committee mark up before the end of the year. Higher ed advocates in D.C. took notice as HELP staffers worked behind closed doors for the months of April and May drafting what will hopefully be the long awaited HEA reauthorization bill. Both Chairman Alexander and Ranking Member Patty Murray (D-WA) have shared their priorities for the forthcoming HEA reauthorization; however, it remains unknown whether or not the committee leadership can negotiate through hot topic issues such as campus sexual assault in order to produce a comprehensive bipartisan bill.

It is anticipated that the House Education and Labor Committee will wait until the Senate unveils its bill before introducing their comprehensive HEA bill. The forthcoming House HEA bill is expected to be a revised version of the AIM Higher Act, the comprehensive HEA proposal from last Congress. Throughout both processes, AIHEC has maintained strong communication with both committees to reiterate TCU legislative priorities.

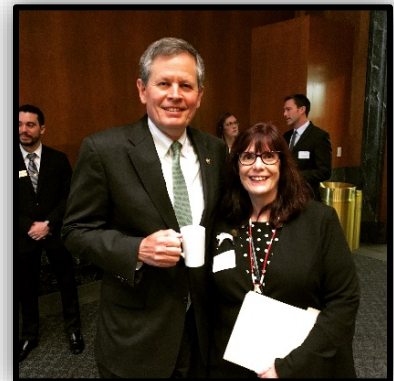
Strengthening Institutions (HEA Title III- Part F): On May 2, 2019, Senators Doug Jones (D-AL) and Tim Scott (R-SC) introduced the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act (S. 1279). The bill reauthorizes two years of mandatory funding at the current level of \$30 million for TCUs and current funding levels for HBUCs and other Minority Serving Institutions. Likewise, Representatives Alma Adams (D-NC) and Mark Walker (R-NC) introduced a companion bill (H.R. 2468) in the House. AIHEC continues to heavily advocate for the FUTURE Act by meeting with key congressional members to urge them to cosponsor the legislation. We are working with partner organization (NIEA, NCAI, HACU, NAFEO, UNCF, TCMF, and others) to meet with as many lawmakers as possible to secure this funding before the September 30, 2019 expiration date. (FUTURE Act press release included)



Subcommittee on Higher Education and Workforce Investment Hearing:

“Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students for Success.” President Sandra Boham (Salish Kootenai College) participated in the hearing as an invited witness. Along with the other witnesses, she explained how TCUs provide students opportunities for workforce training and degree attainment. Several members of the committees asked President Boham about the significance of cultural teaching and learning and the impact on student success. After the hearing President Boham met with key

members of Congress to advocate for the reauthorization of the Strengthening Institutions program (HEA Title III Part F).



EDUCATING: PERFORMANCE ACCOUNTABILITY & TELLING OUR STORY



AIHEC AIMS

The Spring 2019 Interim Report was due on May 1, 2019. Every TCU completed the report in a timely manner. The 2019 data collection cycle will begin August 1, 2019. Aggregation of the 2017-18 report data continues and should soon be complete. Some has already been put to use in AIHEC’s grant proposals and advocacy efforts, as well as by the American Indian College Fund, several TCUs, and American Council on Education. Data will be shared and discussed during the Strategic Planning Activities in June.

We are pleased to report that the Annual TCU Summer Meeting at SKC will again include an institutional research strand. The agenda will include a panel of data collection/IR staff whose colleges have been using AIHEC AIMS for data-driven decision-making, beginner and advanced hands-on training on the use of institutional research tools, hands-on data examination, and stimulating discussions of current issues and future needs in data. Katherine Cardell, AIHEC, will lead the institutional research strand, along with peer trainers from Bay Mills Community College, Diné College, Salish Kootenai College, Sitting Bull College, and Turtle Mountain Community College.

If a college needs special assistance with AIHEC AIMS or would like assistance integrating faculty and non-data staff in the college’s data collection efforts, please contact Katherine Cardell (kcardell@aihec.org). A webinar or face-to-face technical assistance visit specially tailored to the college can be scheduled.

First-Time TCU Students Ten-Year Snapshot		
	2007-08	2017-18
AI/AN	82%	79%
Male	41%	43%
Female	59%	57%
Age 24 and Under	58%	65%
With Dependent Children	37%	30%
Single	86%	90%
First Generation	57%	52%

Photo credit: David Nall, Salish Kootenai College

PRIME- Indigenous

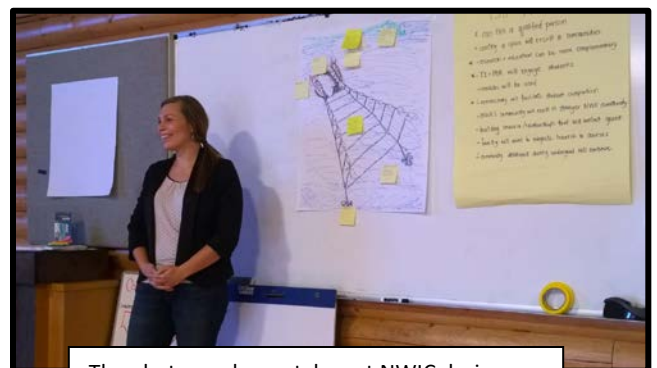
Evaluation Framework: Telling Our Stories in Our Place and Time



AIHEC received an extension for the PRIME grant to complete the revision of the IEF manual.

Members of the Advisory Committee have been reviewing the revised chapters as they are prepared by CoPI, Joan LaFrance.

The revised manual will have six sections, including a new introduction. The theme of “Telling Our Stories” is emphasized using personal stories, legends, and evaluation stories. Some new content is being added; however, the framework will not change, as our research in tribal college settings demonstrated its validity in different cultural settings. The manual will incorporate new artwork, and a different graphic layout. It will include information from the three TCUs (NWIC, TOCC, and

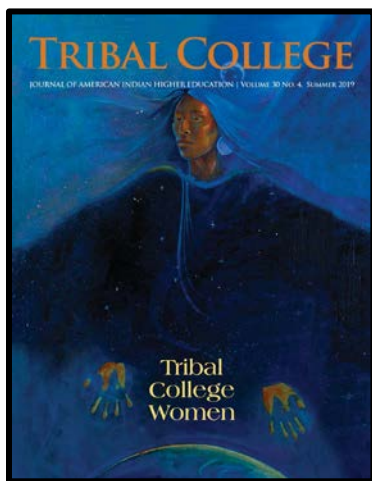


The photograph was taken at NWIC during a follow-up to the IEF workshop. The reef net is serving as a metaphor for a TCUP science project.

SBC), that participated in the PRIME research project. During the meeting to discuss the project, different ideas were presented on ways to describe the project using the elements of the reef net.

Tribal College Journal Update

TCJ's summer issue (30.4) on Tribal College women was mailed out in late April. The issue contains a variety of articles that explore women's roles as TCU leaders and educators, as well as some of the challenges they confront. AIHEC president Carrie Billy wrote the centerpiece feature article entitled, "The Pathfinders: Women Leaders in the Tribal College Movement." The article re-assesses the historical significance of TCU matriarchs Ruth Roessel and Carol Davis in launching and shaping the tribal college movement. In the second feature article, "For Ashley, Wayne, and Shayanna: Supporting Tribal College Students and Addressing Abuse," Annita Lucchesi, a former instructor at Blackfeet Community College and the executive director of Sovereign Bodies Institute, examines the cases of three TCU students who experienced different forms of abuse, asking how TCUs can better serve such students to avoid future tragedies.



Departmental pieces in the summer issue further engaged tribal college women in a variety of ways. The Profile department focuses on the career of Dr. Janine Pease, the first woman to serve as president of a tribal college. Pease's career at Little Big Horn College and beyond has spanned four decades, illuminating the challenges and changing roles that women leaders have experienced in the tribal college movement. Talking Circle, penned by Suzanne Albers of Sitting Bull College, looks at some of the obstacles and difficulties that TCU students who are single parents face. Albers maintains that it is vitally and culturally appropriate that TCU faculty and administrators do all that they can to meet these students' and their families' needs. In Voices, Institute of American Indian Arts student and TCJStudent.org blogger Scarlett Cortez discusses the Red Shawl Solidarity Project. Cortez discusses how TCU students are working to raise awareness of violence against Indigenous women. On Campus included featurettes and news items from UTTC, IAIA, Keweenaw Bay Ojibwa Community College, the College Fund, and College of Menominee Nation.

Thanks to those TCUs who contributed. We encourage all TCUs to submit featurettes and news items for future issues or for tribalcollegejournal.org. Finally, a special thanks to Dean Charlene Teters of IAIA and the staff at the MoCNA for the use of Teter's exquisite paintings *Night Sky Dancer* and *Lady in the Red Shawl*. Both enhanced and beautified this issue of TCJ!

Online, the summer issue features some wonderful web-exclusive content, including the video "Women of the Tribal College Movement," a filmed roundtable discussion at the AIHEC Student Conference, which Carrie Billy moderated. Panelists included Janine Pease, President Twyla Baker of NHSC, President Sandra Boham of SKC, and TCU student and TCJStudent.org blogger Celina Gray, also of SKC. Special thanks to President Baker for also contributing the beautiful "Mandan Heartbreak Song," which is featured during the video's opening and closing credits. Other web-exclusive content includes Current Reflections with former Haskell president and Comanche Nation College educator Linda Sue Warner, Writers Corner by TCJ columnist and CMN professor Ryan Winn, and a slideshow of the 38th annual student conference in Billings.

Currently, TCJ is in the proofing stage for its fall issue (Vol. 31.1), which is entitled "The New Information Age." The issue will arrive in mailboxes in mid-to late August. We are also preparing for the editing and copyediting stages of the winter issue, which is entitled "Building Infrastructure." There is plenty of room for featurettes and news items so please contribute and share what your TCU is doing in infrastructure development or in other areas.

In April, TCJ conducted some web site focus groups at the College of Menominee Nation. We are currently working on implementing some recommendations for our web site as a result of the meetings. In May, *Tribal College Journal* was awarded a small grant by the Southern Ute Casino to participate in its money booth event, and we managed to

“grab” more than \$800 for TCJ. Additionally, representatives from the Chinook Fund came to TCJ’s office to meet the staff and hear more about TCJ’s work in response to a grant application. In June, the foundation announced that they will award TCJ \$7,450 to help support our editorial expenses. Lastly, the winners of a new *TCJ Student* photo contest were announced and the entries can be viewed on TCJ’s web site.

As a final note, TCJ would like to introduce our newest student blogger, Jasmine Neosh of the College of Menominee Nation. Neosh is also a College Fund student ambassador and her blog is entitled “Rezilience.” She is especially concerned with issues of sustainability and environmental protection. Please check out her first blog post and share (it’s really good!): <http://tcjstudent.org/on-remaining-hopeful-when-all-hope-seems-lost/>

INNOVATING: STRENGTHENING COMMUNITIES



AIHEC NARCH Project

The AIHEC NARCH Project continues to wrap up sub-award TCU projects as it moves towards close out on September 29, 2019. Of the Cohort II TCUs, Aaniiih Nakoda College, has submitted its final report. Haskell Indian Nations University, Iłisaḡvik College, Fort Peck Community College, and Tohono O’odham Community College are finalizing their research findings and anticipate completion of their projects by the end of July. Keweenaw Bay Ojibwa Community College is completing the remaining activities under its sub-award. There were three TCUs in Cohort III. United Tribes Technical College withdrew from the program; the Institute of American Indian Arts completed its award; and Little Priest Tribal College is in its data analysis phase. All research initiatives are to be completed by July 31, 2109. A final report will be submitted by September 29, 2019.

Even though the annual Behavioral Health Research Institutes were highly successful and provided a forum for the presentations of TCU research projects, it was allowed in this “no cost” extension year. The NARCH Project Director is assisting with the NNHRT Conference and encouraging the TCU NARCH Projects to submit abstracts to present their work at this national conference.

Discussions have begun with regard to the planning for another NARCH application which is anticipated to be due early spring 2020.

Indigenous Research Methodology Graduate Certificate

Department of Defense Faculty Fellowship Program

This is the first year of our DoD Faculty Fellowship Program, which supports faculty/student teams from TCUs to work on research projects at DoD research facilities located throughout the country. Eight TCU teams were recruited, and as of June 10, all of teams of the DoD Faculty Fellowship Program participants have arrived at their DoD laboratories and have started their research with their DoD mentors/collaborators. Five of the teams are working at the Army Research Lab in Adelphi, Maryland on various topics including environmental remote sensing, neural networks, and nuclear physics. The other three teams are working from labs in various locations on topics such as cognitive psychology, land-atmosphere dynamics, and synthetic biology. The fellowships are ten weeks in duration, continuing until mid-August. We’re encouraging the faculty to explore opportunities to develop project collaborations that endure well beyond the fellowship program. Building upon our recruitment success this first year, AIHEC hopes to get faculty and students from more TCUs involved in the program next year.

National Native Health Research Training Initiative

The 3rd Annual NNHRT Conference is schedule at the Pechanga Resort & Casino in Temecula, CA from September 23-25, 2019. AIHEC, along with NRN and the lead sponsor IHS, come together for the third year but with a specific

focus on the governance, trust, and culture in the tribal health research agenda. The conference consists of four tracks: Traditional Medicine Behavioral Health, Traditional Ecological Knowledge/Environmental Health, and Biomedical and Health Systems Research, keynote speakers, research games, and mentoring opportunities between professional and students in the field. Building upon the past years, AIHEC hopes to continue the conversation on native health, health care research, explore findings on innovations and partnerships, and identify and fill key gaps in Native health research.

TCU Cyberinfrastructure Initiative Project

AIHEC is closing in on the end of Year 2 of our project. We are continuing to conduct site visits to review the technology infrastructure at each TCU willing to participate in the project, and provide recommendations to each institution (policy, hardware/software, staffing) that would help ensure that each TCU can take full advantage of current technologies to support your institution's research and education programs. Al Kuslikis, Principal Investigator is the project lead. Also working with us are expert consultants in information technology systems, Dale Smith – Network Engineer from the University of Oregon and Jim Bottum, co-Principal Investigator and Campus Governance/Management lead. Since March the AIHEC CI Study team has conducted site visits at six Tribal Colleges and hosted two informational webinars for the IT directors, part of our support of a TCU IT community of practice. The six TCUs visited this quarter are IAIA, SIPI, Stone Child College, Aaniiih Nakoda College, Fort Peck Community College and Sinte Gleska University. The AIHEC CI Study team has plans to continue to conduct site visits over the next month in South and North Dakota. By the end of the summer, the AIHEC team will have visited and submitted reports to almost 30 of the 37 TCUs, with the hope to complete site visits to all the TCUs by the end of the year.

At the suggestion of the TCU IT directors, our recent informational webinars have focused on Enterprise Resource Planning (ERP) systems. The May CI Study webinar provided an overview of ERPs and a chance for the IT directors to discuss ERPs with a subject matter expert from the University of Oregon. The June webinar focused exclusively on Jenzabar, and the Jenzabar TCU customer success team presented with a focus on topics suggested by the IT Directors, particularly those whose institutions have implemented Jenzabar. The AIHEC CI Study team plans to invite representatives from rival ERP Empower to present at the next webinar in late July or early August. We are planning to use these discussions to help develop a plan for how AIHEC and the TCUs can coordinate in cultivating more equitable relationships between the colleges and these major administrative system providers that are both very expensive and critically important to college operations.

For the second straight year, AIHEC is combining our meeting of the TCU IT Directors Meeting with the Northern Tier Network Consortium summer meeting. The meeting will be July 10-12 in Fargo, North Dakota. The meeting will continue to focus on finding areas of collaboration among the TCU IT Directors as well as collaborations with the Northern Tier Network as they share resources and solutions and discuss strategic planning for the IT departments at their institutions.

AIHEC Tribal Climate Science Liaison

The Tribal Climate Science Liaison has continued to be an important resource to tribal nations and tribal colleges and universities (TCUs) within the [Southwest Climate Adaptation Science Center](#) (SW CASC) service area (Arizona, California, Nevada, and Utah) by providing information, technical assistance, and access to subject matter experts necessary to support local climate resilience research, planning, and implementation efforts. Tribal Climate Science Liaison, Althea Walker, has been working hard to achieve the goals of identifying tribal needs for scientific knowledge, improving climate adaptation planning support, improving coordination of federal agency resources, improving outreach capacity to support tribal climate adaptation efforts, and facilitating the integration and coordination of liaison activities with SW CASC and AIHEC climate initiatives. Ms. Walker and her colleagues at the



Indigenous Foods & Knowledges Network Southwest Meeting – Tohono O'odham Nation

other regional Climate Adaptation Science Centers are exploring opportunities to work with the TCUs to facilitate community-based climate change projects, and to help establish collaborations with the CASCs. Please encourage your faculty and staff to contact Althea at awalker@aihec.org to learn more, or to share ideas for climate change projects they would be interested in pursuing.

Quarterly highlights include:

- Conducting outreach to tribes, tribal organizations, and TCUs to identify climate readiness activities and priorities:
 - Engaged with Navajo Nation resource managers at the NASA/Desert Research Institute [Climate Engine](#) workshop on the Navajo Nation
 - Engaged with California tribes at the San Diego Climate Summit
 - Conference Exhibitor: National Adaptation Forum, Navajo Nation Sustainability Symposium, Native American Fish & Wildlife Society National Conference
- Facilitation of research/action plans to reduce climate vulnerabilities and increase adaptive capacities: Gila River Indian Community, Manzanita Kumeyaay and Elk Valley Rancheria
- Facilitating discussions within and among Tribal communities to exchange knowledge, experience, and perspectives concerning climate vulnerability and adaptation:
 - Designed and facilitated a one-day climate workshop at: AIHEC National Conference & Native American Fish & Wildlife Society National Conference
 - Designed and facilitated a climate breakout session at: National Tribal Forum on Air Quality. Served as a steering committee member of the [Indigenous Foods & Knowledges Network](#), the Tribal Climate Science Liaison assisted in the design and facilitation of the IFKN Southwest Meeting March 12-15 on the homelands of the Tohono O’odham Nation.
 - Moderated and facilitated plenary and breakout sessions at [Rising Voices 7](#).



North Central, Southwest, Northeast/Southeast Tribal Climate Science Liaisons conducting outreach at the National Adaptation Forum



Native American Fish & Wildlife Society National Conference Climate Workshop

AIHEC Land-grant Programs

The 1994s are 25 years old! AIHEC has begun planning the 25th anniversary commemoration of 1994 Land Grant status. Discussion have been ongoing with APLU, NIFA, FALCON, and other partners. Potential venues for a celebration of the 25th anniversary include the AIHEC Fall 2019 Board meetings, FALCON's annual meeting scheduled for October 26-28, in Denver, CO, or the APLU annual conference in November 10-12, 2019. A video is being produced that will commemorate 1994 land grant status, with a targeted release for October 2019. Additional activities and outreach are also being discussed.

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

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

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

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

AIHEC worked with APLU and United Tribes Technical College to showcase the 1994 programs at a Congressional Exhibit on May 15, 2019. APLU co-hosts this event along with National Coalition for Food and Agricultural Research, the AFRI Coalition, and the Supporters of Agricultural Research. The Exhibit showcases USDA funded research, education, or Extension projects. Finally, AIHEC is working with APLU on several meeting ideas and other ways to enhance engagement and strengthen TCU land-grant programs. We are planning some type of activity or session at the annual APLU conference to celebrate the 25th anniversary of the 1994 Land-grant legislation.

Outreach to Tribal Farmers & Ranchers: AIHEC is managing a USDA Outreach to Socially Disadvantaged Farmers, Ranchers, and Veterans Program to support TCUs in providing direct training and technical assistance to Native agricultural producers. Three TCUs (College of Menominee Nation, Little Priest Tribal College, and Navajo Technical University) are participating. Projects are for one year and include at least one local community training workshop. Each TCU has employed a VISTA volunteer and is now implementing a training and technical assistance program that helps agricultural operators and/or household gardeners increase their local food production and economic activity.

USDA-NRCS Hoop House Initiative: AIHEC continues working with the USDA Natural Resources Conservation Service (NRCS) to support four TCUs or tribal organizations in developing tribal nurseries through the installation of high tunnel greenhouses and/or developing edge-of-field (EOF) water monitoring systems. Four organizations are participating: the Blackfeet Tribe, Dineh Water Users Association (DWUA) (in partnership with Diné College), Oglala Lakota College (OLC), and United Tribes Technical College(UTTC). DWUA, OLC, and UTTC are constructing greenhouses to support the propagation of native plants that will be

used for food production or conservation efforts. Blackfeet Tribe is developing a plan to implement a long-term EOF study to determine the benefits of organic versus conventional practices on rangeland surface water quality. These grants are intended to build long-term initiatives with TCUs and their tribal partners and provide TCU students with experiential learning opportunities.

AIHEC-TCU VISTA Program

The AIHEC Tribal VISTA Program continues to help build the human capacity at the TCUs and other Tribal organizations. In this reporting period, the program re-enrolled one site and enrolled one new placement (Nebraska Indian Community College). In total, the program now supports 11 VISTA members in six states with seven positions at TCUs. The program aims to support more TCUs, which remain the top priority. The program expects to place VISTAs in 20 TCUs over the next several years.

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



UTTC VISTA Jessica teaches first and second graders about a variety of fruits as part of an after-school program.

The impacts of the VISTA program to a TCU are considerable. Take VISTA Jessica Shaw at United Tribes Technical College (UTTC), for example. As the Food Sovereignty & Environmental Stewardship Specialist at UTTC, Jessica is heavily involved in cooking and nutrition-related activities on the campus. From developing an after school program curriculum to leading cooking classes for families, she has established multiple programs and resources that will continue to serve UTTC beyond her service year. She also launched an initiative to introduce healthier foods into the campus cafeteria's offerings. By distributing samples of an original dish once a week and using a survey to collect student feedback, she has been able to provide the cafeteria with a list of over 15 healthy and original recipes that she knows students will enjoy. Over the next few months, Jessica will also work on establishing a composting system at UTTC. At other TCUs and Tribal organizations, VISTA volunteers conduct similar work to build new programs and create sustainable systems and processes.

AIHEC JOB CREATION IMPERATIVE

DoE-Advanced Manufacturing Initiative

The DOE-funded Advanced Manufacturing Network Initiative has entered into our final quarter of the project, which is scheduled to end at the end of FY19. Project director Al Kuslikis is working with the TCU project leads, the National Laboratory mentor/consultants, and federal agency representatives from the Department of Energy and the National Science Foundation, developing a strategy for continuing the advanced manufacturing initiative after the conclusion of the period of performance of the current DOE grant. In particular, we are exploring opportunities to continue the Advanced Manufacturing Summer Institute.

The University of Nebraska - Lincoln College of Engineering is currently hosting the Initiative's 2019 8-week Advanced Manufacturing Summer Institute. Sixteen TCU students were recruited to the Institute this year. The Institute is designed to provide students a firm grounding in key advanced manufacturing topic areas. As last year, students will work in teams on advanced manufacturing projects involving 3D design, engineering, and metrological testing of drones. Dr. Stan Atcitty, a Navajo research engineer, continues to serve as lead expert consultant working with this project. Amy Moser from the Kansas City National Security Complex continues to provide subject matter experts from KCNSC to support the colleges' projects, and is serving as liaison with the HBCU advanced manufacturing consortium.

Wells Fargo Language and Revitalization Program

Implementation of AIHEC's *Reclaiming the Words of Our People Initiative: a Collaborative TCU Language Action Planning Project* has been initiated with the identification of the project director Dr. Jurgita Antoine, a linguistic anthropologist who has extensive experience working on language preservation projects. Much of her work was at Sinte Gleska University. The project will provide the foundation for a coordinated initiative through which the TCUs can respond to local and national language revitalization priorities in collaboration with national language preservation and promotion resources. Activities include:

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

To date, Dr. Antoine has identified a significant body of literature on AI/AN language preservation, consisting of books, periodical articles, and archival materials. Language shift, maintenance, and revitalization have been objects of study in the fields of linguistics, linguistic anthropology, and education for several decades. Although literature is extensive, only part of it is relevant to the language revitalization work happening in Native American communities. The initial literature review is organized into several categories:

- a general overview of language preservation models, practices (what works in specific communities), language teaching methods;
- a state of language vitality for each language spoken/taught at TCUs;
- language preservation practices and methods used at TCUs.

Publications and TCU data (catalogs, course schedules) are used to compose initial overviews of TCU language programs which will serve as basis and will be expanded with additional data during site visits later in the project. Data to determine the level of support at the local and regional levels will also be gathered (e.g. tribal education codes, strategic plans for language preservation). By the end of the summer, Dr. Antoine plans to complete the general overview of literature. TCU data is being collected simultaneously, and sketch files for site visits will be compiled through the fall.

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

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

CMN offered a workshop on the RIM program and the career opportunities in records management during the Spring Conference.

USDA Agricultural Business/Finance Career Readiness Project

AIHEC completed work with the USDA Farm Service Agency (FSA) to develop a career pathway for TCU students. FSA wants to develop a diverse workforce for jobs such as financial managers, business analysts, and loan officers. Nebraska Indian Community College, Blackfeet Community College, and United Tribes Technical College worked collaboratively with USDA and AIHEC to develop courses and a certificate program to prepare students for FSA careers. Considerations include paid apprenticeships and direct relationships with county and state FSA service centers. All courses and the certificate program will be shared with USDA and the TCUs. NICC, BFCC, and UTTC developed six courses and are currently offering courses in the spring 2019 semester. A template of an agribusiness certificate program has been developed, and the TCUs are in various stages of implementing their own certificate programs.

ENGAGING: STUDENT SUCCESS

IPERT I: *The Aseto'ne Network Project*

This project was completed and the final report submitted.

National Institutes of Health: IPERT II

NIH has awarded funding in the amount of \$465,600 for the Aseto'ne Network Project, a multi-institutional initiative that will provide outreach, education, and mentoring activities to students at the nation's 37 Tribal Colleges and Universities. The award was made on May 28, 2019 with a start date of June 1, 2019. With the very late start date for this project, it will not be possible to recruit students and host a second Aseto'ne Summer Institute. Discussions are underway to revamp this initiative and conduct more extensive planning than possible for the first IPERT project.

AIHEC Student Congress (ASC) Election

The ASC election was held at the 2019 AIHEC Student Conference in Billings, MT. Fourteen candidates submitted applications to run for ASC officer and regional representative positions. The elected officers' and representatives' terms of office begin in June at the 2019 LIFE Conference. The elected officers and representative are:

President: TaNeel Filesteel, Salish Kootenai College

Vice-President: Adam Schulz, College of Menominee Nation

Secretary: Tammy Hammer, Nueta Hidatsa Sahnish College

Treasurer: Thomas Berryhill, Haskell Indian Nations University

Communication Officer: Donald Blevins, Sitting Bull College

Sergeant-at-Arms: Caleigh Benally, Institute of American Indian Arts

Great Lakes Representative: Mikayla Cyphert, Saginaw Chippewa Tribal College

Midwest Representative: Alexandria Borah, Sitting Bull College

Northwest Representative: Lindy Warden, Northwest Indian College

Southwest Representative: Bryson Meyers, Institute of American Indian Arts

ASC Initiatives

The 2018-2019 ASC completed their initiatives they established for themselves this year. Those completed are:

1. AIHEC Student Congress Awareness Pamphlet: provided information about the AIHEC Student congress networking and mentorship approaches.
2. An ASC article written by ASC Secretary, Jessica Baker from Sitting Bull College, was published in the Tribal College Journal 2018 spring issue.
3. Produced an informational brochure on the degree programs at all Tribal Colleges for a quick overview of program offerings at our colleges. Samantha Borah, Sergeant-at-Arms, Sitting Bull College, is leading this initiative.
4. Create a newsletter on current events and activities at TCUs as a method of sharing information on happenings on TCU campuses and showcasing the successes of our students and clubs for their work and community service. Kimberlee Blevins, Historian, United Tribes Community College, is spearheading this initiative.

LIFE Conference Planning

The ASC 2019 LIFE Conference was held at Bay Mills Community College (BMCC) in Brimley, MI on June 4-6, 2019. The accommodations and meals for the conference were provided at the Kewadin Casino and Hotel, and the conference was held on the Bay Mills Community College campus. The conference advertised at the 2019 AIHEC Student Conference, posted on the AIHEC web site, social media accounts, and weekly newsletter with hopes of increasing the applicant submissions.

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



2019 Summer BoD Meeting

**THE AIHEC
QUARTERLY REPORT:
Appendices**

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

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

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 BUDGET REQUEST	FY 2020 HOUSE REPORT	FY 2020 SENATE REPORT	FY 2020 AIHEC REQUEST	FY 2020 Final
USDA: Consolidated Farm & Rural Development Act						
TCU Essential Community Facilities	\$4,000,000	\$10,000,000	\$7,000,000		\$8,000,000	
DOE: National Nuclear Security Administration (NNSA) - Minority Serving Institutions Partnership Program (MSIPP)						
MSIPP Initiative (includes TCU program)	\$20,000,000 (TCUs: \$2,000,000)	\$20,000,000 (no mention of TCUs)	\$25,000,000 (TCUs: \$2,500,000)		\$3,000,000 from existing funds	
NSF: Education and Human Resources (EHR)						
NSF-TCUP	\$15,000,000	\$13,200,000	\$15,000,000		\$16,000,000	

FOR IMMEDIATE RELEASE

May 8, 2019

Contact: Patrese Atine, (703) 838-0400

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AIHEC Praises the House Appropriations Committee for Passing Legislation Increasing Investments in Tribal Colleges & Universities

Washington, D.C. – The nation’s 37 Tribal Colleges and Universities, which collectively are the American Indian Higher Education Consortium (AIHEC), strongly support the House Appropriations Committee’s Fiscal Year (FY) 2020 spending bill for the Departments of Labor, Health and Human Services, and Education. While this legislation contains a record level of education funding, AIHEC applauds three particular provisions that will benefit Tribal Colleges and Universities (TCUs) and American Indian and Alaska Native students:

1. \$8 million in funding to reinstate the TCU Head Start Partnership, which will help TCUs build capacity in early childhood education by providing scholarships and stipends for Indian Head Start teachers and assistant teachers to enroll in TCU early childhood programs. In 2017, only 40 percent of all Head Start teachers in Indian Country had earned a bachelor’s degree, compared to 75 percent nationally. From 2000-2007, this partnership helped train more than 400 Indian Head Start teachers and staff.
2. \$51 million in discretionary funding for the Strengthening Tribally Controlled Colleges and Universities program (HEA Title III Part A), an increase of over \$19 million from FY 2019. This program provides grants to TCUs for infrastructure improvements, academic supports, and curriculum development.
3. A provision to allow critical student financial aid data sharing between Tribes, scholarship granting organizations, and higher education institutions. This provision removes an unnecessary barrier between scholarship granting organizations and Tribal students by allowing higher education institutions to share certain student data from the Free Application for Federal Financial Aid (FAFSA).

“AIHEC thanks the House Appropriations Committee for making this critical investment in our nation’s Tribal Colleges,” said AIHEC’s President and CEO Carrie Billy. “We would like to especially recognize Rep. Rosa DeLauro (D-CT), chair of the LHHSED Subcommittee, and Rep. Betty McCollum (D-MN) for championing these issues. This funding is vital to the success of our communities and we urge the House and the Senate to swiftly pass this legislation.”

The FY 2020 LHHSED bill will now go to the full House of Representatives for consideration. The Senate Appropriations Committee has not yet begun to consider its version of the LHHSED FY 2020 funding bill.

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The American Indian Higher Education Consortium (AIHEC) comprises the nation’s 37 Tribal Colleges and Universities (TCUs). TCUs are public institutions of higher education operating more than 75 sites in 16 states and serving approximately 160,000 American Indians, Alaska Natives, and other rural residents each year in academic and community-based programs.



FOR IMMEDIATE RELEASE

May 6, 2019

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AIHEC Applauds the Introduction of the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act

Washington, D.C. – The nation’s 37 Tribal Colleges and Universities, which collectively are the American Indian Higher Education Consortium (AIHEC), applaud Senators Doug Jones (D-AL) and Tim Scott (R-SC) for introducing the bipartisan Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act (S. 1279). The FUTURE Act will ensure continued support for Tribal Colleges and Universities (TCUs) and Minority Serving Institutions (MSIs) by reauthorizing vital mandatory funding for TCUs within the Strengthening Institutions program (Title III) of the Higher Education Act. The mandatory funding will cover the next two fiscal years and three academic years.

“AIHEC is thrilled that Senators Jones and Scott have introduced the FUTURE Act, which is critically important to Tribal College students and our tribal communities. This funding supports TCUs across 16 states – it provides \$30 million annually for critical student support services, library services, curriculum development, building updates and construction,” said Carrie Billy, AIHEC’s President & CEO. “This legislation is vitally important to the success of our students, as well as our tribal communities and the states in which TCUs are located. We urge Congress to ensure its swift enactment.”

“The Strengthening Institutions funding is essential for academic operations on our campus. Without this funding, we would most likely close our doors,” emphasized President Cynthia Lindquist of Cankdeska Cikana Community College (Fort Totten, ND).

“As Tribal Colleges, we are concerned with the quickly approaching expiration date. We need Congress to swiftly pass this bill for us to reassure our students and community members that courses and services will be available in the fall,” said David Yarlott, Jr., AIHEC’s Board Chair and President of Little Big Horn College (Crow Agency, MT).

Without Congressional action, the current Title III funding will expire in September, at the end of the current fiscal year. The FUTURE Act would sustain mandatory funding at current levels: Tribal Colleges and Universities at \$30 million, Alaska Native Serving Institutions and Native Hawaiian Serving Institutions at \$15 million, and Native American Nontribal Serving Institutions at \$5 million. A bipartisan companion bill (H.R. 2486) was introduced in the House by Representatives Alma Adams (D-NC) and Mark Walker (R-NC).

###

The American Indian Higher Education Consortium (AIHEC) comprises the nation’s 37 Tribal Colleges and Universities (TCUs). TCUs are public institutions of higher education operating more than 75 sites in 16 states and serving approximately 160,000 American Indians, Alaska Natives, and other rural residents each year in academic and community-based programs.



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

Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (S. 1279 and H.R. 2486)

Call your United States Senator or Representative

Calling your Senator or Representative's office is one of the most useful and effective ways to advocate for your issue. Making a phone call will take less than two minutes of your time.

First, use the links below to look up the phone number for your Senator or Representative's office in Washington, DC. Once you have the phone number ready, plan to call the office during business hours, typically between 9 am and 5 pm EDT. A receptionist will likely answer the phone. This is your opportunity as a community member to express your support for the continuation of TCU funding through the FUTURE Act.

- [How to find your Senator](#): Use the "choose your state" drop down box to find the phone numbers for your two Senators.
- [How to find your Representative](#): Enter your zip code to find your member of the House of Representatives. A link will be provided to your Representative's individual website. Contact information, including a phone number of their Washington, DC office, will be listed.

Below is a sample script for your phone call:

Sample Phone Call Script

Receptionist: Hello. Thank you for calling our office.

You: Hello, my name is (YOUR NAME). I'm a community member from (YOUR CITY) and I attend (INSERT TRIBAL COLLEGE NAME).

Today I am calling to urge (INSERT SENATOR OR REPRESENTATIVE'S NAME) to support my tribal college by cosponsoring the FUTURE Act (Senate Bill: S.1279 or House Bill: H.R. 2486).

The FUTURE Act would continue funding for essential services such as (INSERT EXAMPLE OF SERVICE) at my tribal college.

Receptionist: Great. We will make a note of this for the Senator/Representative. Is there anything else we can help you with?

You: No, thank you. Today I'm only calling to ask (INSERT SENATOR OR REPRESENTATIVE'S NAME) to support my Tribal College by supporting the FUTURE Act.

End of phone call.

Other notes:

- Often, you may receive an automated message with an option to leave a message or speak directly to a staff member. If you are calling during business hours, it's best to speak directly to a staff member.
- The receptionist may ask for your name, email address, or zip code. This is normal and used to track how many phone calls were received on any particular issue.

If you have ANY questions, please feel free to contact Patrese Atine by email at patine@aihec.org or by phone at (703)-838-0400 extension 111.

FUTURE Act

Senators Doug Jones (D-AL) and Tim Scott (R-SC)

Representatives Alma Adams (D-NC) and Mark Walker (R-NC)

Type of Institution	Current Funding Level
HSI STEM and Articulation	\$100,000,000
HBCUs	\$85,000,000
PBIs	\$15,000,000
TCCU	\$30,000,000
ANNH	\$15,000,000
AANAPISI	\$5,000,000
NASNTI	\$5,000,000
Total	\$255,000,000

Key

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

Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (S. 1279 and H.R. 2486)

Call your United States Senator or Representative

Examples of services funded by the Strengthening Institutions funding (Title III – Part F)

- **Construction/Renovation:** Construction of new buildings; renovation of existing buildings; campus expansion
- **Infrastructure:** IT hardware and cyber-security upgrades
- **Student Support Services:** Tutoring; writing and math labs; retention and recruitment programs; other wraparound services; funding for support staff
- **Campus Safety:** Security cameras and outdoor lighting
- **Faculty:** Hiring and support of credentialed faculty in key fields
- **Professional Development:** Faculty and staff for professional development required for licensing and accreditation
- **Accreditation:** Achieving and maintaining compliance
- **Native Language/Culture:** Investment in innovative and critically needed programming; academic and community based language fluency programs
- **Academic Programs:** Development of new programs in high demand and emerging fields
- **Library Service:** Purchase of new and online books and subscriptions; digitization of archives and tribal records
- **Endowments:** Establishment of, and contribution to, endowments for student scholarships, faculty, and long-term sustainability



NATIONAL CONGRESS OF AMERICAN INDIANS

The National Congress of American Indians Resolution #REN-19-XXX

TITLE: A Call to Congress for Permanent Mandatory Support for the U.S. Department of Education's Strengthening Institutions Program for Tribal Colleges and Universities

EXECUTIVE COMMITTEE

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Ohkay Owingeh Pueblo

WESTERN
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Tohono O'odham Nation

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NCAI HEADQUARTERS

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WHEREAS, we, the members of the National Congress of American Indians of the United States, invoking the divine blessing of the Creator upon our efforts and purposes, in order to preserve for ourselves and our descendants the inherent sovereign rights of our Indian nations, rights secured under Indian treaties and agreements with the United States, and all other rights and benefits to which we are entitled under the laws and Constitution of the United States and the United Nations Declaration on the Rights of Indigenous Peoples, to enlighten the public toward a better understanding of the Indian people, to preserve Indian cultural values, and otherwise promote the health, safety and welfare of the Indian people, do hereby establish and submit the following resolution; and

WHEREAS, the National Congress of American Indians (NCAI) was established in 1944 and is the oldest and largest national organization of American Indian and Alaska Native tribal governments; and

WHEREAS, the federal government has a moral and legal responsibility – as yet unfulfilled – to the federally recognized tribe with which it signed treaties in exchange for more than one billion acres of land and the resources contained therein; and

WHEREAS, American Indian and Alaska Natives tribal governments and the United States Government has chartered 37 Tribal Colleges and Universities (TCUs) to ensure that high quality, culturally based Tribal higher education is accessible to American Indian and Alaska Native people who have historically been excluded from most state supported higher education programs; and

WHEREAS, TCUs serve more than 130,000 American Indians, Alaska Natives, and other rural residents each year through a wide variety of academic and community-based programs that make vital contributions to Tribal Nation building; and

WHEREAS, TCUs fulfil a fundamental role in maintain, preserving and revitalizing irreplaceable American Indian and Alaska Native languages and cultural traditions and strengthen Indigenous peoples worldwide; and

WHEREAS, federal funding for American Indian higher education – including TCU operating funding and American Indian scholarships from the U.S. Department of the Interior, TCU land-grant funding from the U.S. Department of Agriculture, and Native language research, Adult Basic Education, career readiness, and student success initiatives from the U.S. Department of Education – are woefully and chronically inadequate; and

WHEREAS, the oldest TCU in the nation was chartered by the Navajo Nation in 1968 and remains the only TCU that is more than 50 years old, while the newest TCU

- San Carlos Tribal College - was chartered by the San Carlos Apache Tribe in 2014; and

WHEREAS, TCUs compose the nation's youngest group of institutions of higher education and therefore are developing and growing institutions, as contemplated for support under Title III of the Higher Education Act of 1965 (HEA); and

WHEREAS, mandatory funding under HEA Title III-Part F will expire after fiscal year 2019, essentially cutting TCU Title III funding in half and resulting in a loss of nearly \$30 million annually to TCUs and the tribal students, families, communities and nations they serve; and

WHEREAS, Senators Doug Jones (D-AL) and Tim Scott (R-SC) have introduced S. 1279, the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act, to provide two years of mandatory funding for HEA Title III Part F and companion legislation has been introduced in the U.S. House of Representatives;

NOW THEREFORE BE IT RESOLVED, that the National Congress of American Indians (NCAI) supports permanent reauthorization of the HEA Title III-Part F Strengthening Institutions – Tribal College and Universities Program, administered by the U.S. Department of Education, at a minimum level of \$35 million annually; and

BE IT FURTHER RESOLVED, that NCAI urges the Congress immediately to enact S. 1279, the FUTURE Act, to extend the HEA Title III-Part F Strengthening Institutions – Tribal College and Universities program at the current mandatory level of \$30 million per year for two years, while working to secure permanent funding of such program; and

BE IT FURTHER RESOLVED, that this resolution shall be the policy of NCAI until it is withdrawn or modified by subsequent resolution.

CERTIFICATION

The foregoing resolution was adopted by the General Assembly at the 2019 Mid-Year Session of the National Congress of American Indians, held at the Nugget Casino Resort, June 24-27, 2019, with a quorum present.

Jefferson Keel, President

ATTEST:

Juana Majel Dixon, Recording Secretary



**HOUSE HIGHER EDUCATION AND WORKFORCE INVESTMENT SUBCOMMITTEE
HEARING ON “ENGINES OF ECONOMIC MOBILITY: THE CRITICAL ROLE OF
COMMUNITY COLLEGES, HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, AND
MINORITY-SERVING INSTITUTIONS IN PREPARING STUDENTS FOR SUCCESS”**

Prepared by:

Katie Murphy (kmurphy@bpagdc.com)

Jared Solomon (jsolomon@bpagdc.com)

May 24, 2019

On Wednesday, the Higher Education and Workforce Investment Subcommittee held a hearing on the critical role of community colleges, historically black colleges and universities, and minority-serving institutions in preparing students for success. They asked questions to better understand the programs the institutions offer, how they are funded, and how Congress can use this feedback when working to reauthorize the *Higher Education Act*. All the members present acknowledged the important work that these institutions do to support vulnerable populations, and agreed that every American deserves equal access to higher education opportunities.

WITNESSES

- Mr. Reynold Verret, Ph.D., President, Xavier University of Louisiana
- Ms. Sandra Boham, Ed.D, President, Salish Kootenai College
- Ms. Patricia Alvarez McHatton, Ph.D., Executive Vice President For Academic Affairs, Student Success, And P-16 Integration, University of Texas Rio Grande Valley
- Mr. Glenn DuBois, Ph.D., Chancellor, Virginia Community College System

MEMBERS PRESENT

Sub-Committee Chairwoman Susan Davis (D-VA); Sub-Committee Ranking Member Lloyd Smucker(R-PA); Full Committee Chair Bobby Scott (D-VA); Full Committee Ranking Member Virginia Foxx (R-NC); Mark Takano (D-CA); Andy Levin (D-MI); Ihan Omar (D-MN); David Trone (D-MD); Lori Trahan (D-MA); Joaquin Castro (D-TX); Gregorio Kilili Sablan (D-MP); Suzanne Bonamici (D-OR); Alma Adams (D-NC); Brett Guthrie (R-KY); Glenn Grothman (R-WI); Ben Cline (R-VA); Ben Cline (R-VA); Steve Watkins (R-KS); and William Timmons (R-SC).

OPENING STATEMENTS

Chairwoman Davis opened the hearing by discussing her takeaways from the previous three hearings that the subcommittee has had this congress. She said it is clear that college degrees are the most reliable path to financial stability for Americans, but there is a 50-percentage point gap between low-income students and their wealthy peers in college enrollment levels. Additionally, statistics show that students with parents in the bottom quintile of income distribution can double

their chances of increasing their income level if they earn a degree, therefore proving there is much work to be done to improve life outcomes. She went on to discuss the beneficial work that Historical Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic-serving institutions (HSIs), and community colleges do to serve low-income students and students of color. HBCUs represent less than three percent of colleges and universities but produce almost 20 percent of all black graduates; Hispanic-serving institutions educate more than 3 out of 5 undergraduate Latino students and one quarter of all undergraduate students; among four year institutions, Hispanic-serving institutions propel low-income students to top income brackets at three times the rate of predominantly white institutions. Chairwoman Davis wrapped up her testimony by highlighting the funding inequity of these institutions by the federal government and wants to ensure they are funded at appropriate levels when reauthorizing federal higher education policies.

Ranking Member Smucker began his testimony by talking about how every American should have the opportunity to attend post-secondary school in order to drive a path to their American dream. He noted his enthusiasm for the economic policies the Trump administration has put in place to drive economic growth and provide plenty of opportunity for students entering the job market. He said post-secondary school should be attainable and accessible to anyone who is willing to work hard, regardless of their circumstances, and that the federal government has made it a priority to ensure low-income and minority students have access. Ranking Member Smucker also noted that there are opportunities for Americans inside and outside the traditional classroom, and the federal government needs to recognize that money is an important part of the conversation, but institutions need to take responsibility for the outcomes of their students. Notably, he said “higher education investment should not cost more than it reaps” and “nothing is free and someone always pays the price”. He ended his opening remarks by praising aspects of the [PROSPER Act](#) which was introduced in the 115th Congress. Specifically, he liked that it would grant greater access to federal student aid, promote earn and learn programs, increase flexibility of how institutions spend their federal funds, and reform federal work study program to better prepare students for the workforce.

WITNESS STATEMENTS

Dr. Reynold Verret opened his testimony by sharing facts about HBCUs history and statistics, specifically mentioning facts about Xavier. He shared how there are 101 HBCUs today that are serving black, low-income and educationally disadvantaged Americans and that their role is to promote a more just and humane society by preparing students to take on leadership and service roles in society, while contributing to economic development and growth. He noted that in his home state of Louisiana, six HBCUs in the state have contributed to an economic impact of \$923 million and 8,454 jobs. Dr. Verret concluded his testimony by discussing federal funding levels and legislation. He supports the FY2020 Labor-HHS Appropriations bill which increases funding for HBCUs and said he hopes it will eventually be signed into law. Additionally, he mentioned his support for [H.R.2486 - Fostering Undergraduate Talent by Unlocking Resources for Education Act](#) because it would extend mandatory funding in the Title III, Part F, for HBCUs of \$85 million for STEM initiatives until 2021.

Dr. Patricia Alvarez McHatton began her testimony by giving an insight into her institution by explaining how they prepare students for success through their programs and financial

incentives. For instance, they require 15 hours of job training per semester and the tuition is capped at 12 credit hours a semester. Meaning, students do not pay for any course above 12 credit hours; thus, students who graduate in four years end up saving a semester's worth of tuition. She emphasized how Hispanics are an increasingly important part of the labor force in the U.S. Between 2000 and 2010, Hispanics accounted for 54 percent of labor growth and it is projected that between 2010 and 2020, 74 percent of the growth in the workforce will be Hispanic. At the end of her testimony she noted that HSIs provide access to Hispanics and represent over 15 percent of all higher education institutions but serve 66 percent of Hispanic undergraduates and that in 2016 HSIs awarded 56.4 percent of all degrees to Hispanic students. Dr. McHatton believes HSIs are at the forefront of increasing educational opportunities and success to America's Hispanic population, therefore she is thankful for the opportunity to work alongside Congress.

Dr. Glenn DuBois opened her remarks by giving history into her own life story and how she never wanted to go to college, but ended up at a community college due to her mother's persistence and became the first person in her family to earn her college degree. She reflected on how thankful she is that she did attend because it launched her academic curiosity and led her to aspire for more. She went on to explain why students choose community college, with the two biggest factors being cost and convenience – providing everyone a chance, or second chance, no matter their circumstances. She said community colleges are the institutions where the promise of the American dream is made real. Dr. DeBois talked about how it is rare for community college students to complete an associate's degree in two years because of life circumstances, for example, students are older, poorer, more likely to be first generation, have a full time job, etc. She went on to make a point about population trends. She noted that the birthrate is declining and she is unsure as to what will happen to community colleges in the future, but it is important to attract adults, 25 and up, and to expose them to programs like FastForward. FastForward is their fastest growing program, and it is filling critical needs in Virginia's workforce. It is a short-term, pay-for-performance training program that is affordable and can be completed in a matter of weeks while fitting a working adult's schedule. In nearly three years since the program began, the community colleges have placed more than 13,300 high-demand credentials into the economy. In closing, she stressed the importance of expanding Pell Grants for high-quality, non-credit workforce training program. She explained that the grants could help them serve many more people because although FastForward cost students \$1,500 out-of-pocket, this modest amount is still out of reach for too many people. She did note that should Pell Grants be extended, she would suggest that Congress do so with a system of accountability that includes programs that provide completion data and income gains to program graduates.

Dr. Sandra Boham started out her testimony by providing background into TCUs. She said TCUs were established for two reasons: (1) the traditional U.S. higher education system was not addressing the needs or including American Indians (AI) and Alaska Natives (AN) and (2) there was a need to preserve the culture, language, lands, and sovereignty. She noted that TCUs serve about 130,000 AI/ANs each year, with over 50 percent of all American Indians enrolled in TCUs in her home state of Montana. Dr. Boham went on to explain the importance of preserving the Salish language by creating an apprenticeship program to develop fluent Salish teachers who are hired in the local school system to provide a sustainable future for Salish speaking people. This strengthens their community and bolsters economic development and jobs – ensuring the

workforce demands are met. TCUs have also partnered with the Department of Energy (DoE) to provide students with technical and engineering skills to operate digital manufacturing equipment and prototype new product ideas. This initiative further develops the proactive role in local economic development and supports aspiring entrepreneurs to move their ideas to commercialization. Another important program she talked about was their STEM academy, which is supported by the National Institute of Health (NIH). It is a two year program for high school students to develop their STEM skills and prepare them for a successful college career. In the second year of the program students chose a field for specialized study, such as, cellular biology, math, psychology, etc. and conduct independent research on that topic. Dr. Boham closed her testimony by suggesting a few initiatives when reauthorizing the Higher Education Act. Specifically, she asked that the federal government do more to support TCUs by ensuring these populations have access to federal student aid and are supported. Since 2018, TCUs have award nearly 2,000 emergency grants (less than \$500 per award), totaling nearly \$1 million with the retention rate of those students at an impressive 85 percent. She made this point to show that the federal government expanding their grant dollars to these schools would not be wasted.

MEMBER QUESTIONS

Rep. Davis used her time to question Dr. Boham and asked her what issues she believes matter the most in student success and how the local community is involved with the college. Dr. Boham responded, saying that providing opportunity and growing self-efficacy in students is key. At Salish Kootenani College, community involvement looks like a family friendly campus, community engagement programming, and working closely with the economic development centers in the region.

Rep. Smucker focused his initial questions on Dr. Dubois and the Virginia Fast Forward program, asking what made the program successful and what measures Congress should be looking at if Pell were authorized to cover credential programs. Dr. Dubois shared that their programming is usually 6 weeks and they have completion and job placement rates over 90%. Students typically see their earnings increase as much as 20-50%. He believed that a successful program should be at least 150 hours. In his last question, Smucker asked Dr. Veret about the Xavier workforce center and why they are so successful. Dr. Veret mentioned they work with their local chamber of commerce, they focus on better transitions for their students, the college promotes dual enrollment programs with local high schools, and run summer programs for local students in the sciences and language arts.

Rep. Takano used much of his time to highlight the importance of Minority Serving Institutions, particularly Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), which were not represented among the witnesses. He entered two letters from constituents about how meaningful their education from an AANAPISI had been. He and Dr. McHatton engaged in an exchange on the importance of understanding cultural competencies and using culture as a way to engage and educate students.

Rep. Guthrie talked a great deal about non-traditional and adult students and the need to provide retraining support so that people would qualify to work in the manufacturing jobs of the future –

where they will be responsible for computer programming, robotics, and more. He asked Dr. Dubois about the rural/urban divide that exists in Virginia and the similarities with Kentucky.

Rep. Trahan talked about non-traditional students and the importance of fully funding community colleges. In an exchange with Dr. Dubois, they both agreed that community colleges are called upon to work with the students that have the most challenges while receiving the least amount of public funding. To answer the question of what policy could be changed to make those students more likely to succeed, Dr. Dubois answered that each state should be required to have guaranteed transfer and articulation agreements between their community colleges and four year institutions.

Rep. Cline used his time to also talk about the importance and positive impact of community colleges and he praised their success in Virginia. As a former Virginia state lawmaker, he has known and worked with Dr. Dubois for a long time.

Rep. Castro focused his questions on Dr. McHatton and they discussed developmental education and the move away from separate courses towards programming that involves college level coursework with varying degrees of assistance and support running simultaneously to catch students up. Several members discussed this topic with the panel as well as the importance of early intervention alert systems to help spot issues before they derailed a student's positive trajectory. Castro also highlighted the need for graduate and doctoral programs in rural, minority communities.

Rep. Foxx was intrigued by the Fast Forward program, particularly the fact that community colleges only get their per pupil funding allocation after a student officially completes the program, not before. She was also interested in the successful dual enrollment program at Xavier.

Rep. Sablan talked at length about the high quality nursing program at Salish College and about the importance of culturally competent education. This is an issue in his district and he was pleased to hear about the wrap-around supports and early intervention system the school employs, particularly for high stress majors.

Rep. Watkins praised the students attending TCU's and talked about his recent meeting with students from Haskell College, a TCU that is in his district. He talked to Dr. Boham about Salish College's partnership with the business community.

Rep. Bonamicci began her remarks recounting her success as a community college student and how difficult it can be for non-traditional students. She asked Dr. Dubois how the Virginia schools are addressing homeless and food insecurity issues for their students. She also mentioned the Congressional Science Technology Engineering Arts & Math (STEAM) Caucus she helped found and asked Dr. Veret how Xavier has been so successful getting women in to those fields. Xavier is focused on hiring women for leadership roles, which creates a culture of high expectations for female students.

Rep. Grothman spent most of his time talking about perceived concerns over segregated K-12 schools versus Minority Serving Institutions. He was also interested in how schools were addressing generational poverty.

Rep. Adams spent most of her time praising and highlighting the importance of HBCUs. She is a double HBCU graduate and a former professor at Greensboro College. She had a back and forth with Dr. Veret and both agreed college affordability and preservations of Pell Grants are critical issues for HBCUs.

Rep. Levin discussed his concerns about the disconnect between worker retraining, higher education, and the K-12 system. As the former head of the Michigan Workforce Development System, he was concerned that adults returning to the educational system are left out or inadequately served. After talking with Dr. Dubois, they both agreed that adult education should be contextualized.

Rep. Trone focused his time on prison education and mental health supports for students, sharing the statistic from the RAND Corporation that prisoners who get educational training have a 40% lower recidivism rate. He also shared and entered into the record, a report from UNCF on the return of investment from HBCUs. During the questioning, Trone and the witnesses talked about the importance of Pell Grants for Prisoners.

Rep. Simmons was interested in Xavier's student emergency fund and the fact that it was raised through private donations. He was also interested in the various early warning and intervention systems used by the schools in attendance.

Rep. Wild attended the hearing even though she is technically not a member of the subcommittee. She cares a great about these issues. Wild spent most of her time highlighting the successes of community colleges in her district, particularly for Hispanic student achievement. In her questioning, she and Dr. Dubois discussed the funding disparity for community colleges and the need for child care support, better pay, and food support programs.

Rep. Omar used most of her time to talk about community colleges and the continued disparities that exist in graduation rates for low income students and students of color. She talked about the extreme needs that students come with today and continued the line of questioning asking how the schools in attendance were serving them.

Rep. Hayes is also not a member of the subcommittee, but like Rep. Wild, cares deeply about the issues that were being discussed. As a former community college student and teacher of the year, Hayes talked about disparate access to college for students of color and described creating an HBCU unit to educate her students. She asked questions about broadening outreach and social service supports for students.

Rep. Scott, the chair of the full Education and Labor Committee was also at the hearing, and focused his questions towards Dr. Dubois and Virginia's community college system. He asked about short term certificate programs, relationships with the business community, and the needs of rural versus urban communities.

CLOSING REMARKS

Ranking Member Smucker commended the work that the witnesses do to educate students and to help them “climb the ladder of economic success”. He acknowledged the excellent programs that these institutions provide and wants to ensure the witnesses continue sharing their leadership and hard work with others. He said that Congress can also promote excellence, and can do more to help these students not only have access to post-secondary options but to graduate and excel in the workforce. He noted that as Congress talks about higher education reauthorization, they will consider earn and learn programs, extending Pell Grants, allowing more flexibility in spending for institutions, and increased collaboration between institutions and employers. He finished his closing remarks by saying he looks forward to continuing the discussion and wants to ensure every American has equal opportunity to achieve the American dream. **Chairwoman Davis** said historically the students the witnesses represent have not had access to post-secondary institutions and their work is very important because they offer culturally relevant experiences and empower the next generation of leaders. She reiterated her commitment to these vulnerable students and wants to pass legislation that works and makes the students feel like their time spent at the institutions was valuable. For additional details and to watch the hearing, click [here](#).

Upcoming AIHEC Board & Other Meetings 2019-2020

DATE	MEETING	LOCATION
June 24-26, 2019	AIHEC 2019 Summer Board Meeting	Drury Hotel Santa Fe, NM
July 29-30, 2019	TCU-AIHEC STEM Workshop	Indian Pueblo Cultural Center Albuquerque, NM
July 29- August 2, 2019	WINHEC Annual Meeting	National Dong Wah University Hulian, Taiwan
July 29- August 2, 2019	Annual TCU Meeting at SKC	Salish Kootenai College Pablo, MT
Sept. 23-25, 2019	3 rd Annual National Native Health Research Training (NNHRT) Conference	Pechanga Resort & Casino Temecula, CA
Oct. 7-9, 2019	AIHEC 2019 Fall Board Meeting	Minneapolis, MN
Oct. 9-12, 2019	<i>50th Annual NIEA Convention (w/TCU Track!)</i>	Minneapolis, MN
Oct 20-25, 2019	<i>NCAI 2019 Annual Convention & Marketplace</i>	Albuquerque Convention Center Albuquerque, NM
Oct. 26-28, 2019	<i>FALCON Annual Conference (Land-grant Programs)</i>	Denver Airport Marriot at Gateway Park Denver, CO
Feb. 3-6, 2020	AIHEC 2020 Annual Legislative Summit	Holiday Inn Capitol Washington, D.C.
March 19-21, 2020	AIHEC 2020 Spring Board Meeting	Santa Fe, NM
<i>March 21-24, 2020</i>	<i>AIHEC 2020 Student Conference</i>	<i>Albuquerque, NM</i>
Spring 2020	AIHEC Annual Basketball Tournament <i>(Registration & Coaches Meeting: March 20)</i>	IAIA Santa Fe, NM
Summer 2020	AIHEC 2020 Summer Board Meeting	TBD
Oct. 5-7, 2020	AIHEC 2020 Fall Board Meeting	Albuquerque, NM
Oct. 7-10, 2020	NIEA Annual Convention & Marketplace	Albuquerque, NM

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



35 REGULAR MEMBERS:

Aaniih Nakoda College

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