



2020 Fall AIHEC Meeting

Zoom Web Conference

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

AIHEC BOARD OF DIRECTORS

October 16, 2020





AGENDA

AIHEC FALL 2020 BOARD OF DIRECTORS MEETING

Friday, October 16, 2020 – 12:30 PM (ET)

Zoom Web Conference

- I. **Call to Order:** David Yarlott, Chair
 - Opening Prayer, President Leander McDonald, UTTC
 - Roll Call, Treasure Dunlap, AIHEC Executive Assistant
 - Introductions
- II. **Review & Approval of Meeting Agenda:** President Yarlott
- III. **Secretary's Report:** Leander McDonald, Secretary
 - Review & Approval of Summer 2020 BoD meeting minutes
 - Motion to Accept September 2020 Executive Committee meeting minutes
- IV. **Treasurer's Report:** Justin Guillory, Treasurer
 - Investment Update: Todd Early, Investment Advisor
- V. **Reminder: Annual Review of the AIHEC Code of Conduct:** Carrie Billy
By Board motion, all board members must review and sign the AIHEC Code of Conduct annually.
- VI. **Presentations to the Board:** AIHEC Affiliate Reports
 - **American Indian College Fund:** Cheryl Crazy Bull, President & CEO
 - **Bureau of Indian Education:** Katherine Campbell, Program Analyst
 - **White House Initiative on American Indian and Alaskan Native Education (WHIAIANE):** Ron Lessard, Acting Executive Director
 - **FALCON-Land Grant** (*Written report*)
 - **AIHEC Tribal College and Universities Librarian Association** (*Written report*)
- VII. **AIHEC Central Office Report:** Carrie Billy
 - **AIHEC Quarterly Report, Announcements, and New Grants**
 - **Upcoming Meetings & General Information**
(*Upcoming Meetings, TCU Presidents Contact List; AIHEC Staff Directory in board book*)
 - **2021 Annual Legislative Summit:** TBD, will be held via Zoom web conference once dates are determined
 - **2021 Annual AIHEC Student Conference and AIHEC National Basketball Tournament:** Cancelled

- **Announcements**

VIII. Committee Reports & Motions

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

IX. New Business: David Yarlott

X. Adjournment: David Yarlott

- Closing Prayer

AIHEC BOARD OF DIRECTORS COMMITTEES & WORKING GROUPS

MASTER ROSTERS & RESPONSIBILITIES

September 2020

COMMITTEE/WORK GROUP	RESPONSIBILITIES	MEMBERSHIP
EXECUTIVE COMMITTEE <i>(TWO-YEAR TERMS: ELECTIONS HELD EVEN-NUMBERED YEARS)</i> (7)	<ul style="list-style-type: none"> • Oversee bylaws • AICF • Strategic Planning • Communications/PR • AIHEC Proposals • Private Sector Fundraising 	David Yarlott, Jr., Chair Elmer Guy, Vice-Chair Leander R. McDonald, Secretary/Research Chair Justin Guillory, Treasurer Cynthia Lindquist, Member-at-Large Robert Bible, Membership & Accreditation Chair Robert Martin, Student Activities Chair
GOVERNANCE COMMITTEE	<ul style="list-style-type: none"> • Reviews all motions to be forwarded to the full Board of Directors during AIHEC board meetings • Either approve for forwarding or recommit motions to the relevant committee(s) for further work or reconsideration 	Board Officers Chairs of AIHEC Standing Committees
FINANCE AND AUDIT COMMITTEE (5) <i>(BY INVITATION)</i> <i>(The Committee consists of not less than three or more than five Members, including the Treasurer, who shall serve as chair.)</i>	<p>General: Serves to appraise and advise the Board on all matters pertaining to the finances and accounting policies and practices of the AIHEC.</p> <p>Budget:</p> <ul style="list-style-type: none"> • Oversees preparation of the annual budget for the AIHEC Central Office, including the Tribal College Journal • Presents the budget to the Board for approval • Periodically reviews financial reporting for the AIHEC Central Office and the Tribal College Journal. <p>Audit:</p> <ul style="list-style-type: none"> • Oversees the selection and performance of auditors • Meets with auditors when necessary to review auditors' reports and findings, and makes recommendations to the Board for approval/action • Communicates with auditors to confirm the adequacy of internal financial controls. The Committee considers the replacement of auditors at least every three years. 	<p>Chair: Justin Guillory, NWIC, Treasurer & Compliance Officer</p> <ul style="list-style-type: none"> ○ Raymond Burns, LLTC ○ Elmer Guy, NTU ○ Michael Oltrogge, NICC ○ Cynthia Lindquist, CCCC

AIHEC BOARD OF DIRECTORS COMMITTEES & WORKING GROUPS MASTER ROSTERS & RESPONSIBILITIES

COMMITTEE/WORK GROUP	RESPONSIBILITIES	MEMBERSHIP
AIHEC DEVELOPMENT AD-HOC WORKING GROUP <i>(est. Fall 2014)</i> <i>REPORTS TO:</i> <i>FINANCE & AUDIT CMTE</i>	<ul style="list-style-type: none"> Promotes an AIHEC Development Vision that will build a framework of strategic partnerships and revenue streams to strengthen the capacity of AIHEC, to help ensure that AIHEC is positioned to achieve the collective TCU vision and actively engage with the U.S. and global higher education partners, discussions, and initiatives. 	<i>Inactive</i>
MEMBERSHIP AND ACCREDITATION COMMITTEE (15)	<p>Membership:</p> <ul style="list-style-type: none"> Develops proposed policy and procedures for the administration of the membership application process to AIHEC Reviews applications for membership Conduct site visits Makes membership recommendations to the Board of Directors Suggests changes to bylaws and charter relating to membership issues <p>Leadership:</p> <ul style="list-style-type: none"> Explore the development of AIHEC Leadership Institute <p>Accreditation:</p> <ul style="list-style-type: none"> Advise the AIHEC Board of Directors on issues concerning accreditation of member institutions Provides information and materials to apprise AIHEC member institutions about accreditation matters Provides advice to AIHEC members about accreditation procedures Works with accrediting bodies and related organizations to improve the quality and significance of accreditation as it relates to member institutions, particularly with respect to cultural and other issues Encourages and supports representation by member institution personal (i.e. president, deans, etc.) in professional activities of accreditation bodies and related organizations 	<p>Chair: Robert Bible, CIMN</p> <p>Sean Chandler, ANC Michael Parish, BMCC Christopher Caldwell, Interim, CMN Stephanie Hammitt, FDLTCC Haven Gourneau, FPCC Robert Martin, IAIA Lori Ann Sherman, KBOCC Russell Swagger, LCOOCC Dan King, RLNC Sandra Boham, SKC Lionel Bordeaux, SGU Laurel Vermillion, SBC Sherry Allison, SIPI Paul Robertson, TOCC</p>

AIHEC BOARD OF DIRECTORS COMMITTEES & WORKING GROUPS MASTER ROSTERS & RESPONSIBILITIES

COMMITTEE/WORK GROUP	RESPONSIBILITIES	MEMBERSHIP
<p>TASK FORCE TO EXPLORE A THE VIABLE FUNDING FORMULA, AS AN ALTERNATIVE TO ISC</p> <p>(MEMBERSHIP & ACCREDITATION) EST. OCT. 5, 2017</p>	<ul style="list-style-type: none"> To explore the development of a funding formula, as an alternative to ISC that provides an equitable distribution of institutional operating funds The task force is composed of volunteers representing the five funding authorities. <p>Goal: To craft a formula to distribute institutional operating funds in a balanced manner.</p>	<p>Cynthia Lindquist, CCCC Haven Gourneau, FPCC Robert Martin, IAIA Robert Bible, CtMN Elmer Guy, NTU Charles M. Roessel or his designee, Diné Russell Swagger, LCOOCC Stephanie Hammitt, FDLTCC <i>*HINU/SIPI checking ability to participate</i> Katherine Campbell & staff, BIE</p> <p><i>*participation to be confirmed</i></p>
<p>ACCREDITATION AD HOC WORKING GROUP</p> <p>(REPORTS TO: MEMBERSHIP & ACCREDITATION)</p>	<p>Rising from the sovereign power of our American Indian tribal nations, AIHEC's original mission statement, drafted in the early 1970s, affirmed a commitment to <i>TRIBAL</i> higher education that was created and owned by our people. Consistent with our original mission, the Board established this Working Group in 2010 to explore the possibility of developing a tribally-controlled accrediting body for TCUs. By Board decision and directive, this working group is to be led and staffed by TCU presidents, to ensure ownership and buy-in. The goal is to develop a Tribally-owned process for accrediting Tribal higher education that is based on Native ways of knowing and Tribal values, principles, identity, and spirituality.</p> <p>The mission of the "<i>AIHEC Council on Accreditation</i>" is to enhance the quality and credibility of tribal higher education through the accreditation of member institutions, based on a set of guiding principles.</p>	<p>Cynthia Lindquist, CCCC Richard Littlebear, CDKC David Yarlott, Jr., LBHC Lionel Bordeaux, SGU Laurel Vermillion, SBC Leander R. McDonald, UTTC</p>

**AIHEC BOARD OF DIRECTORS COMMITTEES & WORKING GROUPS
MASTER ROSTERS & RESPONSIBILITIES**

COMMITTEE/WORK GROUP	RESPONSIBILITIES	MEMBERSHIP
<p>RESEARCH COMMITTEE (15)</p> <ul style="list-style-type: none"> • Policy • Data Collection: AIHEC-AIMS • TCJ Advisory Board 	<ul style="list-style-type: none"> • Oversees and guides AIHEC's research, data collection, and analysis functions (AIHEC-AIMS) • Formulates policy and procedures for the administration of research • Coordinates research activities between AIHEC, its entities, affiliate organizations, partners, and other institutions of higher education • Develops guidelines and procedures for externally sponsored research projects, proposals, and awards • Serves as the advisory board to two AIHEC grants from the National Institutes of Health, NARCH grant, and IPERT grant. 	<p>Chair: Leander R. McDonald, UTTC</p> <p>Sean Chandler, ANC Karla Bird, BFCC Cynthia Lindquist, CCCC Richard Littlebear, CDKC Chris Caldwell, CMN Charles M. Roessel, Diné Ronald Graham, HINU Manoj Patil, LPTC Justin Guillory, NWIC Twyla Baker, NHSC Sandra Boham, SKC Cory Sangrey-Billy, SCC Paul Robertson, TOCC Lorna LaGue, WETCC</p>
<p>TRIBAL COLLEGE JOURNAL ADVISORY COMMITTEE (7) <i>(BY INVITATION)</i></p>	<ul style="list-style-type: none"> • Helps develop and monitor the TCJ mission and guides policy for the content and publication of the TCJ • Guides the development of themes and story ideas • Conducts strategic planning for financial sustainability, including alternative design and dissemination methods 	<p>Chair: Raymond Burns, LLTC</p> <p>Cynthia Lindquist, CCCC Richard Littlebear, CDKC Elmer Guy, NTU Laurel Vermillion, SBC Sherry Allison, SIPI Carrie Billy, AIHEC</p>

**AIHEC BOARD OF DIRECTORS COMMITTEES & WORKING GROUPS
MASTER ROSTERS & RESPONSIBILITIES**

COMMITTEE/WORK GROUP	RESPONSIBILITIES	MEMBERSHIP
<p>STUDENT ACTIVITIES COMMITTEE (13)</p> <ul style="list-style-type: none"> • AIHEC Student Congress • Athletic Commission • Student Conference Commission 	<ul style="list-style-type: none"> • Develops policy and procedures for the oversight of all AIHEC-sponsored student activities, including the Student Congress and the Annual AIHEC Student Conference. Policies involved include setting competition levels, assuring compliance for eligibility, and recommending policies to the AIHEC Board. • Develops policy and procedures, as approved by the AIHEC board, for the oversight of all AIHEC-sponsored students athletic activities, including the governing of AIHEC sanctioned or sponsored events, setting competition levels, assuring compliance for eligibility. In addition, the working group reviews and approves AIHEC-wide athletic events and provides oversight of the AIHEC Athletic Commission (a non-presidential body). • By Committee motion (Spring 2009), all committee members have full voting privileges. 	<p>Chair: Robert Martin, IAIA</p> <p>Sean Chandler, ANC Charles M. Roessel, Diné Ronald Graham, HINU Justina Wilhelm, Iḷisaḡvik David Yarlott, Jr., LBHC & Athletic Commission Rep. Manoj Patil, LPTC Thomas Shortbull, OLC Carla Sineway, SCTC Lane Azure, SWC Cory Sangrey-Billy, SCC Wanda Laducer, Interim, TMCC Paul Robertson, TOCC <i>AIHEC Athletic Commission Representative</i></p>

**AIHEC BOARD OF DIRECTORS COMMITTEES & WORKING GROUPS
MASTER ROSTERS & RESPONSIBILITIES**

EXTERNAL LEADERSHIP/PARTNERSHIP GROUPS		
<p>USDA-AIHEC LEADERSHIP GROUP <i>(8 PRESIDENTS & 8 USDA OFFICIALS)</i></p> <p><i>AIHEC REPRESENTATIVES</i></p>	<p><i>This committee has disbanded, due to the change in administration.</i> Established pursuant to the MOA signed in February 2010 between the US Department of Agriculture and AIHEC. The Leadership Group serves as an advisory body for all partnership initiatives. Additionally, the Leadership group provides guidance to ensure that mutual benefits and interests are served by USDA/AIHEC partnership initiatives. The group shall consist of an equal number of members from USDA and TCUs, as well as a representative from the AIHEC central organization. The Leadership Group meets on a scheduled basis as determined by the members.</p>	<p>Elmer Guy, Co-Chair (NTU) Michael Parish (BMCC) Richard Littlebear (CDKC) Micheal Oltrogge (NICC) Carla Sineway (SCTC) Sherry Allison (SIPI) Carrie Billy (AIHEC) David Yarlott, Jr., (LBHC) <i>(AIHEC Board Chair)</i> 2 Vacancies</p>
<p>DEPARTMENT OF THE INTERIOR-AIHEC LEADERSHIP GROUP</p> <p><i>AIHEC REPRESENTATIVES</i></p>	<p><i>This committee has disbanded, due to the change in administration.</i> Established pursuant to the MOU signed in February 2011 between the US Department of the Interior and AIHEC. The Leadership Group serves as an advisory body for all partnership initiatives. Additionally, the Leadership Group provides guidance to ensure that mutual benefits and interests are served by DOI/AIHEC partnership initiatives. The group shall consist of an equal number of members from DOI and TCUs, as well as a representative from the AIHEC central organization. The Leadership Group meets at least two times per year, on a scheduled basis as determined by the members.</p>	<p>David Yarlott, Jr., (LBHC) <i>(AIHEC Board Chair)</i> Thomas Shortbull (OLC) Lionel Bordeaux (SGU) Laurel Vermillion (SBC) Sherry Allison (SIPI) Leander R. McDonald (UTTC) Carrie Billy (AIHEC)</p>

2020 Fall BoD Meeting

AIHEC Board Minutes:

Summer 2020

**DRAFT MINUTES OF THE AIHEC SUMMER 2020 BOARD OF DIRECTORS MEETING
VIA ZOOM WEB CONFERENCE
JULY 10, 2020**

- I. **CALL TO ORDER & OPENING PRAYER:** AIHEC Board Chair, David E. Yarlott, Jr., called the 2020 AIHEC Spring Board of Directors meeting to order at 12:43 p.m. ET. President Richard Littlebear offered an opening prayer.

ROLL CALL: Treasure Dunlap, Executive Assistant to the President, called the roll with the following results.

Regular Members Present

Aaniih Nakoda College
Bay Mills Community College
Blackfeet Community College
Cankdeska Cikana Community College
Chief Dull Knife College
College of Menominee Nation
College of the Muscogee Nation
Fort Peck Community College
Haskell Indian Nations University
Iḷisagvik College
Institute of American Indian Arts
Keweenaw Bay Ojibwa Community College
Leech Lake Tribal College
Little Big Horn College
Little Priest Tribal College
Navajo Technical University
Nebraska Indian Community College
Northwest Indian College
Oglala Lakota College
Saginaw Chippewa Tribal College
Salish Kootenai College
Sinte Gleska University
Sisseton Wahpeton College
Sitting Bull College
Southwestern Indian Polytechnic Institute
Stone Child College
Tohono O'odham Community College
Turtle Mountain Community College
United Tribes Technical College
White Earth Tribal and Community College

President (Voting) or Representative

Carole Falcon-Chandler
Michael Parish
Karla Bird
Cynthia Lindquist
Richard Littlebear
Christopher Caldwell
Robert Bible
Haven Gourneau
Jim Rains
Pearl Brower
Robert Martin
Lori Ann Sherman
Raymond Burns
David Yarlott
Manoj Patil
Elmer Guy
Michael Oltrogge
Justin Guillory
Thomas Shortbull
Carla Sineway
Sandra Boham
Lionel Bordeaux
Lane Azure
Laurel Vermillion
Sherry Allison
Cory Sangrey-Billy
Paul Robertson
Kellie Hall
Leander R. McDonald
Lorna LaGue

Regular Member Represented

Fond du Lac Tribal & Community College
Lac Courte Oreilles Community College

Roxanne DeLille
Mark Montano

Regular Members Absent

Diné College
Nueta Hidatsa Sahnish College
Red Lake Nation College

Charles M. Roessel
Twyla Baker
Dan King

30 Regular Members being present, a quorum was established.

II. REVIEW AND APPROVE OF THE MEETING AGENDA

Chair Yarlott reviewed the proposed agenda for the meeting.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

III. SECRETARY'S REPORT

President McDonald briefly reviewed the 2019 Fall Board of Directors meeting minutes, noting a correction to Dr. Katherine Campbell's title, as well as the final October 2019 – May 2020 Executive Committee meeting minutes.

MOTION:

President McDonald moved [seconded by President Lindquist] to approve the 2019 Fall Board of Directors meeting minutes, with the correction to Dr. Campbell's title.

OUTCOME:

The motion was agreed to by voice vote.

MOTION:

President McDonald moved [seconded by President Martin] to accept the October 2019 – May 2020 Executive Committee meeting minutes.

OUTCOME:

The motion was agreed to by voice vote.

IV. TREASURER'S REPORT

Approval of AIHEC Central Office upcoming fiscal year budget

The AIHEC Board of Directors is required to review and approve the AIHEC central office final budget for the upcoming fiscal year at the summer board meeting immediately prior to the start of the relevant fiscal year. The draft budget for fiscal year (FY) 2021 was presented to and approved by the Finance and Audit Committee and Board earlier this year; however, due to the COVID-19 pandemic and related travel and meeting cost savings, Ms. Cooper, Vice-President of Finance and Administration, has modified the budget, which is included in the board book. The Finance and Audit Committee discussed and approved the final AIHEC central office FY2021 budget and now presents the budget for Board approval.

MOTION:

President Guillory moved [seconded by President Oltrogge] that the Board approves the AIHEC central office fiscal year 2021 final budget.

OUTCOME:

The motion was agreed to by voice vote, with one vote in opposition. President Shortbull stated he opposed the motion because the salary line of the budget is not broken down by individual employees.

Review of Sovereign Investment Report

Due to the impact of the COVID-19 pandemic on the economy, an overview of the AIHEC investment portfolio was provided. The three AIHEC investment funds have outperformed their prospective benchmarks for the year and have posted very positive returns. For the three accounts, the following increases were realized:

- AIHEC Student Congress Endowment Fund: increased 14.04%
- Board-directed Fund (long term): increased 12.10%
- Operating Reserve Fund (short term): increased 7.98%

Despite excessive volatility and market loss, AIHEC’s portfolio has regained full asset value following the early pandemic stock market decline and posted a gain for the year. The Sovereign team continues to manage the portfolio with a long-term view and emphasis on risk management and return optimization.

Accolades for Committee Member & Open Position

President Pearl Brower will be stepping down from her position as president of Iḷisaḡvik College and will be leaving the Finance and Audit Committee member in the coming months. President Guillory thanked President Brower for her service and excellent participation on the committee. He noted that she has been a positive and committed member of the committee. Due to President Brower’s departure, a seat will be open on the committee, which must be filled by invitation. He urged any president interested in serving on the committee to contact him as soon as possible via email. Membership on the committee requires financial or audit expertise or interest. The executive committee will consider all interested presidents and announce a decision in the next few months. If no one expresses interest, the Executive committee will select a volunteer to serve on the committee.

V. AMERICAN INDIAN COLLEGE FUND

President Cheryl Crazy Bull opened her remarks by stating that the American Indian College Fund (AICF, Fund) has had a very successful year. Announcements included: within a week, scholarship awards will be distributed; the TCU scholarship application is now integrated with AICF’s full application process, and students are able to apply for tuition scholarships on the AICF website throughout the year, even though the full circle scholarships are completed. The \$4 million award from the Andrew W. Mellon Foundation for student aid still has a remaining balance of \$3 million, which will be distributed over the next several weeks to help TCUs with retention and enrollment strategies for the fall. The Fund anticipates receiving additional funding in the next few months, which could be used for TCU student success strategies, such as online campaigns and coaching sessions for students.

AICF continues to pursue resources that can be used for technology. Although significant investments are being made by AIHEC in technology assets, it is not enough.

The AICF Emergency Aid reports are due at the end of July. These reports provide important information required by funders as well as providing data on TCU needs. Based on the reports, most funding was used for basic needs or technology. Some TCUs have requested no cost extensions for these awards. Any TCU with such a request should speak with Tammy Carlson.

AICF continues to try to award faculty development grants, but few applications are being received. Please make sure your TCU Chief Academic Officer (CAO) is following up with your faculty. The Fund also is awarding funding to complete master's degree programs for faculty who must complete 18 credits at the graduate level to meet accreditation requirements to teach in a particular field of study. Finally, there is (limited) support available for students to complete doctorate work. The AICF report is included in the board book.

VI. AIHEC AFFILIATE REPORTS

The following affiliate reports are included in the board book:

- AIHEC Student Congress;
- Tribal College and Universities Librarians; and
- FALCON-Land Grant.

VII. AIHEC REPORT

A. Legislative and Executive Branch Update

Ms. Atine provided an overview of the various relief aid packages passed by Congress in response to the COVID-19 pandemic:

1. In early March, Congress passed the Coronavirus Preparedness and Response Supplemental Appropriations Act, which focused on funding for federal health agencies (including vaccine research and testing kits); state and local health departments, including a small amount of funding for tribal health, provided primarily through the Indian Health Services (IHS); and international activities.
2. In mid-March, Congress passed the Families First Coronavirus Response Act, which provided expanded protections for workers (including mandating paid sick leave for quarantined employees and employees who must care for COVID-19 impacted family members); over \$100 billion in funding for health care systems, including some funding for public health and IHS; and no cost COVID-19 testing.
3. The third and largest relief package, the "Coronavirus Aid, Relief, and Economic Security (CARES) Act, was enacted in late March and provided \$2 trillion in supplemental funding to stimulate the economy, including funding for tribal governments, education, and Tribal Colleges and Universities. The CARES Act included \$1,200 stimulus payments for eligible Americans, the Paycheck Protection Program (PPP), and more.
4. More recently, a few smaller bills have been enacted to continue and modify the PPP.

AIHEC has worked vigorously, including with many other higher education and tribal organizations, to elevate TCU specific and joint legislative requests as these bills were considered, and we worked consistently with key agencies and departments post-enactment. Prior to passage of the CARES Act, AIHEC, joined by the HBCU and HSI organizations, submitted a joint request for \$1.5 billion in emergency funding. AIHEC also joined other tribal organizations in joint letters supporting targeted emergency aid for Indian Country. Copies of this work, including multiple letters, are included in the board book. Additionally, a chart outlining key TCU funding from the CARES Act is included in the board book. Under the CARES Act, TCUs received the following:

- Department of Education (ED): 90 Percent Fund provided \$13.5 million for TCUs: 50/50 split between direct student and institutional aid
- ED: MSI Fund provided \$50.4 million for TCUs-Institutional aid
- Bureau of Indian Education (BIE) Emergency Fund provided \$22.9 million for TCUs
- BIE Education Stabilization Fund provided \$30 million for TCUs.

The board book includes a detailed CARES Act-TCU funding document.

As directed by the CARES Act, ED and Department of the Interior (DOI) hosted tribal listening sessions to seek input on the distribution BIE Education Stabilization Fund (\$153.5 million). AIHEC submitted a letter recommending and justifying equitable distribution of funding based on the number of students served by BIE K-12 schools and TCUs. This request outlined an equitable split of 60 percent for BIE K-12 schools and 40 percent for TCUs. The overwhelming majority of participants in the listening sessions and written statements urged the BIE to fund the TCUs and K-12 schools equitably, based on student numbers. However, DOI ultimately announced that \$30.8 million, or 20 percent, would be provided to TCUs, which is far from equitable. Rather than increasing funding for the K-12 schools; however, the DOI reserved a significant amount of funding for administrative costs, including contracts. The letter outlining this issue is included in the board book.

Finally, AIHEC joined the larger higher education community in advocating for provisions to provide liability protection, access to the main street lending program, and more. Copies of the joint letters are included in the board book.

President Bordeaux inquired as to whether CARES Act funds could be used for construction. Ms. Billy explained that CARES Act funding cannot be used for construction for religious or athletic purposes. AIHEC is seeking clarification on whether the funds may be used for other types of construction.¹

Future COVID-19 Relief Packages

As Congress works to develop future COVID-19 relief aid packages, AIHEC is continuing to assess TCU needs and articulate those needs to all members of the TCU delegation and Congress as a whole. TCU priorities for the next relief aid package are:

- \$65 million to cover projected losses; tribal support and tuition cuts, increased tuition write offs.

¹ Subsequent to the meeting, ED confirmed that CARES Act funding may not be used for new construction. However, funds may be used to purchase or lease modular buildings.

- \$24 million IT Infrastructure and Broadband Request, permanently²
- \$500 million for TCU Deferred Maintenance & Rehabilitation Fund³
- Equitable share of any BIE stabilization fund (including an increased percentage of the overall funding)
- Equitable share of ED higher education funding (including specifics on the distribution formula).

Heroes Act: In mid-May, the House passed a fourth major COVID-19 relief package, the \$3.4 trillion Heroes Act. The proposal is structured similarly to the CARES Act, but it includes increased funding for education. However, Senate leadership have publicly rejected the House proposal and Majority Leader McConnell has announced plans to develop a more fiscally conservative Republican-led proposal. AIHEC has been in ongoing contact with Hill staff to advocate for TCU specific funding and provisions in any future relief packages. Further, AIHEC continues to work with the higher education community and Indian organizations, including the National Congress of American Indians (NCAI), on these efforts. A copy of our joint document on Indian Country priorities for the next relief package, including TCU priorities, is included in the board book. AIHEC also joined HBCU, HSI, and MSI organizations in a joint request letter and joined APLU in a request for targeted aid for Land-grant institutions. Copies of these letters are also included in the board book.

Fiscal Year 2021 Appropriations

In addition to the COVID-19 relief packages, AIHEC has been advocating for TCU funding within the FY 2021 appropriation process. The House continues to mark up and pass FY 2021 appropriations bills with proposed increased funding for most programs. However, the Senate appropriations subcommittees have not released any funding bills and any proposed funding is anticipated to be significantly lower than the House proposed funding levels.

Presidential Campaigns: TCU Priorities

AIHEC is updating our document outlining TCU priorities to be shared with the presidential campaigns (Senator Joe Biden and President Trump campaigns) as the 2020 presidential election approaches. AIHEC shares this document with the respective campaigns to assist in development of their policy agendas.

Title IX Final Regulations

On May 6, 2020, after two years of drafting, public comment, and negotiated rulemaking, ED released new Title IX regulations regarding campus sexual harassment and assault and set an effective date of August 14, 2020. The higher education community, including AIHEC, has requested an extension for implementation due to the unique circumstances and challenges caused by the COVID-19 pandemic. In addition, AIHEC has joined several amicus briefs to lawsuits challenging the legality of the

²The TCU IT Infrastructure and Broadband request was developed from data collected from the current cyberinfrastructure survey conducted by AIHEC. The \$24 million broadband request for recurring annual funding is designed to provide TCUs the same support as the federal E-rate program would provide to TCUs for internet costs and equipment upgrades, if TCUs were able to participate in that program. The request would also support wi-fi Internet hotspots on campus, professional development for IT administration and long-term IT planning needs.

³ Funding estimates for the deferred maintenance request were extrapolated from a 2018 TCU facilities survey and approved the Executive Committee.

regulations. The amicus briefs focus solely on the implementation date. However, because a delay is questionable, AIHEC has scheduled a webinar for TCUs on specifics of regulatory compliance. The TCU Title IX webinar, which will include presentations from ED staff and College of Muscogee Nation attorney, Karen Long, is scheduled for next Thursday, July 16 at 12:30 pm ET.

BIE Update

Dr. Katherine Campbell provided an update on annual BIE TCU Title I and Title II operations funding, noting that grant agreements are being processed but that she has not received any finalized documents from Ms. Joanne Metcalfe. She will send them to TCUs as she receives them. Finally, Dr. Campbell reminded presidents (including previously via email) about federal auditing preparation. She is available via email or phone should any TCU need more descriptive information or help in preparing for the audits.

B. AIHEC Central Office Update

Information regarding AIHEC's current programmatic initiatives, including grant programs, is included in the AIHEC Quarterly Report, which is included in the board book.

AIHEC, in partnership with the University of North Dakota (UND) School of Medicine and Health Sciences, would like to submit a proposal, Building Indigenous Research Capacity for Health (BIRCH), for an award under the National Institutes of Health Native American Research Centers for Health (NARCH) X competition. The project has five components: (1) Health research course series for students; (2) Residential summer institute for TCU students; (3) Indigenous research methods graduate certificate program for faculty; (4) Indigenous plants research lab at four TCUs for student research experience and training; and (5) Indigenous mindfulness research project with Bonnie Duran, University of Washington, exploring the behavioral health benefits of mindfulness training for TCU students.

MOTION:

President McDonald moved [seconded by President Guy] that the Board approves the submission by AIHEC of a 5-part proposal, *Building Indigenous Research Capacity for Health*, to the 2020 NIH-Native American Research Centers for Health X competition.

OUTCOME:

The motion was agreed to by voice vote. President Lindquist expressed opposition due to the inclusion of the University of North Dakota's School of Medicine, which she noted has a poor track record of working with the North Dakota TCUs. She stated her desire that UND staff work first with ND TCUs and that they make more of an effort to involve these five TCUs.

Ms. Billy explained that the NARCH competition requires tribes and tribal organizations to partner with R-1 institutions, as a capacity building and partnership strategy. It is hoped that partnerships such as this will help TCUs grow into R-1 institutions. AIHEC sought the UND partnership due to the number of Native faculty and researchers at the institution and their track record of graduating American Indian

and Alaska Native medical professionals and researchers. She noted that she will speak with UND staff about the concerns voiced.

The AIHEC Central Office is pleased to announce the addition of three new staff members:

- **Regina Sievert**, Director of Innovation & Research, will lead AIHEC's work with the Bill and Melinda Gates Foundation. Regina worked at Salish Kootenai College for more than 20 years and most recently served as a TCU program officer at the National Science Foundation.
- **Daphne Littlebear**, Director of Research, currently is working primarily on the Lumina project and will oversee AIHEC research. Daphne is a graduate of Southwestern Indian Polytechnic Institute. .
- **Russell Hoffman**, Climate Scientist, is working with Al Kuslikis and Alex Grandon on STEM cyber infrastructure and climate efforts. Russell is stationed in North Dakota and will be working with the North Dakota TCUs.

C. UPCOMING MEETINGS & GENERAL INFORMATION

The upcoming meeting schedule is included in the board book. The AIHEC Student Life Conference has been canceled. AIHEC Student Congress officers are exploring the feasibility of conducting student-centered online events.

Ms. Billy urged all presidents to ask their staff to ensure the cancellation of any hotel reservations made for events that have been canceled or postponed. Both the AIHEC Fall Board of Directors meeting and NIEA annual convention will be held virtually in October. The AIHEC 2021 Legislative Summit currently is set for early March, as opposed to early February, due to the election year. No decisions have been made on whether the Summit will be held in-person or virtually.

President Shortbull stated a decision would be made by October 1, 2020 regarding an in-person 2021 AIHEC Student Conference. Oglala Lakota College staff are exploring the potential for holding the conference virtually, should circumstances prohibit an in-person conference. Ms. Billy will distribute a survey to all TCU presidents requesting their thoughts on the 2021 AIHEC Student Conference.

BREAK

President Yarlott declared the meeting in recess at 2:50 p.m. The meeting resumed at 3:11 p.m.

VIII. COMMITTEE REPORTS & MOTIONS

A. Research Committee: Leander McDonald, Chair

MOTION: COVID-19 Survey

President McDonald moved [seconded by President Littlebear] that the Board of Directors recommends that AIHEC adapt the Arizona State University "Impact of COVID-19 on Student Experiences" survey to meet the needs of Tribal Colleges and Universities (TCUs) and TCU students and that AIHEC and the TCUs administer the survey at all TCUs via Survey Monkey by fall 2020 term.

Statement of Purpose: To date, no comprehensive survey of TCU student needs, perceptions, and impacts has been conducted post-COVID-19 onset or the transition of TCUs to distance

(including online) learning. Nor has a survey been conducted on the academic quality and cultural integrity of TCU online/distance learning. This survey would enable TCUs and AIHEC to assess and monitor the impact of the COVID-19 pandemic and the rapid (and evolving) transition to online/distance learning on TCU student success outcomes (e.g. grades, course and program completion, mental health, family/security/access challenges, employment, technology) in a comprehensive manner. Using the existing survey as a starting point and adapting it to fit TCU needs would provide a baseline and would help ensure that the survey is relevant to our students, our services to students, and our tribal communities. From AIHEC's perspective, the survey will provide a valuable needs assessment tool and provide data to assist in AIHEC's advocacy work. The survey will not be conducted unless it is approved by AIHEC's IRB (NWIC IRB) and any necessary TCU IRBs.

OUTCOME:

The motion was agreed to by voice vote.

MOTION: Spencer Foundation proposal

President McDonald moved [seconded by President Burns] that the Board of Directors supports AIHEC in submitting a proposal to the Spencer Foundation to research effective online teaching strategies for American Indian and Alaska Native students, particularly through the creation of networked, continuous improvement learning communities of TCU faculty.

Statement of Purpose: Ensuring quality, culturally grounded teaching, and learning for TCU students is critical to achieving AIHEC's collective vision of strong sovereign Tribal Nations through excellence in TRIBAL higher education. This work is more important than ever due to the global pandemic that is uprooting our communities and way of life. AIHEC would like to submit a proposal to the Spencer Foundation. involving approximately 40 TCU faculty who would work with a facilitator in a networked continuous improvement learning community to research effectively online teaching and learning strategies for American Indian and Alaska Native TCU students. We will study course-based research by faculty in the proposed research project, which will involve four semesters and two summers. The project is for 2.5 years, with a total funding request of \$500,000. Both the current and proposed projects are subject to approval by and compliance with the AIHEC IRB (NWIC IRB). The AIHEC Research Committee would serve as the oversight body for this effort.

OUTCOME:

The motion was agreed to by voice vote.

B. Student Activities Committee: Robert Martin, Chair

MOTION: Northwest Commissioner Candidate

President Martin moved [seconded by President McDonald] that the Board of Directors approves the nomination of Carrie Schumacher, representing Fort Peck Community College, to serve as the Northwest Commissioner to the AIHEC Student Conference Commission.

Statement of Purpose: The current AIHEC Student Conference Commission would like to fill a vacancy for the Northwest Commissioner. Carrie Schumacher served as coordinator of the AIHEC

Student Congress when the MT/NW TCUs last hosted this annual event. President Haven Gourneau, President of Fort Peck Community College, approves this nomination.

OUTCOME:

The motion was agreed to by voice vote.

MOTION: Chair of Commission Reappointment

President Martin moved [seconded by President Boham] that the Board of Directors affirms that David E. Yarlott, Jr., President of Little Big Horn College, is reappointed to the AIHEC Athletic Commission and shall be reappointed as Chair of the Commission for an additional three-year term.

Statement of Purpose: Dr. Yarlott is re-nominated as a commissioner and Commission Chair because he is an excellent chair (and no one else has volunteered to assume this important position.)

OUTCOME:

The motion was agreed to by voice vote.

MOTION: AIHEC Athletic Commissioner Re-Nomination

President Martin moved [seconded by President Parish] that the Board of Directors affirms Brady Fairbanks, Athletic Director at Leech Lake Tribal College, to continue as a commissioner for the AIHEC Athletic Commission for an additional three-year term.

Statement of Purpose: The current AIHEC Athletic Commission has re-nominated Brady Fairbanks as a commissioner. Raymond Burns, President of Leech Lake Tribal College, has approved this re-nomination.

OUTCOME:

The motion was agreed to by voice vote.

IX. ANNOUNCEMENTS

The TCU-Higher Learning Commission (HLC) Peer Review training, scheduled to be held at the 2020 Spring Board Meeting, was canceled due to the COVID-19 pandemic. President Martin announced that he would inquire with HLC as to whether this training could be provided online. If online training is not an option, the peer review training will be held in 2021. President Martin will keep TCU presidents updated on the status of this valuable training.

The new (July 2020) U.S. Department of Education accreditation regulations remove the geographic element of accreditation and instead allow competition among regional accreditors⁴. This means that an institution choosing to be accredited by a regional accreditor may choose *any* regional accreditor for accreditation, not simply the accreditor historically associated with the college's geographic region.

⁴ Specifically, the new regulation allows accreditors to offer services that extend past the states to which they were originally assigned.

X. ADJOURNMENT

MOTION:

President Oltrogge moved [seconded by Guy] that the 2020 AIHEC Summer Board of Directors meeting be adjourned.

President Bordeaux offered a closing prayer.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting adjourned at 3:45 p.m. ET.

Minutes prepared by AIHEC staff.

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

2020 Fall BoD Meeting

Executive Committee Minutes:

June 2020

DRAFT:
MINUTES OF THE AIHEC 2020 JUNE EXECUTIVE COMMITTEE MEETING
Thursday, June 18, 2020

I. CALL TO ORDER

AIHEC Chair, President Yarlott, called the June 2020 meeting of the AIHEC Executive Committee to order at 12:08 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

Cynthia Lindquist, Member-at-Large

A quorum was established.

AIHEC staff: Carrie Billy, Patrese Atine and Treasure Dunlap

II. REVIEW & APPROVE OF THE MEETING AGENDA

President Yarlott presented the agenda for the June 2020 executive committee meeting.

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 2020 COMMITTEE MINUTES

MOTION:

President McDonald moved [seconded by President Martin] to approve the May 2020 committee minutes.

OUTCOME:

The motion was agreed to by voice vote.

IV. CORONAVIRUS EMERGENCY RELIEF: FEDERAL FUNDING & AGENCY/TCU IMPLEMENTATION

A. CARES Act: Implementation (BIE Education Stabilization Fund)

The Department of the Interior's Bureau of Indian Education (DOI/BIE) has not yet released the final decision on the funding split between BIE K-12 schools and TCUs under the CARES Act BIE Education Stabilization Fund. Unofficially, TCUs are expected to receive \$30 million from the Fund. This is less than the \$50 million originally requested by AIHEC and originally agreed upon by BIE. The BIE K-12 schools will receive about \$100 million. During the listening session held jointly by the Department of Education (ED) and DOI, the majority comments supported funding for TCUs and equitable funding for TCUs/K-12 schools based on student count. Based on the data we have, TCU students account for 40.84 percent of the students in BIE's K-16 system, and "individuals" at the BIE's 184 schools compose 59.15 percent. AIHEC has been urging ED to again consult with DOI on this decision. In response to a suggestion by committee members that Members of Congress be asked to weigh in on this decision, Ms. Billy explained that Members of Congress are

unlikely to assist in this particular situation since the CARES Act provided DOI with the decision making authority. Similarly, appropriations staff have stated that there is nothing more they can do regarding this decision. However, AIHEC is continuing to work on this issue.

B. Heroes Act: Overview/Update and TCU Requests

The Heroes Act (H.R. 6800) is the fourth legislative relief package introduced by House Democrats in response to the COVID-19 pandemic. The bill was introduced on May 12, 2020. AIHEC provided multiple recommendations to ensure TCUs receive equitable funding within the proposed funding structures in this bill. While this bill is not expected to be enacted, Ms. Billy explained that by including TCU specifics provision in the bill, TCUs are in a stronger position when negotiations begin with the Senate on the next relief bill. Although CARES Act funds must be spent by September 30, 2021, funding provided in a fourth relief bill would have a longer spend out period.

Of note, ED still has a portion of CARES Act funding under the 90 percent fund intended for institutions of higher education that has not yet been distributed. Several institutions with large endowments, including Harvard and Yale, have stated that they will not accept emergency student or institutional aid funds. AIHEC as requested that ED provide these funds to TCUs.

Regarding existing grant programs operated by TCUs, President McDonald stated that UTTC plans to first spend CARES Act funding for allowable activities, and then turn to existing program funds, as needed, due to the CARES Act's short spend-out period. UTTC plans to use carry-over money for maintenance and improvements, and any additional BIE Stabilization Fund support for IT infrastructure and structural enhancements around the campus.

Neither ED nor DOI have stated that CARES Act funding may be used for new construction. However, the BIE Stabilization Fund (\$30.8 million) may be used for rehabilitation purposes, which is consistent with ED TCU/MSI funding rules. The CARES Act specifically prohibits funding to be used for athletic facilities and secular or religious instruction. A complete and final list of list of allowable uses for CARES Act funds has not been published at this point, but AIHEC anticipates that the authorized uses for BIE CARES Act funding will be the same as the ED's TCU/MSI CARES Act funding (\$50.469 million).

Ms. Atine reviewed AIHEC's major requests for future COVID relief package: \$65 million for projected losses in academic year 2020-21; \$24 million for broadband annually (permanently); \$500 million for deferred maintenance and rehabilitation; and an increased and more equitable share of general higher education and BIE support.

President Guillory stated that Mary Barry, Senate HELP Committee Policy Advisor for Senator Murray, contacted him to inquire about the impact of CARES Act funding on Northwest Indian College. Ms. Barry also asked whether NWIC would be applying for any of the CARES Act funding provided through the Governor's Education Fund.

Ms. Billy explained that the CARES Act provides funding to each state, including through a Governor's Education Fund. This funding may be used to meet COVID-19 related needs of schools, institutions, students, and families in each state, entirely at the discretion of each governor. Many states, including New Mexico, are not including higher education (e.g. Tribal Colleges) in the state's Governors Education Fund. Ms. Atine added that at total of \$3 billion is available for this program. Due to the low funding level, the potential for significant additional funding for TCUs under the Governor's Education Fund is minimal. Still, TCUs are encouraged to discuss this matter with their state officials.

CARE Act Governor's Education Fund Estimates:

- North Dakota \$5.8 million
- Washington \$56 million
- New Mexico \$22 million
- Montana \$8.7 million
- South Dakota \$7.9 million

President Martin shared that he has been involved in discussion with the New Mexico state higher education department and state officials have expressed support for increased bandwidth in tribal communities. President Martin has also requested from the state more support for COVID-19 testing. In these discussions, the Governor's Education Emergency Relief Fund has been identified as a potential funding source. In contrast, however, President Allison has reported that the state of New Mexico does not intend to provide any resources from the Governor's Education Relief Fund to higher education.

The meeting packet includes several letters from members of Congress urging ED and BIE to swiftly release CARES Act funding.

V. Legislative & Executive Branch Updates & Issues Appropriations, Fiscal Year 2021

The fiscal year (FY) 2021 appropriations process has begun. In the House, appropriations committees have put future COVID-19 relief packages on hold to focus on FY 2021 appropriations. In July, appropriations subcommittees will consider and report the respective committee funding bills for FY2021. Virtual committee meetings are expected this summer and fall. Given the upcoming fall elections, AIHEC anticipates that Congress will pass at least one continuing resolution prior to passage of final funding bills for FY2021.

AIHEC will continue to ask for more information from TCUs on key needs to ensure appropriations staff have the information they need to make decisions on additional funding.

Title IX Final Regulation: Amicus Brief

In response to ED's release of new Title IX regulation, which outline institutional responsibility and compliance regarding sexual harassment and sexual assault on college campuses, AIHEC has joined other higher education organizations in several amicus briefs to various U.S. appellate courts requesting the postponement of regulation's effective date (currently, August 14, 2020). Included in the meeting packet is information on two amicus briefs opposing the short implementation timeline of the new regulation. While there are multiple court filings to postpone or halt the implementation date of August 14, until a court rules otherwise, TCUs should move forward with plans to ensure compliance with the new regulation.

Finally, AIHEC previously signed two other letters of support involving Supreme Court cases:

- (1) Support for Deferred Action for Childhood Arrival (DACA) program;
- (2) Affirmative Action practices in college admissions.

Earlier today (June 18), the U.S. Supreme Court ruled the Trump Administration's attempt to abruptly end the DACA program was unconstitutional.

VI. TCU and AIHEC Central Office Updates & Issues Summer BoD Meeting

AIHEC staff are developing the agenda for the summer board of directors meeting, including professional development sessions as discussed previously with the committee. One session will be on planning and leading in a crisis (including budgeting and strategic priorities). In response to the new

Title IX regulation, a session is being planned to facilitate an in-depth conversation on TCU compliance and strategies. The College of the Muscogee Nation is in the final stages of developing new Title IX policies. President Bible explained the various changes his school is planning to make under the new regulation, such as hiring a dedicated Title IX officer and retaining an attorney to conduct the required hearings. President Bible agreed to share his draft policy when finalized and approved. President Lindquist stated that her college does not have the funds to hire a Title IX officer. President Guillory added that NWIC is also in the process of developing new Title IX policies.

Due to the extensive legal complexities and requirements of the new regulations, committee members agreed that additional guidance from an attorney is needed. The EC members discussed the need to share best practices among the TCUs, at the regional and national level. Discussion indicated agreement that despite the outcomes of the legal challenges (regarding the August 14 implementation date), a session on this topic during the summer board meeting would be needed. This session will be open to all TCU staff and recorded.

VII. Miscellaneous & New Business

Increasing the AIHEC Member Fees

The committee reviewed the annual AIHEC dues structure, including a scheduled dues increase pursuant to previous board motion. Due to the pandemic, Ms. Billy inquired whether the dues increase should be eliminated for FY2021. (The scheduled FY2021 regular membership dues will increase from \$26,400 to \$27,000.) Committee members discussed the critical value of AIHEC membership and services, particularly during the COVID-19 crisis. The committee reaffirmed the scheduled AIHEC membership fee increase to \$27,000 per TCU (regular members) and will inform the Finance and Audit Committee of this decision. This update will be presented to the full board.

TCU Fall Operational Plans

President Bible requested that AIHEC survey the TCUs regarding fall semester operational plans, including on-campus instruction, residential programs, and safety procedures. President Guy stated Navajo Technical University is attempting to develop plans amidst conflicting state and tribal guidance and regulations, including two different states and the tribal government. President McDonald shared some of UTTC's strategies for containing the spread of COVID-19 cases on campus. President Guillory added NWIC is planning to develop a template that may be adjusted for each of the NWIC campuses. At this point, the goal is to provide in-person classes with restricted occupancy. President Martin said that reviewing other TCU plans which will help IAIA in plan development.

Ms. Billy announced 390 TCU faculty are participating in the AIHEC sponsored 6-week online teaching program, which is being conducted with the Association for College and University Education (ACUE). The faculty are participating in cohorts of 30, and AIHEC has designed an additional component (including a TCU facilitator/mentor for each cohort) to help ensure the sharing of best practices and strategies in teaching Indigenous education online.

Finally, AIHEC released a statement in solidarity with the Black Lives Matter Movement. The statement was distributed by email and posted on the Tribal College Journal and AIHEC websites.

VIII. ADJOURNMENT

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 2:00 pm EST.

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 2020 SEPTEMBER EXECUTIVE COMMITTEE MEETING
Thursday, September 17, 2020**

I. CALL TO ORDER

AIHEC Vice-Chair, President Elmer Guy, called the September 2020 meeting of the AIHEC Executive Committee to order at 12:04 pm ET. 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

Cynthia Lindquist, Member-at-Large

A quorum was established.

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

II. REVIEW & APPROVE OF THE MEETING AGENDA

President Yarlott presented the agenda for the September 2020 executive committee meeting.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW & APPROVAL OF THE JUNE 2020 COMMITTEE MINUTES

MOTION:

President McDonald moved [seconded by President Guy] to approve the June 2020 committee minutes.

OUTCOME:

The motion was agreed to by voice vote.

IV. Legislative & Executive Branch Updates & Issues

The legislative update will be provided during the bi-weekly COVID-19 TCU presidents call, immediately following this meeting at 2:00 p.m. ET.

V. TCU and AIHEC Central Office Updates & Issues

New Interim President: Turtle Mountain Community College.

Turtle Mountain Community College will soon announce a new Interim President, Wanda Laducer. The current Interim President, Kellie Hall, will transition the position to Ms. Laducer over the next few weeks.

New President Designee: Bay Mills Community College (BMCC).

The Bay Mills Community College Board of Regents has selected a new President Designee, Duane Bedell. Mr. Bedell will work alongside current BMCC President Michael Paris through the fall semester. Mr. Paris will retire in December 2020, and Mr. Bedell will assume the role of president on Jan 1, 2021.

Fall BoD Meeting

Ms. Billy reviewed the schedule of events for the upcoming 2020 AIHEC Fall BoD meeting, scheduled for October 13-16, 2020 (held virtually via Zoom). A virtual orientation session will be held for new TCU presidents on October 13 to provide an overview of AIHEC, including AIHEC's history and mission. Ms. Billy requested that two executive committee members participate in the session to share words of encouragement and advice.

Review of AIHEC Committee Lists

Before this meeting, Ms. Billy and Ms. Dunlap updated the AIHEC board committee lists to include all new and interim presidents and other revisions. This information will be presented during today's bi-weekly COVID-19 TCU presidents call and will be shared via email with all presidents in preparation for the AIHEC Fall BoD meeting.

Review of Presenter Applications for the Upcoming BoD Meeting

Ms. Billy reviewed the list of previously approved presentation proposals from outside organizations and individuals who had requested to present at the AIHEC Spring BoD meeting. The previously approved presenters will be reinvited to present at the upcoming BoD meeting. A new application to present, submitted by Brian Kathman of Signal Vine, was discussed. The application was denied, as the committee concluded it appeared to be submitted by a vendor with the intent to sell a product.

Discussion on AIHEC Officer Elections

Under section 4.05 of the AIHEC bylaws, the Board conducts officer elections at the fall meeting of every even numbered year. However, due to the change from an in-person meeting to a virtual meeting and, more important, the ongoing COVID-19 pandemic, Ms. Billy suggested that the Board may want to consider postponing officer elections or extending the existing terms for an additional two years. AIHEC staff will consult with AIHEC's legal counsel and review Colorado state law regarding the governance of non-profit corporations on this issue. (AIHEC is incorporated in the state of Colorado.) The question is whether the AIHEC bylaws would have to be amended to extend the term of the AIHEC board chair, or whether this provision may be waived by unanimous consent. (AIHEC bylaws limit the chair's term to two consecutive terms.) All officers agreed to continue to serve, but only at the will of the Board.

2021 Legislative Summit

Ms. Billy informed the committee that the AIHEC Legislative Summit is tentatively planned to be held virtually in February or March, with an in-person summer meeting in Washington, D.C., depending on travel advisories related to the pandemic. A final decision regarding an in-person summer meeting in Washington, D.C. will depend on the outcome of the upcoming presidential and Congressional elections. Further discussion about the Summit will occur following the 2020 Fall BoD meeting.

2021 AIHEC Student Conference: OLC Decision and Charge to Central Office

On behalf of the South Dakota TCUs (scheduled hosts of the 2021 AIHEC Student Conference), President Shortbull (Oglala Lakota College) has informed AIHEC staff that the South Dakota TCUs most likely will not host an in-person student conference in 2021. Rather, he stated the AIHEC central office should be charged with planning and hosting a virtual AIHEC Student Conference in spring 2021.

Ms. Billy shared concerns regarding this request, including the AIHEC central office's limited capacity and limited resources, the short timeframe available (as compared to the length of time historically needed to plan a successful conference with multiple student competitions, and ongoing pressures on faculty, staff, and students due to the national COVID-19 pandemic. The committee stated the AIHEC central office to take on this responsibility would not be appropriate, for the reasons provided.

Discussions on conducting certain aspects of the conference, such as presentations, will continue after the 2020 Fall BoD meeting.

The 2021 AIHEC Student Conference, to be hosted by the southwest TCUs, will be considered the 40th Annual AIHEC Student Conference.

VI. Miscellaneous & New Business

The AIHEC central office will observe Election Day, November 3, 2020, as a holiday. AIHEC is encouraging staff to vote and volunteer to support voting in any way possible.

VII. ADJOURNMENT

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 1:24 pm EST.

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

2020 Fall BoD Meeting

Treasurer's Report



Investor Statement

September 22, 2020

Prepared for

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

121 ORONOCO ST
ALEXANDRIA VA 22314

Advisor

Sovereign Investment Advisors, LLC

Table of Contents

Page	Group Reports	Mkt Val
1	All Accounts	\$ 1,712,535.15
Account Reports ¹		Mkt Val
5	AIHEC - ASC ENDOWMENT 99414814	\$ 287,582.26
12	AIHEC BOARD DIRECTED FUND 88517606	468,612.65
19	AIHEC OPERATING RESERVE FUND 88115762	956,340.24

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

Table of Contents Footnotes

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Aggregate Overview

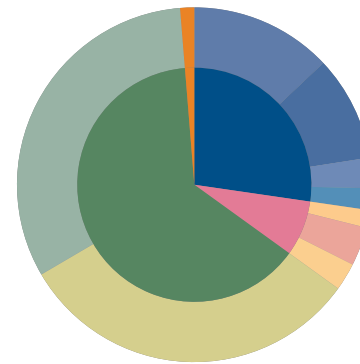
All Accounts

Client Group Summary

Inception Date	Apr 27, 2018		
Total Value	\$ 1,712,535.15		
Net Investment ¹	\$ 1,563,337.00		

Performance ²	This Quarter	Year-to-Date	Incp to Date
TWRR	3.19 %	3.90 %	4.82 %

Asset Allocation



Equity	27.30 %
Large-Cap Growth	12.96
Large-Cap Core	9.59
Large-Cap Value	2.75
Small-Cap Core	2.00
International	7.66
Int'l Emerging Mkts	1.60
Foreign Large Cap Growth	3.53
Foreign Small Mid Cap Growth	2.52
Fixed Income	63.76
Intermediate Bond	31.61
Short Bond	32.16
Cash	1.28
Cash	1.28

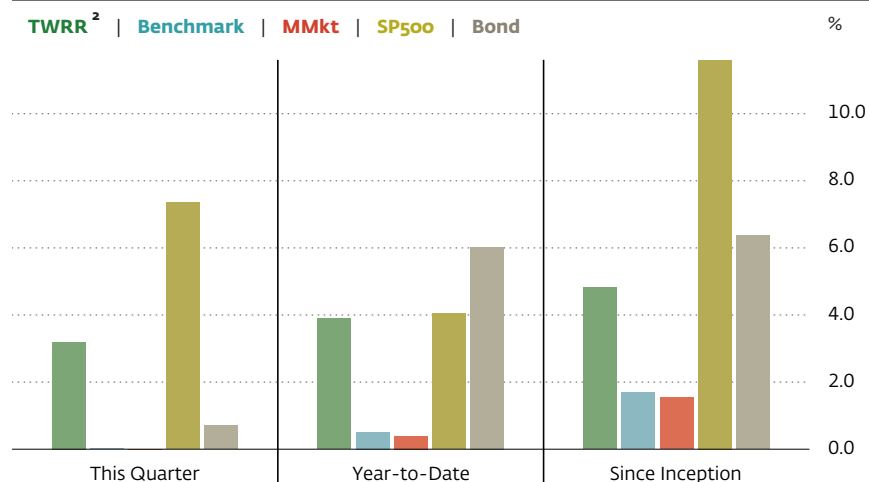
Accounts² / Benchmarks³

	Market Value	Net ¹ Investment	Qtr to Date	Year to Date	Trailing 4 1 Yr	Trailing 3 Yrs	Trailing 5 Yrs	Trailing 10 Yrs	Incp to Date
AIHEC - ASC ENDOWMENT 99414814	\$ 287,582.26	\$ 255,000.00	Incp : May 25, 2018						
Reporting Only Services	—	—	4.40 %	4.70 %	12.46 %	—	—	—	5.30 %
Benchmark: AIHEC Student Fund IPS Benchmark ⁵	—	—	2.17	-1.59	4.11	—	—	—	2.38
AIHEC BOARD DIRECTED FUND 88517606	\$ 468,612.65	\$ 419,000.00	Incp : May 25, 2018						
Reporting Only Services	—	—	4.07	3.49	9.00	—	—	—	4.92
Benchmark: AIHEC Board Funds IPS Benchmark ⁶	—	—	3.68	4.45	7.98	—	—	—	5.14
AIHEC OPERATING RESERVE FUND 88115762	\$ 956,340.24	\$ 889,337.00	Incp : Apr 27, 2018						
Reporting Only Services	—	—	2.42	3.89	7.94	—	—	—	4.72
Benchmark: Lipper Money Market Fund	—	—	0.01	0.40	0.94	—	—	—	1.54

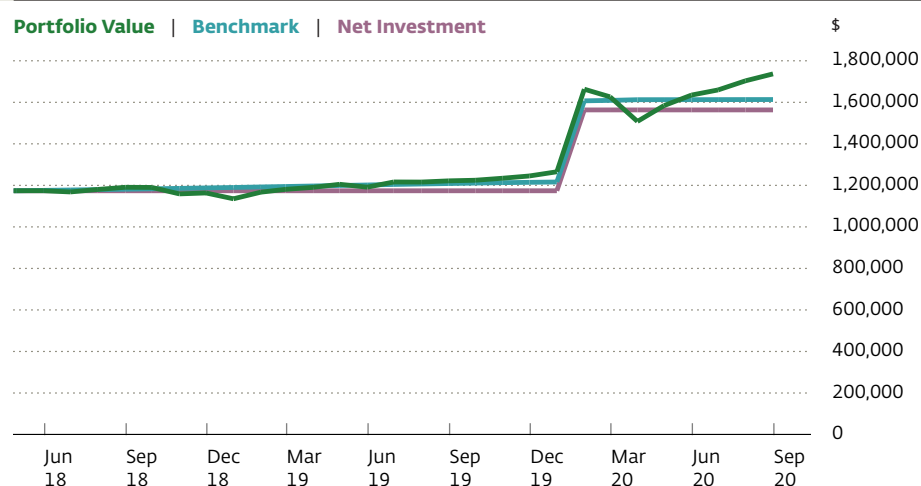
Aggregate Overview

All Accounts

Performance Summary ⁷



Portfolio Value vs. Benchmark ⁸



Quarterly Performance Statistics ⁷

	TWRR ²	Benchmark	MMkt	SP500	Bond
This Quarter	3.19 %	0.03 %	0.01 %	7.36 %	0.71 %
Q2 2020	10.05	0.02	0.08	20.54	2.81
Q1 2020	-8.51	0.47	0.31	-19.60	2.40
Q4 2019	3.32	0.44	0.38	9.07	0.37
Q3 2019	0.69	0.54	0.49	1.70	1.37

Periodic Performance Statistics ⁷

	TWRR ^{2, 9}	Benchmark	MMkt	SP500	Bond	
Year-to-Date	3.90 %	0.52 %	0.40 %	4.05 %	6.02 %	
Trailing 1 Year	Aug 31, 2019 - Aug 31, 2020	9.14	1.13	0.94	21.94	5.95
Since Inception	Apr 27, 2018 - Sep 22, 2020	4.82	1.70	1.54	11.60	6.37

Aggregate Overview Footnotes

¹ Net Investment is the total value of contributions and withdrawals (excluding unsupervised assets) made by the client since the inception date of the account. This includes Misc. Expenses received from the custodian.

Aggregate Overview

All Accounts

Aggregate Overview Footnotes

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

³ A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Yearly performance values (e.g. Trailing 3 Years) shown are from the specified period up to Aug 31, 2020. The benchmark(s) for the account(s) 99414814, 88517606 are customized benchmarks that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The benchmark(s) for the account(s) 99414814, 88517606, 88115762 herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of these segmented/selected benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively.

⁴ Trailing 1 Year is Aug 31, 2019 to Aug 31, 2020

⁵ Benchmark designates Lipper Money Market Fund (5/25/2018 - 9/30/2018), 50% Lipper Money Market Fund, 50% Russell 3000 TR (10/1/2018 - 12/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 30% Russell 3000 Value TR, 15% MSCI ACWI EX USA PR LCL, 10% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD (1/1/2019 to date). A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

⁶ Benchmark designates Lipper Money Market Fund (5/25/2018 - 8/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 25% Lipper Money Market Fund, 10% Russell 3000 Value TR, 10% Russell 3000 TR, 10% MSCI ACWI EX USA IMI NR(USD) (9/1/2018 - 12/31/2018), 65% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 20% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD, 15% Russell 3000 TR (1/1/2019 - 12/31/2019), 50% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 30% Russell 3000 TR, 15% MSCI ACWI Ex USA NR USD, 5% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD (1/1/2020 to date). A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

⁷ These figures compare the Time Weighted Rate of Return (TWRR) of your account with a selection of benchmark indices. "Benchmark" refers to the Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD index. "MMkt" refers to the Lipper Money Market Fund index. "SP500" refers to the S&P 500 TR index. "Bond" refers to the Bloomberg Barclays Capital Intermediate U.S. Government/Credit TR index. "Benchmark" described herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of this benchmark is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

Aggregate Overview

All Accounts

Aggregate Overview Footnotes

⁸ Benchmark designates Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD. The Benchmark described herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of this benchmark is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

⁹ Returns for greater than one year are annualized.

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Account Overview

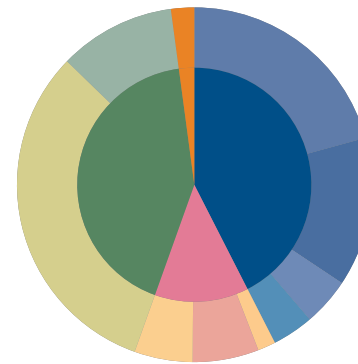
AIHEC - ASC ENDOWMENT | 99414814

Account Summary

Inception Date	May 25, 2018		
Total Value	\$ 287,582.26		
Net Investment ¹	\$ 255,000.00		

Performance ²	This Quarter	Year-to-Date	Incp to Date
TWRR	4.40 %	4.70 %	5.30 %

Asset Allocation



Category	Value	%
Equity	42.49	%
Large-Cap Growth	20.74	
Large-Cap Core	13.61	
Large-Cap Value	4.37	
Small-Cap Core	3.77	
International	12.97	
Int'l Emerging Mkts	1.63	
Foreign Large Cap Growth	6.04	
Foreign Small Mid Cap Growth	5.30	
Fixed Income	42.42	
Intermediate Bond	31.79	
Short Bond	10.63	
Cash	2.11	
Cash	2.11	

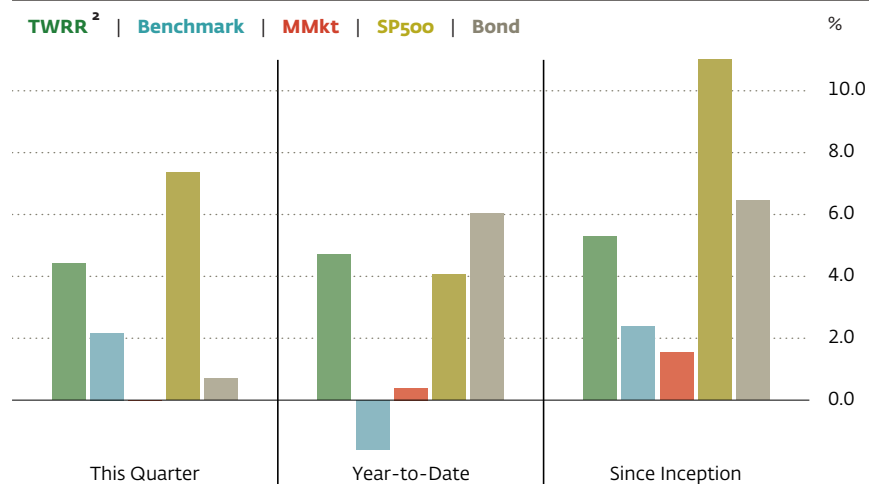
Account² / Benchmark³

	Market Value	Net ¹ Investment	Qtr to Date	Year to Date	Trailing 4 1 Yr	Trailing 3 Yrs	Trailing 5 Yrs	Trailing 10 Yrs	Incp to Date
AIHEC - ASC ENDOWMENT 99414814	\$ 287,582.26	\$ 255,000.00	Incp : May 25, 2018						
Reporting Only Services	—	—	4.40 %	4.70 %	12.46 %	—	—	—	5.30 %
Benchmark: AIHEC Student Fund IPS Benchmark ⁵	—	—	2.17	-1.59	4.11	—	—	—	2.38

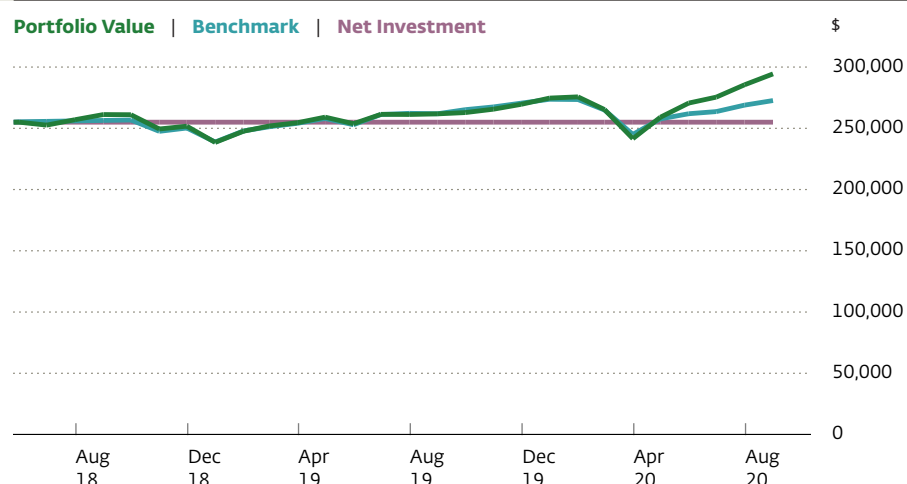
Account Overview

AIHEC - ASC ENDOWMENT | 99414814

Performance Summary ⁶



Account Value vs. Benchmark ⁷



Quarterly Performance Statistics ⁶

	TWRR ²	Benchmark	MMkt	SP500	Bond
This Quarter	4.40 %	2.17 %	0.01 %	7.36 %	0.71 %
Q2 2020	14.04	7.60	0.08	20.54	2.81
Q1 2020	-12.06	-10.48	0.31	-19.60	2.40
Q4 2019	4.50	3.20	0.38	9.07	0.37
Q3 2019	0.54	1.50	0.49	1.70	1.37

Periodic Performance Statistics ⁶

	TWRR ^{2, 8}	Benchmark	MMkt	SP500	Bond	
Year-to-Date	4.70 %	-1.59 %	0.40 %	4.05 %	6.02 %	
Trailing 1 Year	Aug 31, 2019 - Aug 31, 2020	12.46	4.11	0.94	21.94	5.95
Since Inception	May 25, 2018 - Sep 22, 2020	5.30	2.38	1.54	11.00	6.45

Account Overview Footnotes

¹ Net Investment is the total value of contributions and withdrawals (excluding unsupervised assets) made by the client since the inception date of the account. This includes Misc. Expenses received from the custodian.

Account Overview

AIHEC - ASC ENDOWMENT | 99414814

Account Overview Footnotes

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

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⁴ Trailing 1 Year is Aug 31, 2019 to Aug 31, 2020

⁵ Benchmark designates Lipper Money Market Fund (5/25/2018 - 9/30/2018), 50% Lipper Money Market Fund, 50% Russell 3000 TR (10/1/2018 - 12/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 30% Russell 3000 Value TR, 15% MSCI ACWI EX USA PR LCL, 10% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD (1/1/2019 to date). A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

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⁷ The Benchmark is composed of Lipper Money Market Fund (5/25/2018 - 9/30/2018), 50% Lipper Money Market Fund, 50% Russell 3000 TR (10/1/2018 - 12/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 30% Russell 3000 Value TR, 15% MSCI ACWI EX USA PR LCL, 10% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD (1/1/2019 to date). Benchmark is a customized benchmark created by your financial advisor that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The intent of these segmented benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

⁸ Returns for greater than one year are annualized.

Account Overview

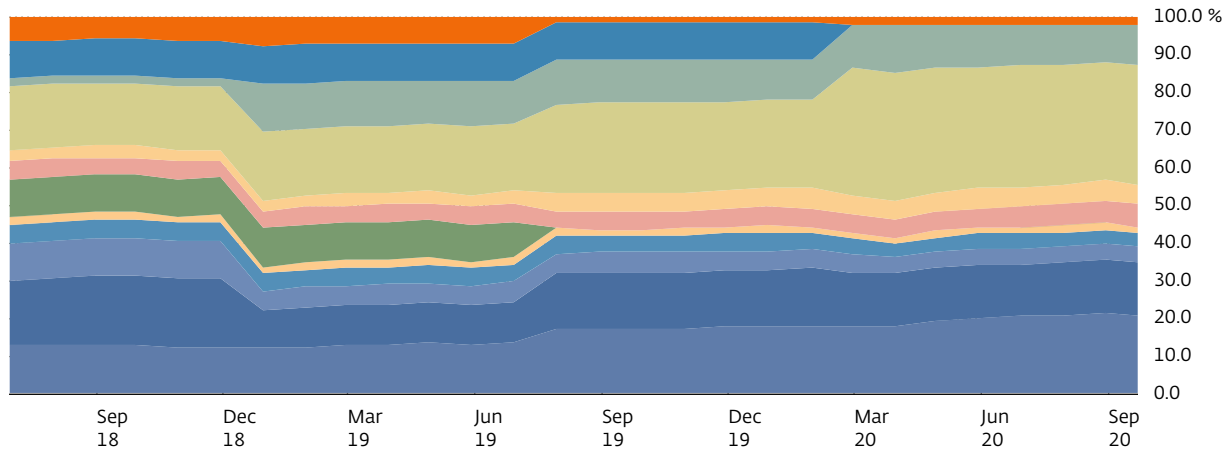
AIHEC - ASC ENDOWMENT | 99414814

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Allocation Over Time

AIHEC - ASC ENDOWMENT | 99414814

Asset Allocation



Asset Class	Jul 2018	Oct 2018	Jan 2019	Apr 2019	Jul 2019	Oct 2019	Jan 2020	Apr 2020	Jul 2020	Sep 2020
Lg Cap Gwth	12.45 %	12.14 %	12.25 %	13.16 %	16.95 %	17.09 %	17.90 %	19.01 %	20.65 %	20.74 %
Lg Cap Core	17.89	18.13	10.42	10.81	14.80	14.83	15.00	14.05	13.68	13.61
Lg Cap Val	9.99	9.92	5.27	5.29	5.27	5.27	5.16	4.54	4.45	4.37
Sm Cap Core	5.02	4.71	4.65	4.71	4.60	4.49	4.40	3.75	3.84	3.77
Emerging Mkts	1.98	1.87	2.04	1.97	1.88	1.87	1.71	1.66	1.62	1.63
Bank Loan	9.77	10.13	10.04	9.86	—	—	—	—	—	—
Fgn Lg Cap Gwth	4.83	4.31	4.50	4.76	4.59	4.64	4.82	4.90	5.78	6.04
Fgn Smid Cap Gwth	3.10	2.98	3.09	3.23	5.07	5.11	5.34	5.01	5.09	5.30
Interm. Bond	16.82	17.12	17.88	17.42	23.57	23.75	23.36	33.07	32.00	31.79
Short Bond	1.95	2.02	12.01	11.59	11.55	11.37	10.98	11.60	10.69	10.63
Alt Fxd Income	9.75	10.07	10.16	9.85	9.83	9.68	9.40	—	—	—
Cash	6.45	6.58	7.69	7.36	1.90	1.90	1.92	2.41	2.19	2.11

Security Performance

AIHEC - ASC ENDOWMENT | 99414814

Fund Holdings	Start Date	Market ¹ Value	% of Total	Income ² Earned	QTD Perf.	YTD Perf.	Trailing ³ 1 Yr	Trailing 3 Yrs	From ⁴ Start Date
BBH Limited Duration N BBBMX	Jun 19, 2018	\$ 5,356	1.86 %	\$ 315	1.03 %	1.59 %	2.23 %	—	3.09 %
DFA US Small Cap I DFSTX	Jun 19, 2018	10,846	3.77	961	2.94	-14.45	1.23	—	-7.62
DoubleLine Core Fixed Income I DBLFX	Jun 19, 2018	28,346	9.86	1,998	2.04	4.02	3.71	—	5.76
Edgewood Growth Instl EGFIX	Jun 19, 2018	59,647	20.74	1,465	6.89	22.79	41.82	—	17.89
iShares Edge MSCI Min Vol USA USMV	Jun 19, 2018	39,141	13.61	1,462	4.80	-2.09	4.33	—	10.05
iShares MSCI Emerg Mkts Min Vol Fctr ETF EEMV	Jun 19, 2018	4,682	1.63	251	5.92	-5.11	0.64	—	-0.50
Janus Henderson Multi-Sector Income I JMUIX	Feb 18, 2020	24,788	8.62	630	3.82	—	—	—	-0.75
Janus Henderson Short Duration Inc ETF VNLA	Dec 26, 2018	25,210	8.77	1,420	0.58	2.67	2.97	—	4.03
JHancock Disciplined Value I JVLIX	Jun 19, 2018	12,567	4.37	3,000	2.87	-15.24	-2.20	—	-2.53
Royce International Premier Investment RIPNX	Jun 19, 2018	15,249	5.30	100	8.85	0.85	19.41	—	8.52
Vanguard International Growth Adm VWILX	Jun 19, 2018	17,375	6.04	711	14.52	28.69	53.81	—	15.78
Western Asset Core Plus Bond I WACPX	Jun 19, 2018	38,296	13.32	2,496	2.07	6.34	8.04	—	8.77

Security Performance Footnotes

¹ Based on market-close prices at Sep 22, 2020. Where Mutual Fund holdings are listed, the Net Asset Value (NAV) is used as the market price.

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

³ Trailing 1 Year is Aug 31, 2019 to Aug 31, 2020

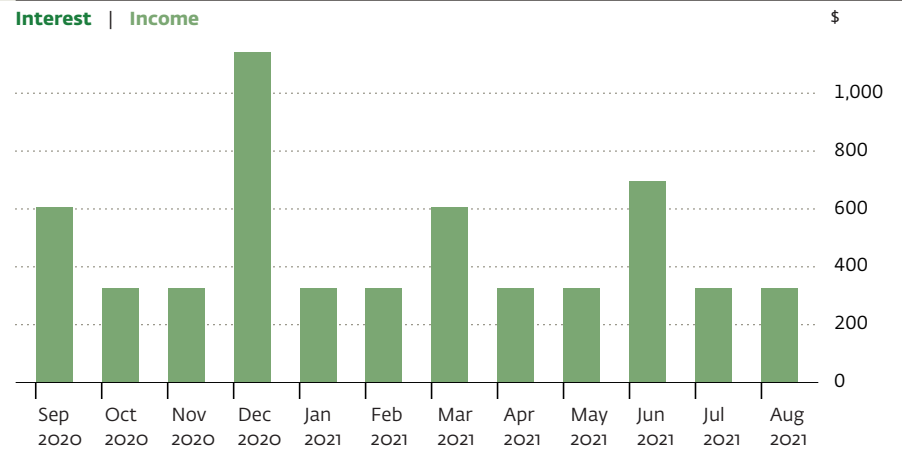
⁴ The start date for each holding is the date of the first buy or the transfer date (for holdings transferred into the account)

Income Schedule Summary

AIHEC - ASC ENDOWMENT | 99414814

Summary ¹	Interest	Income	Total
September, 2020	\$ 0	\$ 606	\$ 606
October, 2020	0	328	328
November, 2020	0	328	328
December, 2020	0	1,143	1,143
January, 2021	0	328	328
February, 2021	0	328	328
March, 2021	0	606	606
April, 2021	0	328	328
May, 2021	0	328	328
June, 2021	0	695	695
July, 2021	0	328	328
August, 2021	0	328	328
Total	\$ 0	\$ 5,674	\$ 5,674

Monthly Income ^{2,1}



Income Schedule Summary Footnotes

¹ Values represented on this report represent estimated projections and not actual payments.

² Projected equity dividends in the Income Schedule are provided for informational purposes only. Data is generated from the most recent equity dividend payment for the given equity security, and replicated using the current quantity and next expected dividend payment date. There is no assurance that projected equity dividends will actually pay the projected amount on the projected date. The estimates generated by this tool regarding the likelihood of various cash payments are hypothetical in nature, do not reflect the actual payments and are not guarantees of future payments. When available, the coupon rate of some fixed income and/or the current interest rate or most recently declared dividends for certain securities are annualized to create the Estimated Annual Income ("EAI") figure. EAI is an estimate, and your actual income may be lower or higher. Additionally, estimates may include return of principal or capital gains which would render them overstated. EAI is based on mathematical calculations of available data, and have been obtained from information providers believed to be reliable, but no assurance can be made as to accuracy. Since the interest and dividend rates are subject to change at any time, and may be affected by current and future economic, political and business conditions, they should not be relied on for making investment, trading or tax decisions.

Account Overview

AIHEC BOARD DIRECTED FUND | 88517606

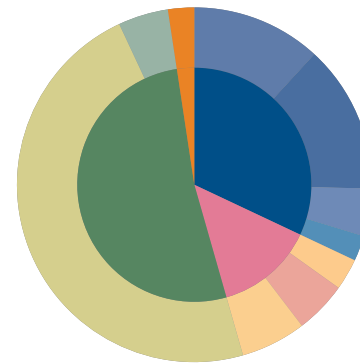
Account Summary

Inception Date	May 25, 2018		
Total Value	\$ 468,612.65		
Net Investment ¹	\$ 419,000.00		

Performance²

	This Quarter	Year-to-Date	Incp to Date
TWRR	4.07 %	3.49 %	4.92 %

Asset Allocation



Category	Value	%
Equity	32.01	%
Large-Cap Growth	11.83	
Large-Cap Core	13.50	
Large-Cap Value	4.35	
Small-Cap Core	2.31	
International	13.57	
Int'l Emerging Mkts	2.87	
Foreign Large Cap Growth	4.75	
Foreign Small Mid Cap Growth	5.95	
Fixed Income	52.04	
Intermediate Bond	47.47	
Short Bond	4.57	
Cash	2.38	
Cash	2.38	

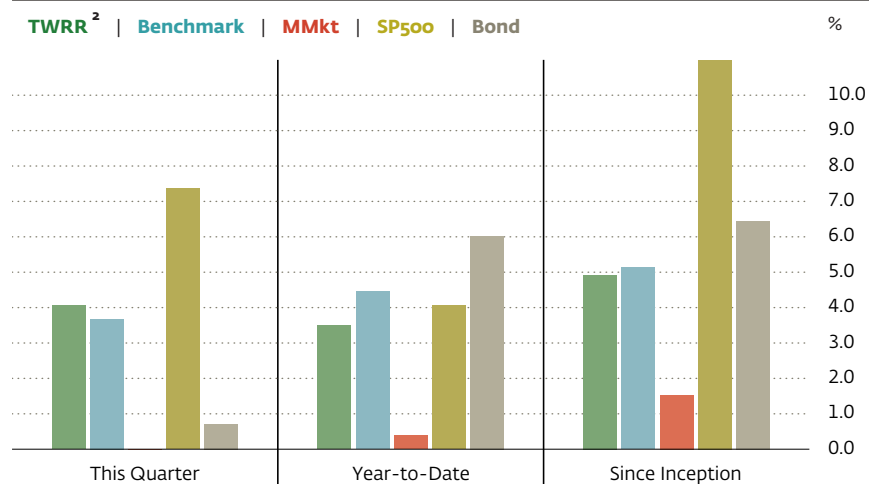
Account² / Benchmark³

	Market Value	Net ¹ Investment	Qtr to Date	Year to Date	Trailing 4 1 Yr	Trailing 3 Yrs	Trailing 5 Yrs	Trailing 10 Yrs	Incp to Date
AIHEC BOARD DIRECTED FUND 88517606	\$ 468,612.65	\$ 419,000.00	Incp : May 25, 2018						
Reporting Only Services	—	—	4.07 %	3.49 %	9.00 %	—	—	—	4.92 %
Benchmark: AIHEC Board Funds IPS Benchmark ⁵	—	—	3.68	4.45	7.98	—	—	—	5.14

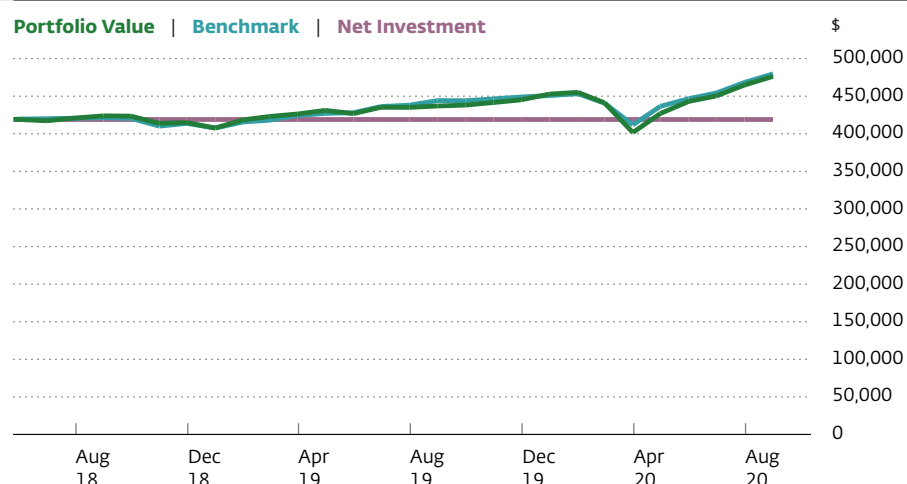
Account Overview

AIHEC BOARD DIRECTED FUND | 88517606

Performance Summary ⁶



Account Value vs. Benchmark ⁷



Quarterly Performance Statistics ⁶

	TWRR ²	Benchmark	MMkt	SP500	Bond
This Quarter	4.07 %	3.68 %	0.01 %	7.36 %	0.71 %
Q2 2020	12.10	10.29	0.08	20.54	2.81
Q1 2020	-11.29	-8.65	0.31	-19.60	2.40
Q4 2019	3.35	1.54	0.38	9.07	0.37
Q3 2019	0.66	1.77	0.49	1.70	1.37

Periodic Performance Statistics ⁶

	TWRR ^{2, 8}	Benchmark	MMkt	SP500	Bond	
Year-to-Date	3.49 %	4.45 %	0.40 %	4.05 %	6.02 %	
Trailing 1 Year	Aug 31, 2019 - Aug 31, 2020	9.00	7.98	0.94	21.94	5.95
Since Inception	May 25, 2018 - Sep 22, 2020	4.92	5.14	1.54	11.00	6.45

Account Overview Footnotes

¹ Net Investment is the total value of contributions and withdrawals (excluding unsupervised assets) made by the client since the inception date of the account. This includes Misc. Expenses received from the custodian.

Account Overview

AIHEC BOARD DIRECTED FUND | 88517606

Account Overview Footnotes

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³ A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Yearly performance values (e.g. Trailing 3 Years) shown are from the specified period up to Aug 31, 2020. The benchmark(s) for the account(s) 88517606 are customized benchmarks that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The benchmark(s) for the account(s) 88517606 herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of these segmented/selected benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively.

⁴ Trailing 1 Year is Aug 31, 2019 to Aug 31, 2020

⁵ Benchmark designates Lipper Money Market Fund (5/25/2018 - 8/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 25% Lipper Money Market Fund, 10% Russell 3000 Value TR, 10% Russell 3000 TR, 10% MSCI ACWI EX USA IMI NR(USD) (9/1/2018 - 12/31/2018), 65% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 20% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD, 15% Russell 3000 TR (1/1/2019 - 12/31/2019), 50% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 30% Russell 3000 TR, 15% MSCI ACWI Ex USA NR USD, 5% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD (1/1/2020 to date). A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

⁶ These figures compare the Time Weighted Rate of Return (TWRR) of your account with a selection of benchmark indices. "Benchmark" refers to a blend composed of Lipper Money Market Fund (5/25/2018 - 8/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 25% Lipper Money Market Fund, 10% Russell 3000 Value TR, 10% Russell 3000 TR, 10% MSCI ACWI EX USA IMI NR(USD) (9/1/2018 - 12/31/2018), 65% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 20% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD, 15% Russell 3000 TR (1/1/2019 - 12/31/2019), 50% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 30% Russell 3000 TR, 15% MSCI ACWI Ex USA NR USD, 5% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD (1/1/2020 to date). "MMkt" refers to the Lipper Money Market Fund index. "SP500" refers to the S&P 500 TR index. "Bond" refers to the Bloomberg Barclays Capital Intermediate U.S. Government/Credit TR index. "Benchmark" is a customized benchmark created by your financial advisor that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The intent of these segmented benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

⁷ The Benchmark is composed of Lipper Money Market Fund (5/25/2018 - 8/31/2018), 45% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 25% Lipper Money Market Fund, 10% Russell 3000 Value TR, 10% Russell 3000 TR, 10% MSCI ACWI EX USA IMI NR(USD) (9/1/2018 - 12/31/2018), 65% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 20% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD, 15% Russell 3000 TR (1/1/2019 - 12/31/2019), 50% Bloomberg Barclays Capital U.S. Aggregate Bond TR, 30% Russell 3000 TR, 15% MSCI ACWI Ex USA NR USD, 5% Bloomberg Barclays Capital US Treasury Bill 1-3 Mon TR USD (1/1/2020 to date). Benchmark is a customized benchmark created by your financial advisor that segments specific blended benchmarks into different time periods (as noted herein) to reflect the corresponding changes in your portfolio's investment strategy over time. The intent of these segmented benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively. A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Blended benchmarks are defaulted to rebalance monthly which means that Envestnet will asset weigh the benchmark component returns on a monthly basis using the beginning of the month weights. A daily rebalance option is also offered however may not be available in all cases due to data limitations from providers.

Account Overview

AIHEC BOARD DIRECTED FUND | 88517606

Account Overview Footnotes

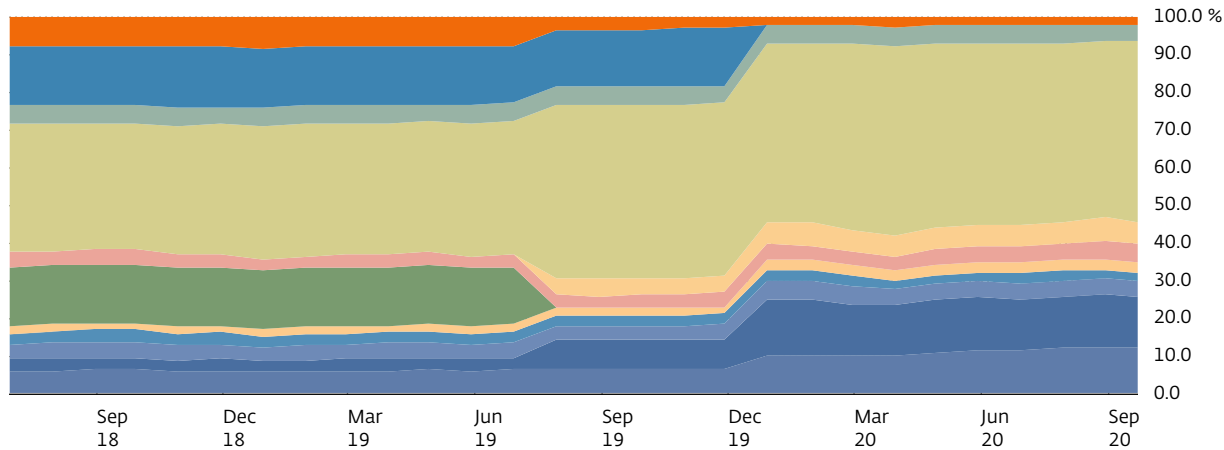
⁸ Returns for greater than one year are annualized.

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Allocation Over Time

AIHEC BOARD DIRECTED FUND | 88517606

Asset Allocation



Asset Class	Jul 2018	Oct 2018	Jan 2019	Apr 2019	Jul 2019	Oct 2019	Jan 2020	Apr 2020	Jul 2020	Sep 2020
Lg Cap Gwth	5.94 %	5.72 %	5.66 %	6.18 %	6.18 %	6.24 %	10.08 %	10.72 %	11.79 %	11.83 %
Lg Cap Core	3.04	3.08	3.08	3.25	7.69	7.72	14.69	13.78	13.58	13.50
Lg Cap Val	4.15	4.06	3.98	4.06	4.04	4.05	5.07	4.47	4.44	4.35
Sm Cap Core	3.06	2.84	2.75	2.83	2.76	2.70	2.67	2.28	2.36	2.31
Emerging Mkts	2.05	1.91	2.04	2.00	1.91	1.90	2.97	2.89	2.86	2.87
Bank Loan	15.52	15.88	15.45	15.41	—	—	—	—	—	—
Fgn Lg Cap Gwth	3.78	3.33	3.41	3.66	3.53	3.57	3.74	3.81	4.54	4.75
Fgn Smid Cap Gwth	—	—	—	—	4.51	4.56	5.92	5.56	5.71	5.95
Interm. Bond	33.91	34.14	34.88	34.52	45.63	45.87	47.61	48.93	47.63	47.47
Short Bond	4.77	4.88	4.86	4.78	4.79	4.76	4.66	4.85	4.59	4.57
Alt Fxd Income	15.48	15.80	15.64	15.40	15.35	15.15	—	—	—	—
Cash	8.31	8.36	8.24	7.91	3.61	3.48	2.59	2.72	2.48	2.38

Security Performance

AIHEC BOARD DIRECTED FUND | 88517606

Fund Holdings	Start Date	Market ¹ Value	% of Total	Income ² Earned	QTD Perf.	YTD Perf.	Trailing ³ 1 Yr	Trailing 3 Yrs	From ⁴ Start Date
BBH Limited Duration N BBBMX	Jun 19, 2018	\$ 21,426	4.57 %	\$ 1,260	1.03 %	1.59 %	2.23 %	—	3.09 %
DFA US Small Cap I DFSTX	Jun 19, 2018	10,846	2.31	961	2.94	-14.45	1.23	—	-7.62
DoubleLine Core Fixed Income I DBLFX	Jun 19, 2018	113,468	24.21	7,999	2.04	4.02	3.71	—	5.76
Edgewood Growth Instl EGFIX	Jun 19, 2018	55,453	11.83	1,165	6.89	22.79	42.34	—	18.04
Holbrook Income I HOBIX	Jul 29, 2019	30,571	6.52	1,315	5.41	0.40	1.44	—	2.07
iShares Edge MSCI Min Vol USA USMV	Jun 19, 2018	63,286	13.50	1,482	4.80	-2.09	4.37	—	10.04
iShares MSCI Emerg Mkts Min Vol Fctr ETF EEMV	Jun 19, 2018	13,440	2.87	572	5.92	-5.11	0.65	—	-0.50
JHancock Disciplined Value I JVLIX	Jun 19, 2018	20,406	4.35	2,814	2.87	-15.24	-2.20	—	-2.48
Royce International Premier Investment RIPNX	Jul 29, 2019	27,880	5.95	121	8.85	0.85	19.30	—	11.25
Vanguard International Growth Adm VWILX	Jun 19, 2018	22,250	4.75	910	14.52	28.69	53.81	—	15.78
Western Asset Core Plus Bond I WACPX	Jun 19, 2018	78,413	16.73	5,328	2.07	6.34	8.04	—	8.81

Security Performance Footnotes

¹ Based on market-close prices at Sep 22, 2020. Where Mutual Fund holdings are listed, the Net Asset Value (NAV) is used as the market price.

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

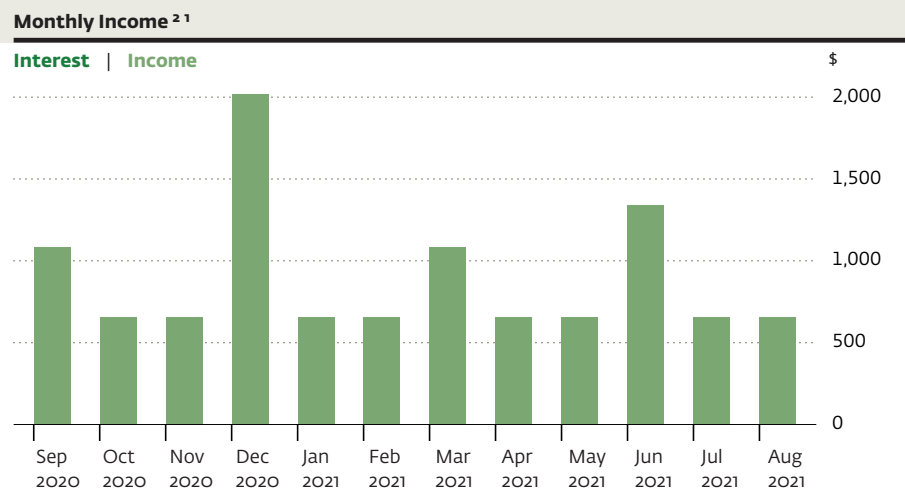
³ Trailing 1 Year is Aug 31, 2019 to Aug 31, 2020

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

Income Schedule Summary

AIHEC BOARD DIRECTED FUND | 88517606

Summary ¹	Interest	Income	Total
September, 2020	\$ 0	\$ 1,086	\$ 1,086
October, 2020	0	655	655
November, 2020	0	655	655
December, 2020	0	2,020	2,020
January, 2021	0	655	655
February, 2021	0	655	655
March, 2021	0	1,086	1,086
April, 2021	0	655	655
May, 2021	0	655	655
June, 2021	0	1,341	1,341
July, 2021	0	655	655
August, 2021	0	655	655
Total	\$ 0	\$ 10,773	\$ 10,773



Income Schedule Summary Footnotes

¹ Values represented on this report represent estimated projections and not actual payments.

² Projected equity dividends in the Income Schedule are provided for informational purposes only. Data is generated from the most recent equity dividend payment for the given equity security, and replicated using the current quantity and next expected dividend payment date. There is no assurance that projected equity dividends will actually pay the projected amount on the projected date. The estimates generated by this tool regarding the likelihood of various cash payments are hypothetical in nature, do not reflect the actual payments and are not guarantees of future payments. When available, the coupon rate of some fixed income and/or the current interest rate or most recently declared dividends for certain securities are annualized to create the Estimated Annual Income ("EAI") figure. EAI is an estimate, and your actual income may be lower or higher. Additionally, estimates may include return of principal or capital gains which would render them overstated. EAI is based on mathematical calculations of available data, and have been obtained from information providers believed to be reliable, but no assurance can be made as to accuracy. Since the interest and dividend rates are subject to change at any time, and may be affected by current and future economic, political and business conditions, they should not be relied on for making investment, trading or tax decisions.

Account Overview

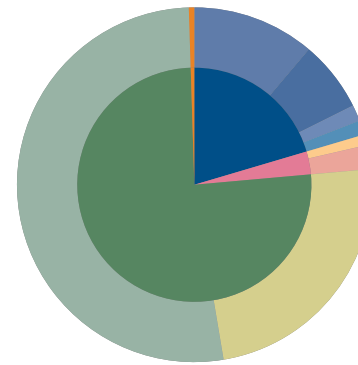
AIHEC OPERATING RESERVE FUND | 88115762

Account Summary

Inception Date	Apr 27, 2018		
Total Value	\$ 956,340.24		
Net Investment ¹	\$ 889,337.00		

Performance ²	This Quarter	Year-to-Date	Incp to Date
TWRR	2.42 %	3.89 %	4.72 %

Asset Allocation



Category	Value
Equity	20.42 %
Large-Cap Growth	11.18
Large-Cap Core	6.46
Large-Cap Value	1.48
Small-Cap Core	1.31
International	3.16
Int'l Emerging Mkts	0.98
Foreign Large Cap Growth	2.18
Fixed Income	75.93
Intermediate Bond	23.78
Short Bond	52.15
Cash	0.49
Cash	0.49

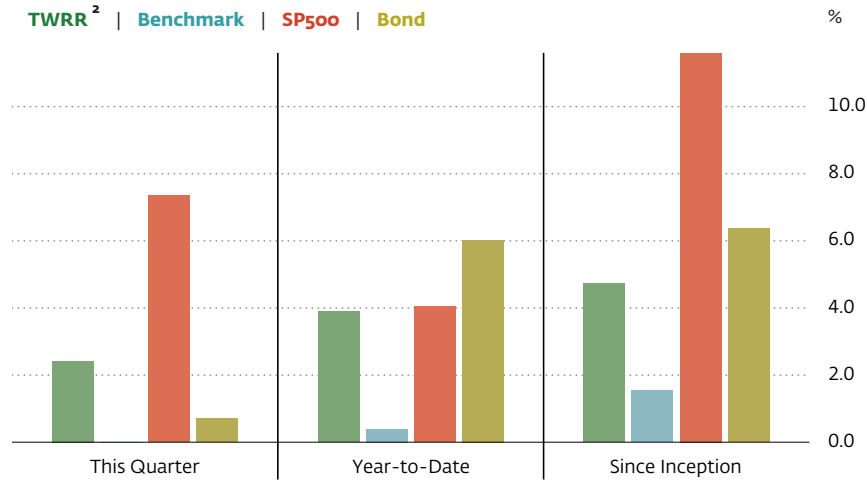
Account² / Benchmark³

	Market Value	Net ¹ Investment	Qtr to Date	Year to Date	Trailing ⁴ 1 Yr	Trailing 3 Yrs	Trailing 5 Yrs	Trailing 10 Yrs	Incp to Date
AIHEC OPERATING RESERVE FUND 88115762	\$ 956,340.24	\$ 889,337.00	Incp : Apr 27, 2018						
Reporting Only Services	—	—	2.42 %	3.89 %	7.94 %	—	—	—	4.72 %
Benchmark: Lipper Money Market Fund	—	—	0.01	0.40	0.94	—	—	—	1.54

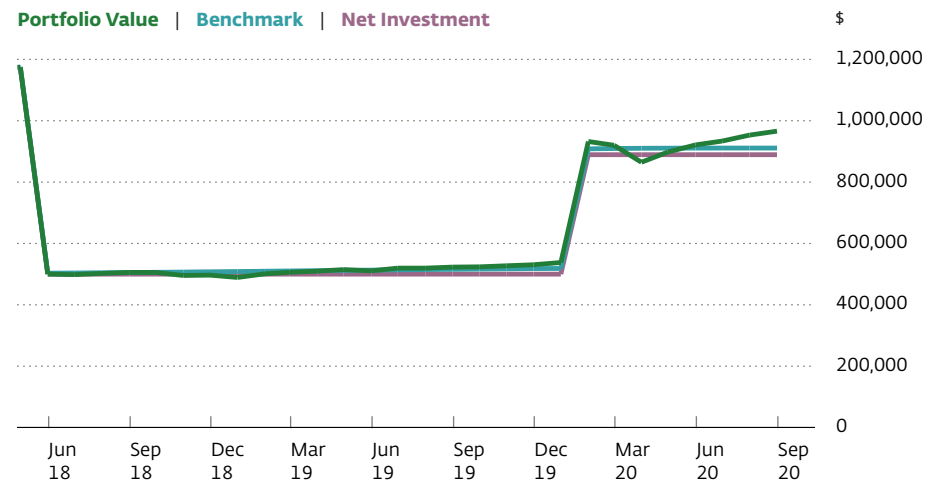
Account Overview

AIHEC OPERATING RESERVE FUND | 88115762

Performance Summary ⁵



Account Value vs. Benchmark ⁶



Quarterly Performance Statistics ⁵

	TWRR ²	Benchmark	SP500	Bond
This Quarter	2.42 %	0.01 %	7.36 %	0.71 %
Q2 2020	7.98	0.08	20.54	2.81
Q1 2020	-6.06	0.31	-19.60	2.40
Q4 2019	2.69	0.38	9.07	0.37
Q3 2019	0.80	0.49	1.70	1.37

Periodic Performance Statistics ⁵

	TWRR ^{2,7}	Benchmark	SP500	Bond	
Year-to-Date	3.89 %	0.40 %	4.05 %	6.02 %	
Trailing 1 Year	Aug 31, 2019 - Aug 31, 2020	7.94	0.94	21.94	5.95
Since Inception	Apr 27, 2018 - Sep 22, 2020	4.72	1.54	11.60	6.37

Account Overview Footnotes

¹ Net Investment is the total value of contributions and withdrawals (excluding unsupervised assets) made by the client since the inception date of the account. This includes Misc. Expenses received from the custodian.

Account Overview

AIHEC OPERATING RESERVE FUND | 88115762

Account Overview Footnotes

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

³ A benchmark is an unmanaged index, and its performance does not include any advisory fees, transaction costs or other charges that may be incurred in connection with your investments and/or managed accounts listed. Any benchmark whose return is shown for comparison purposes may include different holdings, a different number of holdings, and a different degree of investment in individual securities, industries or economic sectors than the investments and/or investment accounts to which it is compared. Investors cannot invest directly into a benchmark or index. All portfolio returns for all periods are expressed in USD. All benchmark(s) returns reflect the same currency as the portfolio returns presented. Yearly performance values (e.g. Trailing 3 Years) shown are from the specified period up to Aug 31, 2020. The benchmark(s) for the account(s) 88115762 herein has been selected by your financial advisor to reflect the corresponding investment strategy of your portfolio. The intent of these selected benchmarks is to seek to provide a more accurate comparison to which returns can be evaluated effectively.

⁴ Trailing 1 Year is Aug 31, 2019 to Aug 31, 2020

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

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

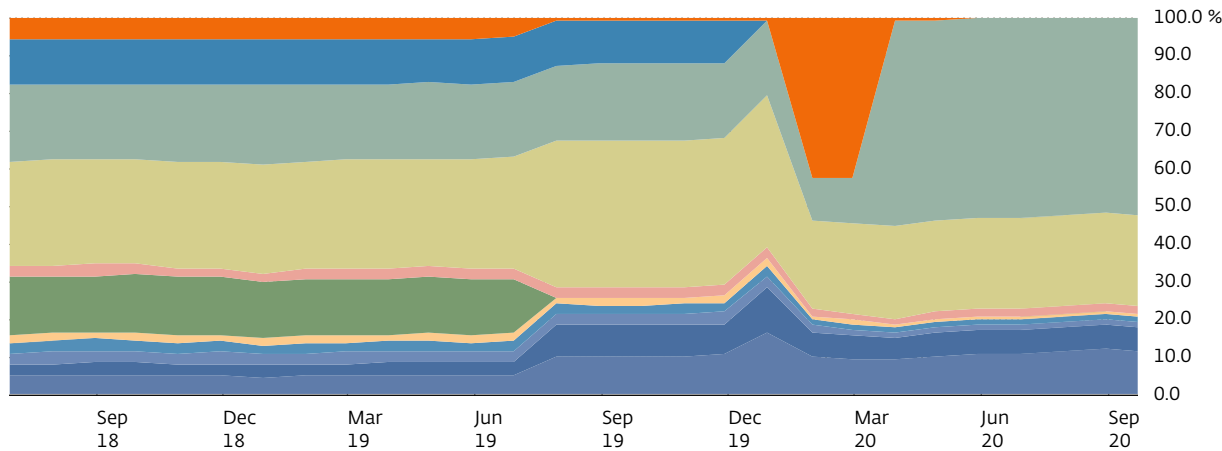
⁷ Returns for greater than one year are annualized.

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Allocation Over Time

AIHEC OPERATING RESERVE FUND | 88115762

Asset Allocation



Asset Class	Jul 2018	Oct 2018	Jan 2019	Apr 2019	Jul 2019	Oct 2019	Jan 2020	Apr 2020	Jul 2020	Sep 2020
Lg Cap Gwth	4.97 %	4.77 %	4.73 %	5.17 %	9.93 %	10.03 %	9.56 %	9.83 %	11.08 %	11.18 %
Lg Cap Core	3.06	3.09	3.09	3.27	8.12	8.15	7.00	6.39	6.46	6.46
Lg Cap Val	3.07	2.99	2.93	3.00	2.99	2.99	1.72	1.47	1.50	1.48
Sm Cap Core	2.96	2.74	2.65	2.74	2.67	2.61	1.50	1.25	1.33	1.31
Emerging Mkts	2.03	1.89	2.01	1.98	1.89	1.88	1.01	0.96	0.97	0.98
Bank Loan	15.00	15.30	14.89	14.89	—	—	—	—	—	—
Fgn Lg Cap Gwth	2.97	2.61	2.67	2.87	2.77	2.81	1.71	1.70	2.08	2.18
Interm. Bond	28.02	28.10	28.76	28.53	38.79	39.05	23.64	24.02	23.88	23.78
Short Bond	19.97	20.36	20.31	20.01	20.06	19.93	11.37	53.70	52.12	52.15
Alt Fxd Income	11.97	12.18	12.06	11.90	11.87	11.71	—	—	—	—
Cash	5.99	5.97	5.88	5.63	0.93	0.84	42.49	0.68	0.57	0.49

Security Performance

AIHEC OPERATING RESERVE FUND | 88115762

Fund Holdings	Start Date	Market ¹ Value	% of Total	Income ² Earned	QTD Perf.	YTD Perf.	Trailing ³ 1 Yr	Trailing 3 Yrs	From ⁴ Start Date
BBH Limited Duration I BBBIX	Mar 4, 2020	\$ 391,591	40.95 %	\$ 4,478	0.94 %	—	—	—	0.59 %
BBH Limited Duration N BBBMX	Jun 19, 2018	107,129	11.20	6,300	1.03	1.59 %	2.23 %	—	3.09
Brown Advisory Growth Equity Inv BIAGX	Dec 2, 2019	37,395	3.91	1,453	9.01	20.31	—	—	24.65
DFA US Small Cap I DFSTX	Jun 19, 2018	12,518	1.31	1,109	2.94	-14.45	1.23	—	-7.62
DoubleLine Core Fixed Income I DBLFX	Jun 19, 2018	128,542	13.44	8,156	2.04	4.02	3.71	—	5.74
Edgewood Growth Instl EGFIX	Jun 19, 2018	69,486	7.27	1,197	6.89	22.79	41.82	—	17.97
iShares Edge MSCI Min Vol USA USMV	Jun 19, 2018	61,761	6.46	1,566	4.80	-2.09	4.35	—	10.02
iShares MSCI Emerg Mkts Min Vol Fctr ETF EEMV	Jun 19, 2018	9,364	0.98	502	5.92	-5.11	0.64	—	-0.50
JHancock Disciplined Value I JVLIX	Jun 19, 2018	14,148	1.48	2,231	2.87	-15.24	-2.20	—	-2.48
Vanguard International Growth Adm VWILX	Jun 19, 2018	20,857	2.18	853	14.52	28.69	53.81	—	15.78
Western Asset Core Plus Bond I WACPX	Jun 19, 2018	98,844	10.34	6,460	2.07	6.34	8.06	—	8.82

Security Performance Footnotes

¹ Based on market-close prices at Sep 22, 2020. Where Mutual Fund holdings are listed, the Net Asset Value (NAV) is used as the market price.

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

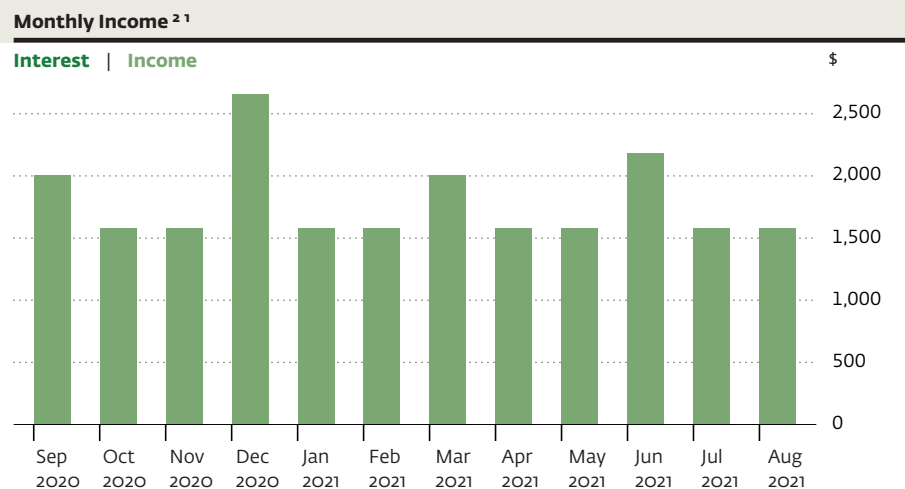
³ Trailing 1 Year is Aug 31, 2019 to Aug 31, 2020

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

Income Schedule Summary

AIHEC OPERATING RESERVE FUND | 88115762

Summary ¹	Interest	Income	Total
September, 2020	\$ 0	\$ 2,008	\$ 2,008
October, 2020	0	1,582	1,582
November, 2020	0	1,582	1,582
December, 2020	0	2,660	2,660
January, 2021	0	1,582	1,582
February, 2021	0	1,582	1,582
March, 2021	0	2,008	2,008
April, 2021	0	1,582	1,582
May, 2021	0	1,582	1,582
June, 2021	0	2,186	2,186
July, 2021	0	1,582	1,582
August, 2021	0	1,582	1,582
Total	\$ 0	\$ 21,518	\$ 21,518



Income Schedule Summary Footnotes

¹ Values represented on this report represent estimated projections and not actual payments.

² Projected equity dividends in the Income Schedule are provided for informational purposes only. Data is generated from the most recent equity dividend payment for the given equity security, and replicated using the current quantity and next expected dividend payment date. There is no assurance that projected equity dividends will actually pay the projected amount on the projected date. The estimates generated by this tool regarding the likelihood of various cash payments are hypothetical in nature, do not reflect the actual payments and are not guarantees of future payments. When available, the coupon rate of some fixed income and/or the current interest rate or most recently declared dividends for certain securities are annualized to create the Estimated Annual Income ("EAI") figure. EAI is an estimate, and your actual income may be lower or higher. Additionally, estimates may include return of principal or capital gains which would render them overstated. EAI is based on mathematical calculations of available data, and have been obtained from information providers believed to be reliable, but no assurance can be made as to accuracy. Since the interest and dividend rates are subject to change at any time, and may be affected by current and future economic, political and business conditions, they should not be relied on for making investment, trading or tax decisions.

Disclosures

Important Disclosure Information

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

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

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

AIHEC PAID MEMBERSHIPS:

American Council on Education
Association of Public & Land-grant Institutions
World Indigenous Nations Higher Education
Consortium (WINHEC)
Council on Education Funding

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
 FY 2021 DUES EXPENSE SCHEDULE (Projected)
 Account #574**

Membership Organization	Status	Projected Dues Amount	Notes
**American Council on Education (ACE)	AIHEC pays membership dues for TCU's TCU's are members (member benefits attached)	\$ 9,200	AIHEC & TCU Dues
American Council on Education (ACE)		\$ 1,050	WHES Dues
American Council on Education (ACE)		\$ 2,500	Student Alliance Dues
Association of Public Land-Grant Universities (APLU)	AIHEC is a member on behalf of TCU's (member benefits attached)	\$ 14,780	Regular Dues
Committee for Education Funding	AIHEC is a member on behalf of TCU's (member benefits attached)	\$ 5,000	Regular Dues
WINHEC	AIHEC is a member on behalf of non-WINHEC accredited	\$ 1,000	Membership Dues
Total:		\$ 33,530	

NOTE

**3% increase ACE AIHEC & TCU Dues

American Council on Education

The Unifying Voice for Higher Education

THE VALUE OF MEMBERSHIP

Collaboration
Networking
Policy Capacity
Diversity
Administrators
Innovation
Advocacy
Service
Learning
Equity
Programs
Leadership
Higher Education
Opportunities
Membership
Outreach
Global engagement
Resources
Learning
Students
Access
Mobilization
Challenges
Service
Leaders
Visibility
Leadership
Unifying Voice

www.acenet.edu

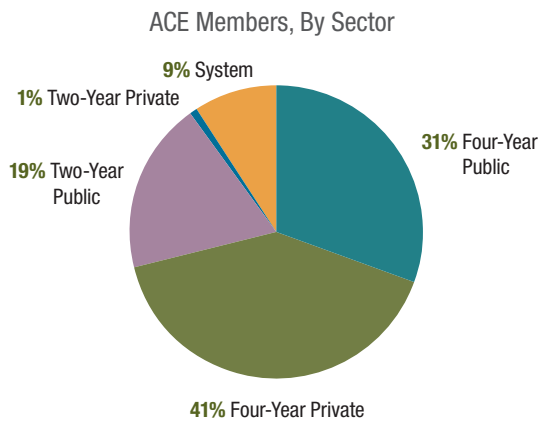


AMERICAN COUNCIL ON EDUCATION

The Unifying Voice for Higher Education



s the major coordinating higher education association, the American Council on Education (ACE) provides leadership on key higher education issues; influences public policy through advocacy, research, and program initiatives; and fosters cross-sector collaboration. The colleges, universities, and related organizations with which ACE partners have helped the Council contribute to the expansion of widespread access to and global preeminence of our nation's higher education system.



ACE Members

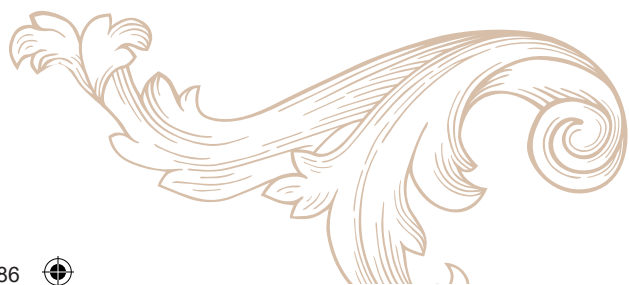
ACE's strength lies in its diverse and loyal membership base. Of our approximately 1,800 members, more than 75 percent have been affiliated with ACE for more than 10 years. Member loyalty stands as a testament to the value derived from belonging to ACE, the only presidential association that serves institutions from every sector of higher education. This expansive and steadfast network enables ACE to mobilize the higher education community on critical issues, making the Council an influential leader and an informed representative before Congress, the states, and the public.

Why Join?

ACE is the most visible and influential higher education association in the nation. ACE's member institutions represent 80 percent of all full-time students, positioning the Council at the center of federal policy debates concerning legislation that affects campuses across the country. Your active participation as we work together—through ACE's advocacy efforts, leadership programs, lifelong learning services, international outreach, and research—is integral to protecting and advancing our common mission.

Who Can Join?

ACE offers two opportunities to join—as members and as associates. Members include accredited, degree-granting institutions, systems, and national and regional higher education associations. Associates are branch campuses, corporations, executive search firms, foundations, and international organizations and institutions that are concerned with higher education and meet all eligibility criteria. For more information about eligibility, please visit www.acenet.edu, or call (202) 939-9340.



BENEFITS AND SERVICES

ACE's benefits are driven by the needs of our member institutions and guided by the four distinct roles our members value most: represent and advocate, lead, serve, and build capacity and capability.

Represent and Advocate

- ◆ Coordinated legislative representation through targeted congressional visits, testimony, and mobilization of the entire higher education community.
- ◆ Weekly news and analysis through the electronic newsletters *President to President* and *Higher Education and National Affairs*.
- ◆ *Amicus curiae* briefs and position papers that serve as a first-line counsel for all campuses and sectors.
- ◆ Well-respected, authoritative media outreach and support.

Lead

- ◆ Resources, programs, and tools to enhance the diversity and capacity of leadership within your institution and within the broader higher education community. From the ACE Institute for New Chief Academic Officers to presidential seminars, roundtables, and networks for administrators, ACE's leadership agenda offers opportunities for you and every member of your executive team.
- ◆ State networks that reach more than 10,000 women in colleges and universities across the nation.
- ◆ Timely forums that help presidents, chancellors, and provosts cope with challenges that are becoming increasingly more complex. Topics include addressing financial challenges, diversifying the leadership pipeline, dealing with campus crises, and internationalization.
- ◆ The ACE Fellows Program, which has helped prepare hundreds of higher education administrators for senior executive positions. This program has graduated more than 1,500 senior leaders in 44 years.
- ◆ Networking opportunities for presidents, chancellors, and the entire executive team.
- ◆ Important discussions and innovative ideas for campus leaders at the ACE Annual Meeting.

Serve

- ◆ Complimentary publications, original research, and data analysis that help presidents and their staff resolve campus challenges.
- ◆ Web-based resources, including an online information center, policy and research links, and e-newsletters that offer critical data on a host of topics.
- ◆ Expertise and assistance on such issues as internationalization, affirmative action, lifelong learning, and crisis management.
- ◆ *The Presidency*, ACE's flagship magazine, published three times a year and devoted to thought-provoking leadership issues.

Build Capacity and Capability

- ◆ KnowHow2GO, a national college access campaign, in partnership with the Ad Council and Lumina Foundation for Education, bringing national visibility to the goal of expanding access to higher education.
- ◆ Programs that promote access to, and success in, postsecondary education and the workforce for adult students, military service members, and veterans.
- ◆ Increased student enrollment and verification of outside learning through 20 million ACE-endorsed transcripts.



APLU MEMBERSHIP



www.aplu.org | membership@aplu.org | 202-478-6040

Strengthening & Advancing Public Research Universities

Our Mission

As a trusted voice for public research and land-grant universities across North America, APLU convenes, collaborates, and advocates with leaders of member institutions and partners to advance the public good. APLU helps public research universities cultivate the talent, discoveries, and engagement that equitably fuel the success of our communities and world.



Promote a greater understanding and appreciation of the value of public research and land-grant universities and advocate for resources and public policy to strengthen their impact



Advance the role of public research and land-grant universities as engaged partners in service to their communities



Support and cultivate institutional change to more equitably serve learners and ensure their success



Foster a policy and practice environment that strengthens global leadership in discovery and innovation



Ensure every member maximizes the value of their membership

Our Core Values

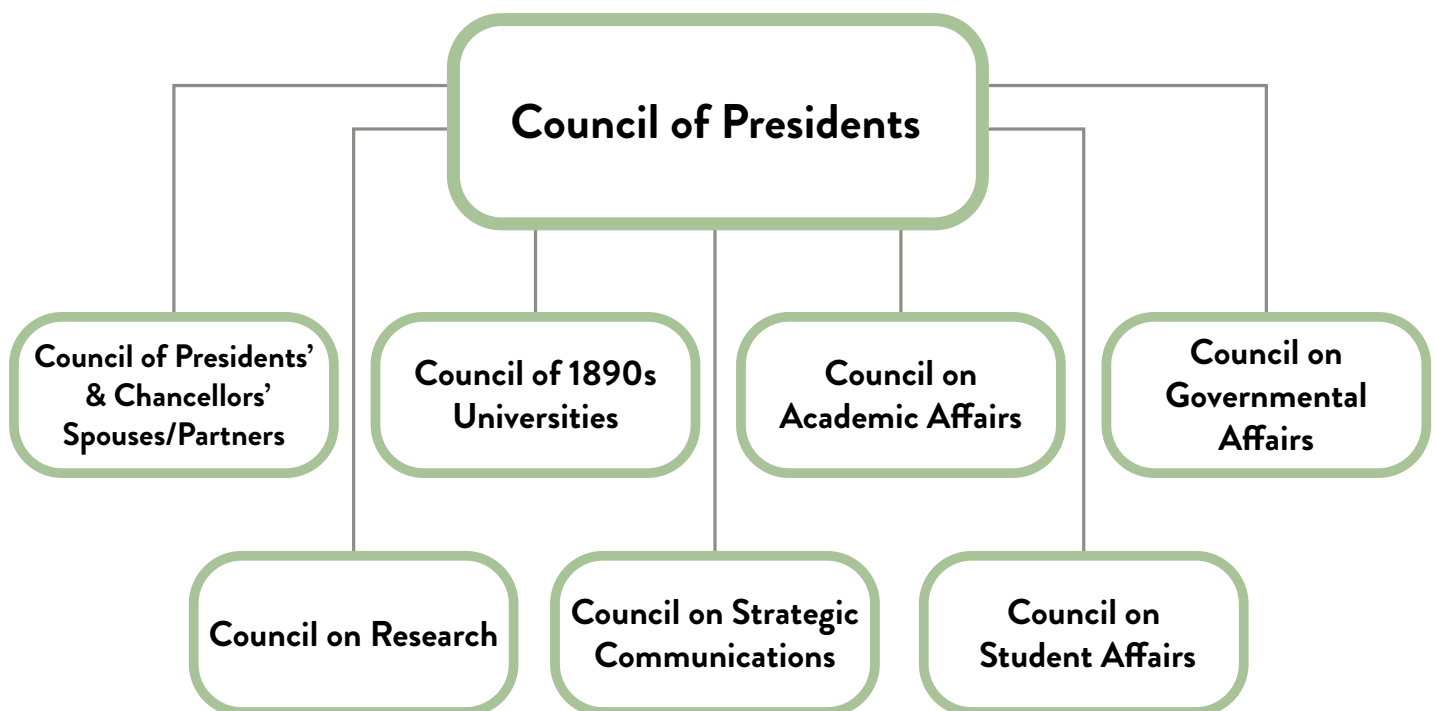
- Curiosity
- Collaboration
- Diversity, Equity, Inclusion
- Excellence
- Public Service
- Integrity

Who We Serve

APLU undertakes a wide array of projects and initiatives along with its members while providing a forum for public higher education leaders to work collaboratively to better meet the challenges and opportunities facing public universities. The association's work is fueled by an active and effective advocacy arm that engages member institutions by working with Congress and the Administration to advance federal policies that strengthen public universities.

APLU is the only presidential higher education association that engages with public research universities' entire senior leadership teams.

APLU's councils enable senior public university leaders working in similar positions to come together to address critical issues and expand their knowledge-base within their professional area of expertise.



APLU's commission structure enables senior leaders with different responsibilities or roles across universities to come together to address critical issues and expand their knowledge-base in areas of common interest regardless of position.

Commission Name	Issues Areas
Commission on Access, Diversity and Excellence (CADE)	<ul style="list-style-type: none"> • Diversity and social change issues impacting learning, discovery, and engagement.
Commission on Economic & Community Engagement (CECE)	<ul style="list-style-type: none"> • Economic development • Community engagement
Commission on Food, Environment, and Renewable Resources (CFERR)	<ul style="list-style-type: none"> • Agriculture • Food and fiber • Human sciences
Commission on Information, Measurement, and Analysis (CIMA)	<ul style="list-style-type: none"> • Data • Campus planning
Commission on International Initiatives (CII)	<ul style="list-style-type: none"> • Global learning • Research • Engagement
Coalition of Urban Serving Universities	<ul style="list-style-type: none"> • Fostering student achievement • Improving the health of a diverse population • 21st Century workforce development • Building smart, resilient cities

ANNUALLY... APLU'S MEMBER INSTITUTIONS

ENROLL



5 million
undergraduates



1.3 million
graduate students

AWARD



1.3 million
degrees

EMPLOY

1.3 million
faculty & staff



AND CONDUCT



\$49.3 billion
in university-based research

Strengthening the Public and Land-grant University Community



Driving the Public Higher Ed Agenda

APLU serves as a trusted national voice of public research and land-grant universities, elevating their work, and speaking out on issues and challenges that warrant the public's attention. Working in partnership with its members, APLU drives the public policy agenda in Washington to advance the interest of public and land-grant universities and the students they serve.



Participating in Innovative Practices and Grant-Funded Work

APLU projects and initiatives, often funded through outside grants, allow public university leaders to work together to study, pilot, and help scale innovative practices to drive greater student success, conduct public impact research, and help communities address their greatest challenges.



Leadership Development

Public university leaders engaged with APLU are offered multiple leadership development opportunities throughout the year. The APLU council and commission structure allows senior leadership to work with colleagues on critical issues throughout the year.



Networking

APLU hosts in-person and virtual meetings throughout the year through its councils, commissions, boards, and projects and initiatives. APLU convenings help public research and land-grant university leaders from across the U.S., Canada, and Mexico network and learn from each other. Most of these conferences are exclusively for APLU members. Those meetings that are open to non-members and have a registration fee are significantly discounted for members.



Staying Informed

APLU communications help university leaders stay informed on emerging issues, regulatory and legislative updates, national and international trends, and more. From our weekday Morning News Scan, to APLU's bi-weekly newsletter, A Public Voice, to regular updates from our councils/commissions, APLU ensures public research and land-grant university leaders have the knowledge they need.



APLU Awards

Annually, APLU's four institutional awards programs highlight achievements in community engagement, student success and degree completion, internationalization, and innovation and economic prosperity. These peer-selected awards honor and help recognize leading universities in these areas and share those cutting edge practices with others so they can draw from them.

Key APLU Work



Advocacy

APLU partners with member institutions to advocate before Congress and the Administration for critical higher education, research, and economic and community engagement policies that strengthen public universities and benefit the students they serve.



Degree Completion & Student Success

APLU supports and advances quality degree completion efforts at public universities through disseminating good practices, building networks, accelerating necessary reforms, and recognizing outstanding achievement.

***Powered by Publics** — Engages 130 member institutions, shepherding student-centered transformation around issues such as unnecessary curricular hurdles, holistic advising, and financial literacy, among others.*

***Aspire Alliance** — A 5-year, \$10 million NSF-funded effort to diversify STEM faculty and promote more inclusive teaching practices.*



Community Engagement & Economic Development

APLU helps public research universities engage with their communities and regions, tackling societal challenges, creating great places to work and live, and advancing economic growth and prosperity.

***Innovation and Economic Prosperity Universities** — Cohort-based program to help institutions strengthen strategy and practice around economic development while also recognizing institutions with a demonstrative commitment to promoting regional economic opportunity.*



Research and Science Policy

APLU promotes robust federal funding and assesses policies and university practices designed to support research, one of the core missions of our member institutions.

***Science & Security** — APLU is working with its members and federal research and intelligence agencies to address ongoing and emerging foreign security threats and ensure the security of the research enterprise.*



Issue-Focused Initiatives

APLU's broad scope of work also includes projects and initiatives focused on food & agriculture; urban initiatives; data & analytics; online learning & adaptive courseware; public impact research; STEM education; rural students; international programs; and more.

***Using Data to Drive Decisions** — VSA Analytics is a web-based subscription service APLU created to better support and enhance institutional use of data for strategic planning and decision making. This accessible tool allows users to build custom visualizations and graphical reports in just minutes.*



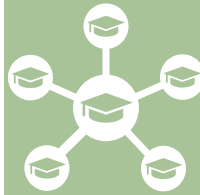
APLU Membership

246
members

From
50 States +
Canada and Mexico
+District of Columbia and four U.S. Territories



216
universities



26
systems

4
affiliates

23

Historically Black
Colleges and
Universities

31

Hispanic-Serving
Institutions

9

Canadian
Members

5

Mexican
Universities

All **100+** U.S. land-grant institutions, including...

56

1862 Land-grant
Universities

19

1890 Land-grant
Universities

36

1994 Land-grant
Universities*

*The 36 native american institutions designated as 1994 land-grant universities are represented through the American Indian Higher Education Consortium (AIHEC)



ASSOCIATION OF
PUBLIC &
LAND-GRANT
UNIVERSITIES

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WASHINGTON, D.C. 20005-4722
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Cover photo courtesy of University of Illinois at Urbana-Champaign



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[@APLU_NEWS](https://twitter.com/APLU_NEWS)



[YOUTUBE.COM/APLUNews](https://www.youtube.com/APLUNews)

Benefits of Joining CEF:

- CEF brings together more than 110 organizations in the nation's largest education coalition representing the entire education continuum
- CEF advocates on the need to increase the federal investment in education, regularly lobbying on Capitol Hill
- CEF provides members with up-to-date intelligence on Congressional and Administration education funding news
- CEF holds weekly briefings featuring key Congressional and Administration staffers
- CEF reaches more than 7500 Twitter followers

Information Services

CEF produces weekly, members-only e-mail updates and alerts on budget and appropriations issues and information on the broad range of education policy. Alerts contain analyses and updates on Administration and Congressional actions, suggested advocacy actions, concise message statements, model letters, funding charts, and meeting notices. CEF also keeps members current on legislative issues that affect them.

Expert Staff & Credibility

CEF membership is like having your own funding experts on staff. Our skilled staff focuses on budget and appropriations issues for education. This gives our members access to timely, accurate information and effective strategies with a relatively low investment of their own staff time. The media, the Administration, Members of Congress and staff look to CEF as the experts on educational funding issues. They regard CEF as the prime source of the education community's positions on appropriations and budget issues.

Coalition Advocacy

Membership with CEF offers organizations and institutions the opportunity to be actively involved in developing and implementing high-profile strategy on education budget and appropriations issues. During weekly meetings, CEF members develop a consensus position for the education community and coordinate an action plan. Examples of that strategy include unified web-based grassroots efforts, press events, Hill briefings, and CEF team visits to Members of Congress. CEF serves as the only united voice for the entire education community on issues affecting federal education funding.

CEF members actively participate in a number of committees, including Advocacy and Hill Teams, Research, Gala planning, and Membership and Bylaws.

CEF co-chairs NDD United, a coalition of over 2,500 organizations that worked together to maintain parity and raise the sequester to increase investments in nondefense discretionary programs.

Access to Key Congressional & Administration Staff

Our weekly Friday membership meetings provide CEF members the chance to hear from key staff from both Congress and the Administration. Speakers provide CEF members with off-the-record news and insights into the latest federal actions on education budget, appropriations, and policy issues.

Publications

In addition to CEF's [website](#) and [Twitter](#) account, CEF produces several valuable publications, including our annual [Education Budget Response](#) and the [CEF Membership Directory](#).

- **Education Budget Response:**

This annual report includes a summary and analysis of the President's education budget, funding tables, and articles about each federal education program written by experts among our members. It includes a vignette describing how the program has worked in a particular place, details of program goals, supported activities, and funding history, as well as the projected impact of the President's budget request. This report is one of the most popular and useful education publications in Washington, and is eagerly anticipated by those inside and outside the beltway.

- **CEF Membership Directory:**

This guide is a comprehensive listing of all the education institutions, agencies, associations, and other organizations that comprise CEF's membership. Officers, executive directors, and CEF government relations contacts are listed with their email, phone number, and mailing addresses. The directory includes a brief description of all member organizations.

Networking and Professional Development

CEF is the only coalition whose membership includes organizations and institutions that represent the entire education continuum from the public and private sectors:

- early childhood education;
- elementary and secondary education;
- special education;
- career, technical, and adult education;
- higher education;
- workforce training;
- libraries; museums; and
- educational research.

CEF members have regular access to their peers from across the education community, opportunities to advocate alongside and learn from their colleagues, participate in committee work, contribute to

publications and events, and take on a leadership role through the committees or the board of directors.

Special Events

CEF also holds the largest gathering of the national education community at its annual Legislative Conference and Awards Gala. During this event CEF recognizes outstanding advocates for education investment.

In addition to weekly meetings when Congress is in session, CEF members have access to special events each year – all without charge! In recent years we've hosted the following events:

- briefings on the President's budget featuring education practitioners from the continuum;
- a forum on Education in the 2020 Presidential Race featuring expert analysis from education reporters;
- a Budget/Appropriations 101 Workshop explaining the intricacies of the federal budget and appropriations processes
- receptions for new members of Congress and Congressional staff;
- special research briefings on topics such as the implications of tax reform, equity in education, CTE, the census, and reauthorization of the Higher Education Act;
- an education funding fair on Capitol Hill; and
- panels with pollsters and pundits.

For more information, contact:

Sheryl Cohen, Executive Director, 202-327-8125,

cohen@cef.org

or

Valerie C. Williams, President,

Valerie.williams@nasdse.org

CEF is a non-partisan, nonprofit 501(C)4 organization.



WINHEC: *THE GROWTH OF A GLOBAL INDIGENOUS MOVEMENT*

In August 2002, visionary leaders of Indigenous higher education institutions from around the world came together in Kananaskis, Alberta to take action on discussions that had begun nearly ten years earlier on the need for an international forum to support efforts by Indigenous Peoples to pursue common goals through higher education.

Ranging from Maori Wananga from New Zealand to Tribal Colleges and Universities from across the United States, the group established the **World Indigenous Nations Higher Education Consortium (WINHEC)**, stating:

"We gather as Indigenous Peoples of our respective nations recognizing and reaffirming the educational rights of all Indigenous Peoples."

"We share a vision of Indigenous Peoples of the world united in the collective synergy of self-determination through control of higher education. We are committed to building partnerships that restore and retain indigenous spirituality, cultures and languages, homelands, social systems, economic systems and self-determination".

The founding members felt a kinship with key principles of the 1993 United Nations Draft Declaration on the Rights of Indigenous Peoples (formally adopted in 2007) and with one another. Their individual institutions and commitment were the embodiment of efforts by Indigenous peoples throughout the world to exercise the rights articulated in the Declaration, as well as those outlined in the 1999 Coolangatta Statement on Indigenous Rights in Education. And diverse as they were in their own histories and cultural traditions, the representatives of the many Indigenous regions and institutions that assembled in Kananaskis knew that they shared a common bond: Through the creation of educational institutions and programs that assert, as a basic form of self-determination, that Indigenous people have the right to be Indigenous, they found a common and abiding purpose. They took remarkably little time to articulate a mission for the new WINHEC. First adopted in 2002, WINHEC's mission remains simple, clear, and strong today:

To provide an international forum and support for Indigenous Peoples to pursue common goals through higher education.

Along with the Mission Statement, the group adopted a set of goals that continue to guide WINHEC's collective work:

- Goal 1. Accelerate articulation of Indigenous epistemologies (ways of knowing, education, philosophy, and research);
- Goal 2. Protect and enhance Indigenous spiritual beliefs, culture and languages through higher education
- Goal 3. Advance the social, economic, and political status of Indigenous Peoples that contribute to the well-being of Indigenous communities through higher education
- Goal 4. Create an accreditation body for Indigenous education initiatives and systems that identify common criteria, practices and principles by which Indigenous Peoples live
- Goal 5. Recognize the significance of Indigenous education
- Goal 6. Create a global network for sharing knowledge through exchange forums and state of the art technology
- Goal 7. Recognize the educational rights of Indigenous Peoples
- Goal 8. Protect, preserve and advocate Indigenous cultural and intellectual property rights, in particular the reaffirming and observance of the Mataatua Declaration on Cultural and Intellectual Property Rights of Indigenous Peoples (1994)
- Goal 9. Promote the maintenance, retention and advancement of traditional Indigenous bodies of knowledge

WINHEC Founding Membership, 2002:

- Wānanga of Aotearoa (New Zealand)
- Saamiland (North Norway)
- Tribal Colleges & Universities (AIHEC)
- First Nations Institutions (Canada)
- Native Hawaiian, Alaska Native, and Aboriginal (Australia) Education Leaders



WINHEC Activities & Accomplishments

WINHEC has celebrated its 10th anniversary and founding visionaries and current members have much to celebrate. To join the WINHEC Movement, go to <http://www.win-hec.org/?q=node/45> for membership categories and forms.

"WINHEC is empowered to affirm as the mainstay of Indigenous identity found in spaces of practice and knowing: Language, Culture, and Spiritual Beliefs." -- Manulani Alui Meyer

Working Groups

The WINHEC membership established nine working groups, which meet during the Annual Meeting and often converse via the Internet throughout the year. Current working groups include **Accreditation; Software Development for Indigenous Knowledge; Research & Journal; Academic Programs; Language Revitalization; Early Childhood Education; Sustainable Development & Climate Change; and International Funding.** Membership on the working groups is open to all, and all are encouraged to actively participate and contribute to the rich international discussions and collaborations. For more on the working groups and their outcomes, go to the "WINHEC Working Groups" box at www.win-hec.org.

Accreditation

One of WINHEC's most significant accomplishments is the establishment of an Indigenous accreditation system. Drawing on the sometimes frustrating experiences of Indigenous-serving institutions participating in mainstream accreditation reviews, as well as the experience of the First Nations Accreditation Board in Alberta, Canada, the Working Group on Accreditation developed a system that addresses the unique features that distinguish Indigenous institutions and programs from mainstream institutions. WINHEC accreditation is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the cultural and educational community being served. Fundamental to WINHEC's accreditation process is an awareness of the inherent diversity of Indigenous cultural histories, traditions and world views, all of which must be recognized and celebrated as valued assets.



Indigenous Research & Epistemologies

- **WINHEC Journal:** The annual WINHEC Journal is dedicated to the exploration and advancement of issues related to Indigenous education, research, culture and language central to the lives of WINHEC nations and members. Published annually since 2005, the Journal has focused on these critical themes: Indigenous knowledge, Indigenous values, Indigenous visions, and a three-edition series called "Indigenous Voices" on Indigenous places, symbols, and research.
- **AIHEC Indigenous Evaluation Framework:** Complementing WINHEC's accreditation process, AIHEC developed the Indigenous Framework for Evaluation, which synthesizes Indigenous ways of knowing and Western evaluation practice and is based on Indigenous core values. For details, go to: <http://portal3.aihec.org/sites/Indigeval/Pages/Default.aspx>.

Outreach

- **Annual Meetings:** WINHEC relies on its membership to share hosting privileges of its annual meeting. Previous meeting sites include New Zealand, U.S., Australia, Canada, and Norway. Future WINHEC annual meetings are anticipated to take place in Taiwan, Haskell Indian Nations University (or another Tribal College), and University of Hawai'i Manoa. Rich in Indigenous culture, history, and traditions, these gatherings – typically three days – give membership an opportunity to reconnect, report on activities, and develop new collaborations and initiatives.
- **Website:** WINHEC's website (www.win-hec.org) provides access to a variety of resources for current and potential members and supporters to connect with the important work of WINHEC and their partners. Learn more about WINHEC's history, vision and goals, meeting agendas and minutes, and working group documents, and read an online version of the WINHEC Journal.

2020 GRANTS MANAGEMENT REPORT

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	10/1/2019 - 9/30/2020	\$ 932,590.00	\$ 932,590.00	\$ 681,382.61	\$ 251,207.39	\$ (196,162.75)
130	AIHEC ASC	Private	AIHEC Student Congress	10/1/2019 - 9/30/2020	\$ 17,500.00	\$ 17,500.00	\$ 10,298.98	\$ 7,201.02	\$ -
131	AIHEC SLT	Private	AIHEC Student Leadership Training	10/1/2019 - 9/30/2020	\$ 45,000.00	\$ 45,000.00	\$ -	\$ 45,000.00	\$ -
140	TCJ	Private	Tribal College Journal	10/1/2019 - 9/30/2020	\$ 358,740.00	\$ 358,740.00	\$ 244,185.18	\$ 114,554.82	\$ -
200	Bureau of Indian Education (BIE)	Federal	TCU Technical Assistance	10/1/2019 - 9/30/2020	\$ 601,000.00	\$ 601,000.00	\$ 528,952.54	\$ 72,047.46	\$ 44,393.44
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 courses for online and traditional classroom delivery.	7/1/2016 - 6/30/2021	\$ 650,000.00	\$ 129,235.00	\$ 129,235.00	\$ -	\$ 10,936.16
415	IHS-Health and Human Services	Federal	Growing the AI/AN Research Community: A Native Research Network (NRN) and AIHEC Health Research Initiative.	2/1/2017 - 1/31/2022	\$ 210,500.00	\$ 72,962.00	\$ 34,763.36	\$ 38,198.64	\$ 883.34
423	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 - 3/31/2023	\$ 465,600.00	\$ 465,600.00	\$ 191,157.99	\$ 274,442.01	\$ 10,930.79
424	DOD	Federal	AIHEC/DOD TCU Partnerships in Research and Education Program (TCUPREP)	2/1/2020 - 1/31/2021	\$ 2,998,439.75	\$ 597,692.76	\$ 358,270.68	\$ 239,422.08	\$ 8,480.94
426	Corporation for National and Community Service (CNCS)	Federal	VISTA-Corporation for National and Community Service	4/12/2020 - 4/10/2021	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ -	\$ -
433	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.	9/30/2019 - 9/29/2022	\$ 665,754.30	\$ 218,891.70	\$ 199,845.80	\$ 19,045.90	\$ 17,324.97
441	DOE Advanced Manufacturing Network-Phase III	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.	10/1/2019 - 9/30/2020	\$ 1,591,684.69	\$ 1,591,684.69	\$ 1,198,972.32	\$ 392,712.37	\$ 24,750.62

2020 GRANTS MANAGEMENT REPORT

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
481	National Science Foundation (NSF)	Federal	TCU Cyberinfrastructure Partnership Meeting: will organize and convene a group of TCU STEM research and education stakeholders and national CI program representatives for a 2-day meeting hosted by the Texas Advanced Computing Center (TACC)	6/1/2020 - 5/31/2021	\$ 99,547.00	\$ 99,547.00	\$ 29,662.76	\$ 69,884.24	\$ 3,050.00
484	National Science Foundation (NSF)	Federal	CC* CRIA: Building CI Strategies and Capacity at the Tribal Colleges: will advance the STEM and education programs at the nation's 37 TCUs by implementing a comprehensive CI capacity-building strategy that focuses both on the college's STEM faculty and CI support staff.	7/1/2020 - 6/30/2022	\$ 249,995.00	\$ 123,283.00	\$ -	\$ 123,283.00	\$ -
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.	6/15/2016 - 9/30/2022	\$ 845,756.00	\$ 154,092.00	\$ 143,624.51	\$ 10,467.49	\$ 12,856.35
546	Lumina Foundation	Private	To Support Research on factors that influence participation and completion of American Indian/Alaskan Native (AI/AN) Students	7/1/2019 - 8/31/2020	\$ 207,000.00	\$ 206,998.00	\$ 26,194.01	\$ 180,803.99	\$ 8,119.06
664	Gates Foundation	Private	General Operating Support	7/25/2019 - 12/31/2020	\$ 470,000.00	\$ 470,000.00	\$ 231,655.41	\$ 238,344.59	\$ 12,924.86
680	Native American Agriculture Fund (NAAF)	Private	To support the success of Native farmers and ranchers	1/1/2020 - 12/31/2020	\$ 125,000.00	\$ 125,000.00	\$ 26,826.12	\$ 98,173.88	\$ 1,078.80
701	AIHEC AIMS Data Services (A*CF)	Private	AIHEC-AIMS	1/1/2020 - 12/31/2020	\$ 100,000.00	\$ 100,000.00	\$ 61,719.86	\$ 38,280.14	\$ -
709	Wells Fargo Foundation	Private	To promote the public welfare	11/20/2018 - 10/31/2020	\$ 200,000.00	\$ 100,000.00	\$ 83,090.70	\$ 16,909.30	\$ 7,748.31
712	Gates Foundation	Private	To create a plan to support institutional transformations at scale	11/19/2019 - 10/31/2020	\$ 1,430,000.00	\$ 1,430,000.00	\$ 268,779.16	\$ 1,161,220.84	\$ 12,109.58

2020 Fall BoD Meeting

Code of Conduct

AIHEC CODE OF CONDUCT

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

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

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

PRINCIPLES OF THE AIHEC CODE OF CONDUCT

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

I. INTEGRITY:

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

II. LOYALTY:

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

III. EQUALITY AND RESPECT:

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

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

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

IV. HONOR AND TRUST:

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

V. CONFIDENTIALITY:

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

2020 Fall BoD Meeting

**2020 AIHEC BoD
GUEST
PRESENTATIONS**

American Indian/Alaska Native



Head Start Collaboration Office

Micker (Mike) Richardson, Director
Joanna Whitaker, Program Officer



1

Partnering with Tribal Colleges and Universities

Key talking points:

- Indigenous Methodologies and Pedagogies
- Early Childhood Education
- Educational Management and Leadership
- Mental Health/Disabilities, Exceptional Education (Speech and Language)
- Health/Dieticians
- Social Services
- Ancestral Language Instruction for 0-8-year old's
- TCU Early Childhood Grants

2



3

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4



Pi:la'huk!

2020 Fall BoD Meeting

AFFILIATE REPORTS



AMERICAN
INDIAN
COLLEGE
FUND

EDUCATION IS THE ANSWER

College Fund Report to AIHEC Fall 2020

Student Success Services

FULL CIRCLE SCHOLARSHIPS

Most mainstream scholarship recipients have received their award for fall 2020. TCU students are being verified, and TCUs will receive their funds throughout the month of September.

Anticipated Full Circle awards for the fall 2020 semester total \$2,791,000: Pechanga Scholarships were \$795,000 and all other FC Scholarships were \$1,996,000.

TCU SCHOLARSHIPS

The fall disbursement of the TCU scholarships was sent to our tribal colleges, totaling \$2,152,500. TCUs are to report back to the College Fund by October 15. The College Fund transitioned most of our TCU scholarships to full year awards and increased the minimum scholarship amount to \$750 per semester, or \$1500 per year. The scholarships team held a webinar on September 9 to review the changes to the TCU scholarship program and answer any questions from TCUs. More than 50 Tribal College financial aid staff attended the webinar.

COMMUNITY ENGAGEMENT, CAREER READINESS, AND LEADERSHIP TRAINING

Eleven student ambassadors were engaged in a four-day virtual training to learn more about the College Fund and develop their storytelling, networking, and community engagement skills. The College Fund partnered with the Native American Finance Officers Association (NAFOA) to host a financial literacy training; Building Your Squad: Family Conversations for Financial Well-Being. We sent 6500 postcards, posters, conducted a social media campaign and hosted a webinar for students to encourage them to participate in the census and support tribal community participation.

COVID-19 EMERGENCY AND TRANSFORMATIVE RESPONSE AID

The College Fund has resources to provide Transformative Response Aid to TCUs to support student enrollment and persistence. An RFP was sent to the TCU Presidents in August and 19 TCUs responded with initial applications. The College Fund partnered with Dr. Deborah His Horse Is Thunder to support this project and she is currently working with TCUs on their current applications and will be supporting TCUs who have not yet applied. Grants will range from \$25,000 to \$150,000 with project completion and TCU reporting due June 30, 2020.

By September 18, \$5,700 grants will be provided to each of the 35 TCUs to support food security for their students. This was funded by a \$200,000 grant from AT&T.

STUDENT ACCESS AND SUCCESS SUPPORTS

- The first student hotline via Zoom for the 20-21 year took place August 13. This is a monthly occurrence to support students with a variety of their needs and open conversations. Twenty-five students participated with two student ambassadors to support facilitation. The second hotline was held on September 15.
- Student participant numbers increased in the High School College Choice, Tribal College Transfer, and College Success Programs in Native Pathways, as a direct result of the Virtual Summer Camp in July. Over 65 applications were submitted by students through August.

- We increased from 12 to 16 Tribal College Transfer TCUs to expand supports to students. A webinar for the 16 TCUs to share information about the subgrants offered occurred September 17.
- Rise Prize, the College Fund received this prize to support a project focused on supporting a cohort of single mothers with scholarships. Ina Wa Wounspe Pi “Mothers who are learning”; the College Fund will award 16 \$3,000 Tribal College Transfer participant scholarships by October 1.

Programs

The Programs department administers TCU-based programming in the areas of Native arts and culture, environmental stewardship, early childhood education, institutional infrastructure and planning, workforce development, and broader student and institutional success programming. This team co-visions with TCUs 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 department is also engaged in grant and program design activities in tribal financial management and decision making and veteran’s research.

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

The *Strengthening Workforce Opportunities and First-Generation Workers Across Indian Country* program is a two-year grant awarded to the College Fund in July 2019. The program will work directly with six TCUs to address the following focus areas: 1) implement career advising; 2) increase career pathways through career fairs; 3) provide employment skills; 4) learn how to institutionalize practices; 5) develop an employer council; and 6) implement first-generation worker curriculum. The College Fund will work with a consultant to develop the curriculum. Grants will be awarded in the fall of 2020.

CULTURAL PRESENTATION & 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 institutions. Program support targets cultural preservation, perpetuation and revitalization efforts defined by TCU grantees. The 2020 awards were disbursed in February and TCUs are nine months into their grant year.

Dollar General Literacy Foundation GED/HSE Program - *Dollar General*

The *Dollar General American Indian and Alaska Native Literacy and Adult Education Program* (current grant term of August 1, 2020 - June 30, 2021) supports students in pursuit of their GEDs or high school equivalency by aiding four TCUs to expand services, improve instructional approaches, and increase sustainability of their respective GED/HSE programs. Expected outcomes this term are to increase enrollment, retention, and completion of students pursuing high school equivalency at TCUs, and to create stronger pathways toward college persistence and completion and career aspirations. Grantee TCUs have plans focused on increased instructor/tutor development, strategic recruitment and completion methods, and incorporation of college and career readiness resources. The Dollar General Literacy Foundation granted the College Fund increased funding to expand programming this term. The College Fund granted

two of the four TCUs additional funding to further their work and will be initiating relationships with 1-2 additional TCU GED/HSE programs with the remaining funds.

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 Indigenous Visionaries began year four in September 2020 and our partnering institutions are Diné College - Native Arts and Culture program, Fond du Lac Tribal and Community College - Environmental Stewardship program, and Salish Kootenai College - Early Childhood Education program. Six female students will be selected as this year's Indigenous Visionaries cohort (selections will be finalized at the end of September 2020).

NATIVE ARTS ENRICHMENT AND EXPANSION GRANT - *Margaret A. Cargill Philanthropies*

The College Fund received a grant from the Margaret A. Cargill Philanthropies for *Native Arts Enrichment and Expansion* program. The three-year grant term is April 1, 2020 to March 30, 2023. The program will enrich, enhance, and expand traditional and contemporary Native arts knowledge and skills at TCUs)and the communities that they serve. TCUs located in Arizona, New Mexico, Washington, Montana, Alaska, Minnesota, North Dakota, South Dakota, Wisconsin, and Southern California are eligible for Native Arts enrichment and expansion grant opportunities.

The Native Arts Enrichment and Expansion Grant awarded its first grant disbursement with the Distance Learning Grants. Seven TCUs (Blackfeet Community College, College of Menominee Nation, Diné College, Fond du Lac Tribal and Community College, Lac Courte Oreilles Ojibwa College, Northwest Indian College, and Salish Kootenai College) were awarded grant funding to help transition from their in person Native arts classes and workshops to on-line, no-contact academic courses or community extension workshops.

The second grant through the Native Arts and Enrichment and Expansion Grant is the Curriculum Development and Enhancement grant and this is a two-and-a-half-year grant. The Native Arts Curriculum Development and Enhancement program provides TCUs the opportunity to focus on the advancement of Native arts at their institution through curriculum development and enhancement through the creation and/or upgrade of academic courses, certificate programs, associate degrees, and bachelor's degrees in Native arts - traditional Native arts and contemporary Native arts. Awards will be disbursed in the fall 2020.

OBAYA OPTA TATE KIN KAH'BOKE (*Winds Blowing Across the Prairie*) – *Margaret A. Cargill Philanthropies*

The *Obdaya Opta Tate Kin Kah'Boke* program launched on July 1, 2020. The three-year grant term is July 1, 2020 through June 30, 2023. This project will support five to ten TCUs located in the Northern Great Plains to develop indigenous environmental and natural science focused academic programming, faculty development and student opportunities, place-based research, strategic partnership building and participation in the development of a community of practice aimed at developing stewardship practices considerate of seven-generation planning to impact the Northern Great Plains.

On August 26th, the College Fund's Environmental Stewardship Program Officer along with the College Fund's Resource Development team hosted a virtual donor convening. Representatives

from two TCUs participated by sharing their vision and the impact of the previous work conducted under the College Fund's Scholarly Emergence and Environmental Design and Stewardship (SEEDS) project. Initial outreach to TCUs to participate in the Obdaya opta tate kin kah'boke project will begin in the latter part of September 2020. This will include emails sent directly to the Presidents of the 10 eligible TCU's announcing the new opportunity.

STRATEGIC PLANNING AND BUILDING TCU ECE FAMILY ENGAGEMENT – *Bezos Family Foundation*

The College Fund received a of a six-month grant from the Bezos Family Foundation to support engagement and strategic planning with Tribal College and University (TCU) partners. Engagement with existing TCU partners will be twofold, to support children and family engagement through the COVID-19 pandemic and for engagement in the strategic planning of our next phase of early childhood education programming. Strategic planning will also include prospective TCUs, Early Childhood Education (ECE) funders, and industry experts. The College Fund recognizes the changing social and economic landscape in our place-based institutions and the value of continued support of lifelong, intergenerational learning in tribal communities.

REENTRY TO EDUCATION FOR NATIVE YOUNG ADULTS – *Aria Foundation*

The Reentry to Education for Native Young Adults program seeks to understand the challenges and barriers that Native young adults who have been previously incarcerated face when they pursue a GED/high school equivalency degree or college. Over the last two years, the College Fund conducted an inquiry through outreach and listening sessions to inform a pilot program. The program will incorporate components of mentorship, student support, and a community-based project from the Indigenous Visionaries program. A literature review is being conducted to identify best practices to inform the work.

TRIBAL COLLEGE & UNIVERSITY COMPUTER SCIENCE INITIATIVE – *Jeff and Liesl Wilke*

The goal of this initiative is to develop computer science programs and foster integration of computer science coursework at selected TCUs through a grant to support faculty hiring and program development. Best practices and learnings from the initial group of TCU participants will inform the development of effective computer science capacity across the TCU system. Additionally, we see the COVID-19 crisis as creating a complementary drive for technology infrastructure and support for emergent TCU capacity.

Research and Faculty Development Programs

Research and Faculty Development Programs is responsible for conducting internal and external research initiatives across TCUs and within the College Fund. This 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 AND INSTITUTIONALIZATION OF STUDENT SUCCESS EFFORTS AT TCUs – *Kresge Foundation*

The College Fund was awarded a three-year grant beginning August 2017 and ending December 2020. The project will continue its efforts in developing an internship program model and to build a case for support for emergency aid and internship opportunities by examining the structure, context, and needs of TCUs participating in Project Success. The three institutions are 1) Diné College; 2) Stone Child College; and 3) Red Lake Nation College.

Data collection for both the qualitative and quantitative analyses are complete. The Inquiry Project is now in its final stages of research with data interpretation and case study write-up. To assist TCU with coding and data interpretation, several webinars took place between February-August 2020. In September 2020, the project hosted their first virtual convening focused on group coding and case study writing of emergency aid. In October 2020, a second virtual convening will take place – group coding and writing of internships. The project is led by Crystal LoudHawk-Hedgepeth and consultant Julie Lucero. The grant is scheduled for completion at the end of FY 2020 with completed reports due by then as well.

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, 42 fellowships were awarded from a diverse and competitive pool of applicants. To date, 24 fellows completed their degrees. Fellows represent 21 TCUs (ANC, BMCC, CCCC, CDKC, CMN, DC, IAIA, KBOCC, LCOOCC, LLTC, LPTC, NHSC, NTU, NWIC, SBC, SGU, SKC, OLC, TOCC, TMCC, and UTTC). Fellowships were awarded in the following cohorts:

- The first cohort of nine fellows was funded from Fall 2014 to Spring 2016.
 - Eight fellows received their degrees.
 - One fellow continues to work on finishing her degree.
- The second cohort of three fellows was funded from Fall 2015 to Spring 2017.
 - All three fellows received their degrees.
- The third cohort of nine fellows was funded from Fall 2016 to Spring 2018.
 - Six fellows received their degrees.
 - Two fellows had to take a leave from their programs due to family obligations and plan to return at a later date.
- The current fourth cohort of twelve fellows is funded from Fall 2018 to Spring 2020.
 - Two fellows graduated in December 2019.
 - Four fellows graduated in May 2020.
 - Three fellows will graduate in December 2020.
 - One fellow will graduate in May 2021.
 - One fellow had to take a leave from their program due to family obligations and plan to return at a later date.
 - One fellow left their position at their TCU.
- The fifth cohort of eight fellows is currently funded from Fall 2019 to Spring 2021.
 - One fellow graduated in May 2020.
 - One fellow will graduate in December 2020.
 - Five fellows will graduate in May 2021.
 - One fellow will graduate in December 2021.
- The sixth cohort of one fellow is currently funded from Fall 2020 to Spring 2022.
 - One fellow will graduate in December 2021.

The College Fund is actively recruiting applicants for 2020-2021 academic year and accepting applications on a rolling basis. More information can be found on the College Fund's website,

and applications can be submitted through this link
<https://aicf.advancingcommunities.us/masters-fellowships-for-tcu-faculty-and-staff-members/>.

MELLON GRADUATE HOURS PROGRAM – Andrew W. Mellon Foundation

Beginning July 2018, the Mellon Graduate Hours Program was funded through the Andrew W. Mellon to assist faculty members (full-time and adjunct) at TCUs seeking to complete up to 18 graduate credit hours in the fields they teach or will be teaching to meet new accreditation requirements for highly qualified faculty. Priority is given to faculty at TCUs accredited by the Higher Learning Commission, and fellowships are awarded for a period of up to three consecutive semesters for each candidate; the amounts received will be based on candidate's application, funder qualifications, and review committee. As of July 2020, 33 fellows received funding from this program, of those:

- Fifteen have completed the program.
- Eight are on track with course completion.
- Ten new fellows were awarded funding and started Fall 2020.

The College Fund is recruiting TCU faculty for the 2020-2021 academic year and is accepting applications on a rolling basis. We are now seeking applications for a Spring 2020 start date.

More information can be found on the College Fund's website, and applications can be submitted through this link <https://advancingcommunities.us/aicf/graduate-hours-program-for-tcu-faculty-members/>. Reference Letters should be uploaded here:

<https://aicf.advancingcommunities.us/letter-of-reference-graduate-hours-fellowship-program/>.

MELLON CAREER ENHANCEMENT FELLOWS – Andrew W. Mellon Foundation

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

In total, 41 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).

Currently, we support the 15th and 16th cohort of fellows:

- The 15th cohort, consisting of three fellows, was funded from Fall 2018 to Spring 2019.
 - Two fellows completed their terminal degrees
 - One fellow left employment at their TCU.
- The 16th cohort, consisting of five fellows, is funded from Fall 2019 to Spring 2020.
 - Two fellows completed their degrees May 2020
 - Two fellows will complete their degrees May 2021
 - One fellow left employment at their TCU.

The College Fund is actively recruiting applicants for 2020-2021 academic year and accepting applications through May 1, 2020. Two more awards can be funded in the 17th cohort from Fall 2020 to Spring 2021. More information can be found on the College Fund's website, and

applications can be submitted through this link <https://aicf.advancingcommunities.us/mellon-faculty-career-enhancement-fellowship/>.

NYSWANDER-MANSON AND BLANCHARD FACULTY FELLOWSHIP

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

Since 2005, 45 pre-dissertation fellowships were awarded to faculty from 16 TCUs. For the 2020-21 academic year, four fellowship awards were funded.

TCU FACULTY RESEARCH INITIATIVES – *Henry Luce Foundation*

The 2020-2021 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 July 2020, the following was achieved through the grant initiative -

- Reallocated Funds from the 2020 TCU Faculty Research Convening into TCU Faculty Emergency Aid Grants.
- Developed the upcoming December 2020 issue of the TCURJ.
- Reconfigured the Intensive Writing Retreat into a Virtual Writing Mentorship Program.

In April 2020, the American Indian College Fund secured a grant for TCU Faculty Emergency Aid. These awards were designed to support TCU faculty impacted by the COVID-19 pandemic. Of the 35 accredited TCUs who received grant awards through these funds, 35 awards have been disbursed.

AMERICAN INDIAN AND ALASKA NATIVE COLLEGE AFFORDABILITY AND TCU SUSTAINABILITY

The Lumina Foundation funded a 30-month exploratory research project investigating four topic areas:

- AIAN College Affordability
- Institutional Barriers to Student Success
- Post-Secondary Credentialing Process and Credential Quality Assurance
- TCU Sustainability

The project began in December 2019 and will conclude in May 2022. Four literature reviews, one per topic area, were completed in May 2020. A TCU sustainability and college affordability convening was held in February to launch the grant. Two AIAN College Affordability survey instruments have been developed. We gained IRB approval from Northwest Indian College which

serves as our IRB vehicle for the College Affordability portion of this grant in August 2020 and have submitted NWIC IRB for the remaining three strands of research, namely TCU Sustainability, TCU Barriers to Student Success, and TCU Credentialing and Quality Assurance. We are hoping to gain NWIC IRB approval by mid-October for all strands of research. We will be administering the College Affordability survey October 1 for four weeks. We will begin data collection for the other three strands of inquiry in December 2020. Partners in the project include:

- The National Native Scholarship Providers Group (NNSPG) will utilize their respective population of AIAN scholarship recipients (both former and current) to develop a sample to describe AIAN college affordability. Working group members are:
 - American Indian Science and Engineering Society (AISES)
 - American Indian Graduate Center (AIGC)
 - Indigenous Education, Incorporated. (IEI) (Cobell)

- Five TCUs including:
 - Diné College
 - Nueta Hidatsa Sahnish College
 - Navajo Technical University
 - United Tribes Technical College
 - Turtle Mountain Community College

COLLEGE FUND CAPACITY BUILDING

The College Fund received funding for a two-year grant from the Margaret A. Cargill Philanthropies in August 2020 to allow the College Fund to develop and integrate two new organization wide databases. The first database is being integrated by the Resource Development team (and is nearing completion) and will serve the activities associated with fundraising information and data. The second database is being designed to replace the CiviCore scholarship database and will serve as the hub for scholarship recipient data, financials related to scholarship funding, student level data, and programs data. The larger purpose of the College Fund Database is to eventually provide a solid platform from which the organization and staff members can demonstrate impact of our work with native students, TCUs, and the communities we serve with scholarships and programs.

The College Fund database development team has vetted six potential vendor solutions had narrowed our potential solution to three, CaseWorthy, Sales Force, and WizeHive. We have client discussions and one more round of vendor demonstrations before we will make our selection, by October. The solution will int we are hoping to hire by the beginning of the FY2020-2021. The database will integrate our scholarships programming and grants management programs allowing us to analyze student and programs outcomes across programs. It will allow us to eventually provide organizational impact across four levels (student, institution, faculty, and community) and dashboard KPIs for the organization.

We will begin database integration in earnest beginning October 2020 with complete hand-off by June 1, 2021.

SPENCER FOUNDATION RESEARCH GRANT

The College Fund and the National Native Scholarship Providers (American Indian Science and Engineering Society, American Indian Graduate Center, and Indigenous Education, Inc.) received a five-year grant from the Lyle Spencer Foundation on August 1, 2020. The grant will allow the

College Fund to continue its line of work with the Indigenous Higher Education Equity Initiative (IHEEI) work led by Cheryl Crazy Bull. More specifically, we will work with consultants to develop institutional assessments to measure effectiveness of AIAN student support. Additionally, we will work with the NNSPG to develop a database to share organizational data aimed at efforts to develop student success measures to help understand better student pathways from college entrance to completion. The work in this grant is just beginning but promises to have far reaching impact.

IMPACT EVALUATION

Impact data demonstrates how positive social change is occurring through the College Fund's work. The College Fund defines impact evaluation as an adaptive four-part process that entails collecting data to inform program design, defining clear goals and objectives for programming, identifying performance indicators for programs and broader initiatives, and then systematically collecting data to assess program progress and outcomes. Specifically, the College Fund's evaluation work: 1) documents if program activities are implemented as intended; 2) assesses if programs are achieving their goals and objectives as intended; 3) tracks information for key performance indicators and 4) captures high impact practices and opportunities for improvement to inform future program design. Impact evaluation is integral to measuring the positive effects of the College Fund's work as an organization on the Native communities, tribal colleges and universities, and Native scholars it serves. The College Fund practices culturally responsive impact evaluation, premised on respect, reciprocity, relevance, relationships, and responsibility.

Highlights of the College Fund's evaluation work includes:

- Data visualization and additional analysis of data produced by Gallup for the TCU Alumni Survey to serve College Fund needs
- Contributing theories of change, evaluation methodologies, and feedback on activity-to-outcome linkages for five funded grant proposals
- Synthesizing College Fund scholar data to identify scholar needs during COVID-19
- Streamlining the College Fund's annual scholar surveys to ensure alignment with programming priorities and reduce survey fatigue
- Survey and focus group research to inform the focus of COVID-19 faculty emergency aid funding
- Scholarly Emergency for Environmental Design (SEEDS) summative program evaluation
- AT&T Braided Success program: impact infographics highlighting successes in Native college readiness and college-going
- Analysis of scholar demographic and student success data for annual internal and external reporting
- Strada Employable Graduates program: baseline data collection and quarterly reporting
- Mellon Foundation Native Pathways program: Year 1 annual report
- Cultivating Native Student Success program: data benchmarking and Year 1 reporting
- Native Pathways summer college readiness camp evaluation
- 2020 COVID-19 Emergency Aid data tracking and analysis

Public Education

PUBLIC RELATIONS

COVID19 and other social issues are giving the College Fund an opportunity to increase visibility about our work and the work of the TCUs. Top PR this quarter:

- Interviews in the Inside Higher Education Report, College Leadership in an Era of Unpredictability (by purchase. AIHEC has purchased copies for all TCUs)
- Interview with Cheryl Crazy Bull on The Woolfer TV
https://www.thewoolfer.com/feeds/upcoming-nina-in-conversation-with-cheryl-crazy-bull?req_type=html&k=791fd65f
- Co-authored op-ed placement with Cheryl Crazy Bull and Sara Goldrick-Rab, in The Hechinger Report, "Tribal Colleges Need Our Help More than Ever."
- Interviews with Cheryl Crazy Bull about the mascot issue on Yahoo News [After Washington's name change, Native American activists see plenty of work left to do](#), Dutch media outlet Volkskrant <https://www.volkskrant.nl/sport/pas-nadat-sponsorsen-dreigden-contracten-te-verbreken-past-footballteam-washington-redskins-de-naam-aan~b19c8336/>, and The Sound of Ideas: Cleveland Public Radio <https://www.ideastream.org/programs/sound-of-ideas/name-change-for-the-cleveland-indians-cleveland-mask-mandate> all in July of this year.
- College Fund pitched and weighed in on visibility of Native people in wake of mascot issue on "Working To 'Take Back What Was Stolen' From Olympian Jim Thorpe," Colorado Public Radio, July 29, 2020. <https://www.cpr.org/show-segment/working-to-take-back-what-was-stolen-from-olympian-jim-thorpe/>
- Cheryl Crazy Bull and Emily White Hat interviewed on "Inclusivity Included" podcast by Reed Smith, named one of nation's top diversity, equity, and inclusion podcasts in the nation by Business Insider Magazine, on August 12, 2020. <https://reedsmithdiversity.podbean.com/e/the-american-indian-college-fund-changing-the-face-of-higher-education/>
- Cheryl Crazy Bull was interviewed by Public News Service of Colorado for "Tribal Colleges Face Multiple Challenges in Economic Wake of COVID," Sept. 17, 2020. <https://www.publicnewsservice.org/2020-09-17/native-american/tribal-colleges-face-multiple-challenges-in-economic-wake-of-covid/a71488-1>

We continue to leverage the Gallup Survey, Hope Center #RealCollege Survey, and IHEEI Report and the statistics and findings in them in pitching and placing stories, as well as our own research at the College Fund as the foundation of our stories, personified with personal stories of our students, presidents, faculty, staff, and community members.

TCU OUTREACH INITIATIVES

The TCUs in the news newsletter, which includes links to stories about TCUs or Native higher education in the media, is emailed quarterly. Our last issue mailed in early September. As part of the College Fund's annual goal to provide TCU staff with the tools they need to support the promotion of their institutions; and to allow TCUs to see the conversations about Native education in media outlets and social media and to allow them to insert themselves into the conversations, Public Education is producing e-newsletters that include articles about the tribal colleges, Native education issues, and the American Indian College Fund. The newsletter is sent directly to the in-boxes of TCU presidents. If you have not received your copy or would also like to include someone else on the list at your institution, please email: dhorwedel@collegefund.org. A webinar for TCUs focused on marketing institution's education offerings aired July 29. If you were unable to attend and would like a copy of the presentation materials, please contact dhorwedel@collegefund.org.

We hosted a Census training program for our student ambassadors and asked them to spearhead an advocacy program in Native communities to share the importance of the Census.

We are wrapping up our initial Indigenous Activism webinar series for tribal college students with our seventh webinar on September 24. Throughout the series we featured Native activists discussing topics including voting and census outreach in Indian Country, Divest the Police movement from an indigenous perspective, working within the system to enact change, among others. We will revisit this series to determine if we will continue with this project in the future. Please visit our advocacy page at www.collegefund.org/advocacy or go to our YouTube page to view any of our past Indigenous Activism webinars.

ANNUAL REPORT

The 2019-20 annual report is in the layout and design process, with a focus on Native identity being our communities' and students' strength, and TCUs foster that in normal times and times of crisis. We also have a special section dedicated to the College Fund's emergency relief.

Accountability and Transparency

CHARITY WATCHDOG RATINGS

The American Indian College Fund meets all charity watchdog standards:

- On May 1, 2020 Charity Navigator, the nation's top charity evaluation system, awarded the College Fund a three-star rating, which is based on FY2018-19 financial data.
- In April 2020, 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.
- The College Fund earned the "Best in America Seal of Excellence" from the Independent Charities of America (also known as America's Best Charities). Of the one million charities operating in the United States, fewer than 2,000 organizations are awarded this designation.
- The College Fund received a "B+" rating from *CharityWatch* (formerly the American Institute on Philanthropy) and is one of two American Indian organizations classified under its index of top-rated charities (the other is Native American Rights Fund).

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



REPORT TO THE AIHEC BOARD OF DIRECTORS

September 21, 2020

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.

The FALCON officers are Amber Marlow (Lac Courte Oreilles Ojibwe College), Interim President; Brianna Gunka (Bay Mills Community 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

FALCON is pleased to announce that registration is now open for its 16th Annual Conference, scheduled for October 22-23, 2020. This will be an ALL VIRTUAL conference. We will have a condensed two-day agenda and are keeping the conference sessions that you have told us you appreciate most: training workshops, student presentations, the poster session, the NIFA update, and networking sessions. Our goal is to provide two days of value-packed sessions!

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:

- FALCON continues to work with the Western Extension Directors Association (WEDA) to develop partnerships among 1862 and 1994 land grant extension programs. FALCON

attended a Western Water Summit in August 2020 and is helping to organize a policy discussion with AIHEC, WEDA, and the Western Governors Association

- FALCON helped produce a 20-minute video celebrating our land grant programs by highlighting three of the 1994s. The video can be viewed at FALCON's website at <https://www.falcontribalcollege.org>.
- 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. Most recently, an undergraduate course in water issues is being developed that will be shared with all TCUs.

Questions may be directed to John Phillips, FALCON Executive Director, at jphillips@aihec.org, and (706)310-4199.

**Tribal College and University Library Association
Report to the AIHEC Board
Fall 2020 Meeting
September 27, 2020**

ARIZONA

Tohono O’odham Community College, Sells, AZ

O’ohana Ki:, the library at Tohono O’odham Community College, has seen growth in its digital holdings over the past year. As part of the Arizona Community College Library Consortium (ACCLC), TOCC has been able to take advantage of group-buying power. The most widely used database on campus is JSTOR. Previously, O’ohana Ki: was only able to subscribe to 5 of JSTOR’s 36 database modules; as part of ACCLC, O’ohana Ki: can now subscribe to half of JSTOR’s modules at a greatly reduced subscription rate. The windfall in the budget has made it possible for O’ohana Ki: to now subscribe to Infobase Films on Demand’s Master Academic Package and World Cinema which provides access to over 43,000 titles. The hope for the near future is to add a platform to support e-books to help students defray textbook costs.

These acquisitions to the digital library were timely in that the College shut down in March 2020 due to COVID-19. Instructional videos on how to access the collection were created and distributed. Additionally, as a response to COVID-19 shutdowns on the Tohono O’odham Nation and all schools moving online, library staff refreshed and expanded the Ready Reference Page to include link pages to Online Learning for K-12 and College Students. The pages contained free and short-term information provided by a host of educational companies and institutions. By cooperating with Tohono O’odham Nation’s Education Department, the links pages were distributed to the Nation’s schools as well.

Over the past two years, O’ohana Ki: has seen physical growth. In addition to the previously expanded library study area, a separate tutoring area was added at the start of Fall 2020. The area was the former bookstore which was adjacent to the library but did not connect to the library. Facilities added a connecting door to the library to make it a continuous space. This area has made the library more user friendly. The library has been used to host events and allow for tutoring at the same time. In October 2020, ten more LED light panels were added to the library ceiling to increase lighting to an otherwise darkened library.



As part of the College’s response to the COVID-19 Pandemic, O’ohana Ki: moved its services online in March 2020. Online reference and tutoring were moved online with students and staff setting up appointments online utilizing Google Suite and Zoom. The librarian was able to acquire a small grant through the Arizona State Library which

awarded 40 Chromebook kits to TOCC and sanitizing products. The plan for checkout of these

devices is to give students with writing-intensive courses priority. Additionally, the GED program has been able to utilize some of the Chromebooks.



TOCC has been closed to the public by offering online courses but has continued to ready the campus for the return of in-person courses. Plexiglass dividers have been added to various locations around campus.

services have been offered.

The library has been the hub for kit distribution as it relates to technology devices (iPad kits, laptops, and Chromebooks), course kits such as science labs, and art supplies. Curbside

Despite the pandemic, the College has continued to expand. One of the major areas of growth has been the O'odham Language Center. The library staff has been able to contribute input on the development of the building plans, especially as it pertains to the development of the archive. The library has been slowly building a collection to add to the archive as it applies to the O'odham language.



MINNESOTA

White Earth Tribal and Community College, Mahnomon, MN

The White Earth Tribal and Community College continue its mission: To be an institution dedicated to higher learning dedicated to academic excellence grounded in Anishinaabe culture, values, and traditions. The WETCC library continues to be a valuable resource for students and faculty with materials emphasizing Native American history, local Ojibwe culture, and language. WETCC made no significant acquisitions during the 2019-2020 academic year. The WETCC library has faced some changes and challenges during the 2019-2020 academic year. The previous Librarian left in fall 2019, which caused other staff members to take over some library duties while WETCC recruited a new Librarian. Spring of 2020 found WETCC engrossed in the COVID-19 pandemic causing the library, as well as the entire college, to shut down and continue virtually. A new Librarian and Student Success Coach was hired and started in August 2020. The library has re-opened with the college for the fall 2020 semester, but is currently open to students, faculty, and staff but not the public.

Some possible items that AIHEC can do to help the WETCC Library specifically would be professional development for the new librarian, as well as some ideas for moving some of our materials to a digital and/or eBook format.

MONTANA

Salish Kootenai College, D'Arcy McNickle Library. Pablo, Montana

The SKC D'Arcy McNickle Library had a busy fall and winter quarter last year with over 4500 visitors and 800 items circulated. During this time the library provided 21 outreach events including research workshops for students, community workshops on the use of our Automate online resource, storytime "Kidz Club" Programs, visits to local Head Start programs, and elementary schools.

Salish Kootenai College Covid-19 stay-at-home orders began during SKC's spring break (March 15th, 2020) and lasted through the entire summer months. During this time the Library and campus remained closed. In July the library began its curbside delivery service to the community but doors remained closed until September 7th. Currently, the library is open for current student use only with curbside services still available for the public. Student computer workstations are socially distanced, with face coverings and sanitation protocols required.

Library staff has used the downtimes to focus on collection development and participate in available professional development activities. Most classes are operating online with few students on campus.

Socially distance library workstations:



Stone Child College Library, Box Elder, Montana

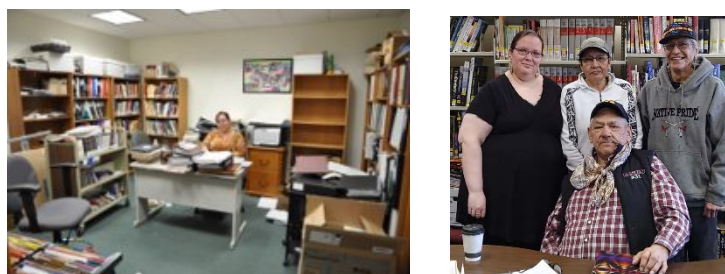
The Stone Child College Library has been very busy. The library is going through a small remodel of our children/YA section. We are currently in the process of painting the area. During our summer sessions, Librarian Joy Bridwell taught a speech class to teacher education students. Also, during our summer sessions art instructor John Murie brought his mural class into the library to paint a mural of an eagle's wings on the wall of our computer lab. Joy with members of the SCC staff created study guides for the Knowledge Bowl competition before it was announced that AIHEC was canceled. Library staff helped out with judging different activities during September 2020's Native American Week and taking pictures. The library hosted the Virtual Rock Your Mocs Contest. The library has also been working on two projects called "Faces of the Library" and "Tell Your Story". The "Faces of the Library" project is a project to create a mural of all the different people that come into the library. Everyone has a story to tell and that is how the "To tell Your Story" project came about. Both projects were unfortunately put on hold because of COVID-19. We plan to continue with the projects very soon.



The library held ten in-person events. These events were Yarn Night, Media Literacy Night, Cree Kinship/Family Tree, Supaman (college), Supaman (community). This is Halloween, Star Quilt Pillows, Jingle Bell Rock Christmas, Beading Class, and Cookies, Cupcakes, & Cake Decorating. Our annual Halloween event brought in 404 participants which are the largest number of participants we have ever had at one of our events. These ten in-person events brought in a total of 778 participants. Our Cree language and culture events have become very popular. When the COVID-19 pandemic occurred the library staff decided to continue with community events but to revamp the concept. We decided instead of canceling events we would change the events into kits that we could hand out to the community. We decided that the activities that we would have done in person could be turned into kits. We did six months of kits. The kit themes that we did were Native American Arts & Crafts Kits, Summer Arts & Crafts Kits, April Fun Arts & Crafts, Outdoor Arts & Crafts Kits, and Indigenous Arts & Crafts Kits. We have handed out 884 kits. In total, we had 1662 participants. All kits are created by library assistant Samantha. Posters advertising the kits are posted to Facebook and participants are asked to message or call to sign up their children for the kits.



We recently completed an inventory of our tribal archive in preparation to start digitalizing materials. Once that inventory was completed as part of our IMLS Enhancement grant we were able to hire an archive assistant. We were also able to bring in three tribal members to evaluate the library. The job of the elders was to go through the materials that are in the archive and tell us what they believed are the most important to start our digitalization project. Our three elders worked with us for the entire month of February. Starting in April our archive Assistant Rosalie started scanning documents. Before the end of the grant, we were able to scan ninety percent of the materials in the archive. The remaining ten percent are pictures. The head of the college's Rocky Boy History Project retired at the beginning of the year and the library inherited all the project's materials which include thousands of pictures. We are working with a company called Islandora to upload all our materials. We plan to start uploading material in October. As part of the inventory, a new archive manual was created and approved by the college's board of regents.



On March 17, 2020, Stone Child College decided to shut its doors to in-person classes and go to strictly online to finish out the semester due to COVID-19. Most staff moved to work from home or staggered shifts. The library staff decided to stay open to help the students to finish the

semester. We handed out iPads and homework packets to the students that their teachers had dropped off. We also handed out laptops to staff members that were working from home. At this time the community had also gone into lockdown and checkpoints at all entrances to the reservation were set up and a mandatory curfew was put in place. During this time the library was only open to the students, staff, and faculty of the college. We were close to our community patrons. That doesn't mean that we did not continue to assist them. We were assisting our patrons through phone calls, emails, and Facebook messages. We had very limited requests for materials to be checked out. We deep cleaned the library and moved all the toys in the children's area into the basement. The library's circulation desk was given a Plexiglas shield. Joy created a PowerPoint presentation of a tour of the library to be emailed to all students on what resources the library has to offer and how to access these materials. Summer classes took place but were postponed a couple of times due to COVID-19 outbreaks on the reservation. The fall semester started in August and the college had in-person, online, and hybrid classes offered. However, again because of COVID-19 the college moved to online classes with a few exceptions such as nursing and carpentry classes. Slowly we are starting to see more students coming back into the library. That is a good thing for us.

NORTH DAKOTA

Turtle Mountain Community College, Belcourt, North Dakota.

During this period, many community events in the Turtle Mountain area and those at the Turtle Mountain Community College have been canceled or postponed due to COVID-19. The Turtle Mountain Community College began remote learning mid-March, continued throughout the summer, and fall semesters. TMCC also has remote work in place, the only employees on campus are those deemed essential.

TMCC library made a few changes to make sure online resources were available and easily accessible. The library e-mails all relevant information on a bi-weekly basis to students, staff, and faculty for our online resources-such as, usernames, passwords, resources available, and accessibility to online resources.

At this time, the TMCC library is open by appointment only. The number of visiting patrons has dramatically decreased. The number of patrons checking items out has dramatically decreased as well. Also, the carpet at the TMCC library was replaced so the staff is busy putting back all books and materials, which will take some time as there are over 24,000 physical items.

United Tribes Technical College Library, Bismarck ND

A year ago United Tribes Technical College and the UTTC Library began the 2019 school year in a very traditional way. The Library project of moving to a new location at the Jack Barden Center (JBC) was completed. Efforts made to get students to use this new location had a slow start. A small coffee shop reopened in the library giving the library a boost in visitation. Much time was spent reorganizing and making the physical space seem like a library. Extensive weeding had been done as space was limited. A puzzle area was set up. Services used often are scanning and faxing documents and proctoring exams. The Library expanded services by hiring an Assistant Librarian at the end of the semester and extending hours of operation to evenings and Sundays. This schedule is beneficial to students who need library services after hours. The extended hours allow for librarian assistance at the computer lab next door to the library.

The librarian continued to teach information literacy and library skills at classes in person. Getting library cards registered is incorporated with this activity. Instructors often schedule a time for students to work with the librarian on research for class projects. Students get one-on-one or small group help with learning effective database searching. Two patron computer stations were added to the library space. It allowed for working with the students at the library rather than going to the computer library.

After March Spring Break all changed due to COVID-19. UTTC implemented social distance strategies on March 13, 2020. UTTC continued the semester virtually online. The staff including librarians were telecommuting from home. The IT staff worked very hard to set up everything so that employees had remote access to their work computers. Phones were forwarded. The library continued to work with students and faculty by email and on the phone. Meetings were held by Zoom. The staff took continuing education by webinars and Zoom meetings. The librarian attended remotely the annual Tribal Libraries Summer Institute.

As the 2020 school year begins, the librarian was honored for completing 35 years of service at the UTTC Library. UTTC established face to face classes for the CTE programs and lab classes. All other academic classes are offered by a HyFlex model. Courses are taught online at their scheduled time. Unfortunately, after 50 years of powwows, UTTC canceled the annual Powwow and Tribal Summit. UTTC is preparing for a Higher Learning Commission (HLC) visit in November.

The JBC began a reconstruction project during the summer of 2020. The Library was affected by the project due to the heating and cooling pipes in the ceiling that needed to be removed and replaced. It was decided to continue to have the librarians work remotely. Services are offered by phone and email and curbside delivery is possible. The assistant librarian manages a computer lab at the Skill Center evenings and on Sundays. Library supervision was transferred from the CTE Director to the Dean of Instruction. UTTC Library is working on a new webpage. A UTTC Archive committee has been formed. The assistant librarian is working on the UTTC archive project. The administration has now decided to reestablish the Library in the soon to be finished Education Building remodel. The UTTC Archive will be located there as well. This is very beneficial for both libraries and archives. The Librarian serves as a member of the North Dakota Open Education Resources Advisory Council and is reviewing the possibilities of OER for UTTC.

UTTC library looks forward to this year and all the possibilities it offers its students and staff.

2020 Fall BoD Meeting

THE AIHEC QUARTERLY REPORT

Board of Directors Quarterly Update: October 2020 (Fall BoD Meeting)



SUSTAINING: TCU ADVANCEMENT (FUNDING)

APPROPRIATIONS

Fiscal year (FY) 2020 Continuing Resolution

On September 22, 2020, the House passed a Continuing Resolution (CR) to fund the federal government at FY20 spending levels through December 11, 2020. The Senate subsequently passed the measure, and it was signed into law by the President early on October 1, 2020, thus avoiding a federal government shutdown (P.L. 116-159).

FY 2021 Appropriations

Despite an early effort by Congress to complete the appropriations process “on time,” the attempt was sidelined by the COVID-19 pandemic and upcoming presidential election.

Between February-July 2020, House appropriations subcommittees held hearings and reported to the full House 10 of the 12 funding bills. The House accomplished this work while also drafting emergency COVID-19 relief packages and negotiating with the Republican-controlled Senate and White House on these packages. By July 30, the House passed two measures containing all the funding bills except two: Homeland Security and Legislative Branch.

Contrary to the House’s efforts, Senate appropriations subcommittees have not held any hearings or release any FY 2021 funding bills. (It should be noted that both chambers of Congress were focused on drafting and negotiating relief packages in response to the COVID-19 pandemic.)

- Appendix: Overview of proposed FY 21 TCU funding levels

House Mini-Bus #1 (House-passed 7/24/20)	
<ul style="list-style-type: none"> • Agriculture • State, Foreign Operations 	<ul style="list-style-type: none"> • Interior-Environment • Military Construction, Veterans Affairs
House Mini-Bus #2 (House-passed 7/31/20)	
<ul style="list-style-type: none"> • Defense • Commerce, Justice, Science • Energy-Water 	<ul style="list-style-type: none"> • Financial Services • Labor, Health and Human Services, Education • Transportation, Housing, and Urban Development

COVID-19 Relief Packages:

In response to the COVID-19 pandemic, Congress passed several legislative packages to provide aid to local governments, tribes, education systems, families/workers, and certain industries.

- Relief Package #1: Coronavirus Preparedness and Response Supplemental Appropriations Act (HR 6074, P.L. 116-123) (March 6, 2020)
- Relief Package #2: Families First Coronavirus Response Act (H.R. 6201, P.L. 116-127) (March 18, 2020)
- Relief Package #3: Coronavirus Aid, Relief, and Economic Security (CARES) Act (H.R. 748, P.L. 116-136) (March 27, 2020)

CARES Act (Enacted)

CARES Act (Enacted)		
<i>Total Education Funding: \$30.75 billion</i>	TCUs	BIE K-12
ED: 90 Percent Fund	\$13.5 million	N/A
ED: MSI/Title III Fund (\$1.047 B)	\$50.4 million	N/A
Interior/BIE (\$69 million):	\$22.9 million	\$46 million
BIE Education Stabilization Fund (.5 of State Fund, w/ED consultation - \$153.75 million):	\$30.75 million	\$107.5 million BIE Reserve: \$15.375 million

Relief Package #4

Following the passage of the \$2.2 trillion CARES Act on March 27, 2020, Congress began working to develop a fourth legislative relief package. On May 15, 2020, the Democratic-controlled House passed the \$3 trillion Heroes Act. In the Senate, Senator Patty Murray (D-WA), HELP Committee Ranking Member, introduced a bill to provide \$430 billion in targeted aid for childcare and education. Shortly after, Senate Republicans introduced the HEALS Act to provide \$1.1 trillion in supplement COVID-19 relief, based on the CARE Act. Senate and House leadership, along with the White House, continued to negotiate policy priorities and overall topline spending levels throughout the summer months as families considered sending their students to school. On August 18, 2020, Senate Republicans released a scaled back, or “skinny,” version of the HEALS Act, called the Delivering Immediate Relief to America’s Families, Schools, and Small Business Act (S. 4775), with \$500 billion in supplemental aid. As illustrated by these bills, negotiations on top-line spending for another relief package remain far apart. On October 6, 2020, President Trump announced that the White House would end negotiations until after the presidential election on November 3, 2020; the following day, he appeared to change his mind, stating that he would support \$1.8 trillion in relief, which Senate republicans immediately rejected.

Below are summaries of each relief proposal. A chart outlining higher education and TCU funding is included at the end of this report.

House (May 2020): Heroes Act (H.R. 6800)

On May 15, 2020, the House passed the Heroes Act (H.R. 6800) which provides \$3.4 trillion in supplemental relief. The Heroes Act includes \$90 billion for education, which is \$60 billion more than the CARES Act. While the Heroes Act does not provide as many targeted funding line items for TCUs, the overall funding provided directly to the Bureau of Indian Education is significantly greater and includes TCUs. Similarly, the MSI specific fund would provide a slightly greater amount for TCUs. The Heroes Act was introduced by House Democrats on May 12, 2020 and passed the House three days later with bipartisan support.

Senate (June 2020): Coronavirus Child Care and Education Relief Act (S. 4112)

Senator Patty Murray (D-WA), Senate HELP Committee ranking member, introduced the Coronavirus Child Care and Education Relief Act, which would provide nearly \$430 billion in COVID-19 pandemic relief for education-related programs. The proposed funding would be provided through the existing emergency relief and education programs.

The bill was introduced as a “messaging bill,” highlighting the need for the Senate to provide increased education funding in the future more comprehensive Senate COVID-19 relief package. Education-related funding highlights include **\$345 billion for the CARES Act Education Stabilization Fund**, with \$175 billion for elementary and secondary education, \$132 billion for the Higher Education Emergency Relief Fund, and \$33 billion for the Governors’ Emergency Relief Fund.

Senate (July 2020): Health, Economic Assistance, Liability Protections, and Schools (HEALS) Act

The HEALS Act was introduced by Senate Republican leadership to provide \$1 trillion in relief funds for three main purposes: getting students back in school, getting workers back to work, and winning the fight against the virus. The bill includes \$600 a week in unemployment benefits, liability protections, and an extension of eviction protections. Negotiations between Senate Republican leadership, House Democratic leadership, and the White House soon followed. (*Note: proposal not officially introduced, no bill number*) Education-related funding highlights include \$105 billion for education: about \$70 billion for K-12, with 1/3 released immediately and 2/3 reserved for schools at least partially reopened for in-person education, and a portion reserved for private schools; \$29 billion for higher education, and \$5.2 for Governors’ Relief Funds.

Senate (August 2020): Delivering Immediate Relief to America’s Families, Schools, and Small Business Act (S. 4775)

After stalled negotiations between the White House and top Democratic leader, Senate Republicans released a smaller, more targeted relief bill on August 18, 2020. The bill is a narrower, or “skinny”, version of the HEALS Act. The Delivering Immediate Relief to America’s Families, Schools, and Small Businesses [Act](#), includes an additional \$10 billion for the U.S. Postal Service, \$300 in boosted weekly federal unemployment benefits until December 27, another round of money for the Paycheck Protection Program, liability protections, and \$29 billion for public health. The “skinny” proposal includes \$105 billion for education funding structured identically to the education section of the HEALS Act. The proposal fell short of the 60 votes needed (52-47) to advance the legislation to the Senate floor for a final vote. Education-related funding highlights include \$105 billion for education: about \$70 billion for K-12, with 1/3 released immediately and 2/3 reserved for schools at least partially reopened for in-person education, and a portion reserved for private schools; \$29 billion for higher education, and \$5.2 for Governors’ Relief Funds.

House (September 2020): Heroes Act 2.0 (H.R. 8406)

After continued negotiations, Speaker Nancy Pelosi and Treasury Secretary Steven Mnuchin failed to reach a compromise on the details for another COVID relief package. On September 28, House Democrats unveiled a revised version of the Heroes Act, called Heroes 2.0, which brought total level spending down from \$3.4 trillion to \$2.2 trillion. Regarding education funding, the original version provides a total of \$90 billion and Heroes 2.0 provides \$225 billion for education. Most of the funding would be distributed through a State Fiscal Stabilization Fund as opposed to the CARES Act funding that was distributed by ED and DOI. Potential funding for TCUs is higher under Heroes Act 2.0 based on higher top-line education spending.

On October 1, 2020, only days after the revised bill was unveiled, the House passed (214-207) the updated Heroes bill to put pressure on Senate Republicans to engage in more negotiations in hopes of passing a COVID relief package before the upcoming election.

- Appendix: COVID Relief Proposals Comparison Chart: Outlines Potential TCU Funding
- Appendix: ACE Letter to Congress: Relief Funding Request and Priorities (8/5/20)
- Appendix: ACE Letter to House Leadership: Relief Funding Request \$120 billion (9/25/20)

Senate Committee Indian Affairs Hearing: Preparing to Head Back to Class: Addressing How to Safely Reopen Bureau of Indian Education Schools

On July 29, 2020, the Senate Committee on Indian Affairs held an oversight hearing on the reopening of BIE schools. President Yarlott (AIHEC Chair) provided testimony on behalf of TCUs, advocating for additional funding and resources to address outstanding needs that have been exacerbated by the pandemic, such as inadequate

broadband access, neglected facilities, and funding inequities. Other witnesses included Ms. Marita Hinds, President of the National Indian Education Association, and Mr. Tony Dearman, Director of the Bureau of Indian Education.

- Written Testimony: President Yarlott's written testimony is included at the end of this report.

AIHEC Recommendations for Future COVID-19 Relief Packages:

AIHEC continues to advocate for TCU specific funding and provisions to be included in any future COVID relief packages. This includes clarifying language to avoid future complications experienced with current CARES Act funding. AIHEC has outlined three major requests for the next COVID-19 legislative relief package:

- \$65 million to cover projected TCU revenue losses
- \$24 million TCU set-aside within USDA-Rural Utility Service for broadband
- \$500 million for a BIE TCU Deferred Maintenance and Rehabilitation Fund
- Increase BIE Set-Aside under State Education Stabilization Funds and Specify TCUs as Beneficiaries along with K-12
- Increase TCU Funding under MSI Fund and equitable share of all ED higher education funding (including specifics on the distribution formula).

AUTHORIZATIONS

Connecting the Minority Community Act of 2020 (S. 4422)

On August 4, 2020, Sen. Roger Wicker (R-MS) and Sen. Tim Scott (R-SC) introduced the Connecting Minority Communities Act of 2020 (S. 4422). The bill codifies the Minority Broadband initiative within the National Telecommunication and Information Administration (NTIA) at the Department of Commerce. The bill would also create the Connected Minority Communities Pilot program, which would provide \$100 million in competitive grants for Historically Black Colleges and Universities, Tribal Colleges and Universities, and Hispanic Serving Institutions to purchase broadband services, equipment, and hire technology personnel. The bill has been referred to the Committee on Commerce, Science, and Transportation. The bill is a messaging bill introduced by the Chairman of the committee which signals that this may be a priority soon. The bill may be included in a future comprehensive broadband bill. AIHEC provided feedback and proposed amendments to the bill to the bill sponsors who have agreed to include the proposed changes as the bill progresses.

- Appendix: Press Release: Wicker, Scott Introduce Connecting Minority Communities Act.

Native VetSuccess at Tribal Colleges and Universities Pilot Program Act (H.R. 8216)

On September 11, 2020, Rep. Ruben Gallego (D-AZ) and Rep. Tom Cole (R-OK) introduced the Native VetSuccess at Tribal Colleges and Universities Pilot Program Act (H.R. 8216). AIHEC worked closely with staff from Rep. Gallego's office during the drafting of the bill that would place VA counselors on TCU campuses to help Native Veterans, Servicemembers, and their qualified dependents complete their education and prepare them to enter the labor market. The bill has been referred to the House Committee on Veterans Affairs. The bill is unlikely to receive any action by the committee before the end of the year. AIHEC will continue to work with the bill sponsor to reintroduce the bill next Congress.

- Appendix: Press Release: Reps. Gallego, Cole, Haaland, and Cook Introduce Bipartisan Bill to Support Native Veterans Attending Tribal Colleges and Universities

Truth and Healing Commission on Indian Boarding School Policy Act (S.4752/H.R. 8420)

On September 29, 2020, Rep. Deb Haaland (D-NM) introduced the Truth and Healing Commission on Indian Boarding School Policy Act (H.R. 8420). The bill would establish a commission to investigate, document, and acknowledge the injustices of the federal government's assimilation practices through the Indian boarding school policies. The purpose of the commission is to develop recommendations for Congress to aid in the healing of the historic and intergenerational trauma passed down from Native American families and communities. The proposed commission is comprised of a wide range of tribal stakeholders including AIHEC. A companion bill has been

introduced in the Senate by Sen. Elizabeth Warren (S. 4752). AIHEC has endorsed the bill and provided several recommendations for strengthening the bill, most of which were incorporated prior to introduction. AIHEC also worked to ensure broader support for the bill among tribal organizations.

- Appendix: One-pager: Truth and Healing Commission on Indian Boarding School Policy in the United States

NSF Reauthorization Act of 2020

During July 2020, staff from Chairwoman Eddie Bernice Johnson (D-TX) from the House Committee on Science, Space, and Technology contacted stakeholders to seek input on draft legislation to reauthorize certain National Science Foundation programs. AIHEC submitted several recommendations:

- Update the NSF Tribal Colleges and Universities Program (NSF-TCUP)
- Authorize a new TCU Excellence in Research program (TCU-EiR), identical to the HBCU-EiR program
- Create a separate Alaska Native, Native Hawaiian, and Native American Pacific Islander-Serving Institutions Program. Currently, ANNH institutions are included in the competitive grant NSF TCU program.
- Authorize a new Campus Cyber-Infrastructure Program for TCUs, within the national NSF Office of Advanced Cyberinfrastructure
- Re-establish the Outreach and Experiential-Based Programs for Minority Students

While the Committee has not yet formally released a comprehensive reauthorization bill, they remain in communication with stakeholders and intend to release a bill early next year at the start of the new Congress. AIHEC will continue to advocate for these changes.

Higher Education Act Reauthorization

Following the enactment of the Fostering Undergraduate Talent by Unlocking Resources Act (H.R. 5363) on December 19, 2020 – which permanently reauthorized mandatory Title III funding for TCUs, HBCUs, and other MSI, besides simplifying the FAFSA verification process – many predicted that Congress will not have enough time for serious consideration of the comprehensive HEA reauthorization. Legislation introduced and hearings conducted during the 116th Congress by the House Education and Labor Committee and the Senate Health, Education, Labor, and Pensions Committee should be viewed as preparatory work for future HEA reauthorization efforts to take place during the 117th Congress and after the upcoming presidential election. We do not anticipate any HEA legislative action before the end of the year.

TCU CYBERINFRASTRUCTURE INITIATIVE

CI Study Project

Due to the COVID-19 pandemic, the TCU CI-Study project team had to halt their TCU site visits with only two colleges remaining to host a visit. Over the previous two years, the TCU site visits resulted in recommendations (policy, hardware/software, staffing, etc.) to help 34 of the 36 visited Tribal Colleges to improve their campus technology infrastructure and begin taking better advantage of current technologies to support their research and education programs. Currently, AIHEC hosts two bi-weekly webinars/meetings with the TCU IT directors. The first bi-weekly meeting discusses general IT technologies and practices and provides opportunities for professional development with outside partners such as Cisco and IVOXY. The IT director's meetings also provide an opportunity to discuss the challenges imposed on IT departments and directors associated with COVID-19. The second bi-weekly meeting, referred to as the Jenzabar TCU Community (JTC), brings together the IT directors and the staff at the TCUs that use the Jenzabar enterprise resource planning system to discuss Jenzabar issues, solutions, and practices. Over the summer, the AIHEC CI Team interviewed the IT directors and their TCU staff that use Jenzabar

to better understand the Jenzabar challenges that the TCUs encounter. The AIHEC CI Team drafted a full report of these challenges which includes a set of recommendations for the AIHEC Board of Directors to consider.

Four New AIHEC CI Initiatives Grants

The AIHEC CI Team secured four additional programmatic funding awards from the National Science Foundation this fall to build on the success of the TCU CI Study Project. Al Kuslikis is serving as PI and project lead. Alex Grandon and Russell Hofmann will be serving as the project coordinators, and Dale Smith and Jim Bottum will serve as expert consultants in CI technical and programmatic management.

1. AIHEC Cyberinfrastructure Strategic Planning (CISP) Workshop Series

The CISP Workshop Series is designed to encourage and support the TCUs in integrating cyberinfrastructure planning into their institutional planning processes, particularly to incorporate access to CI resources for both learning and discovery. A key objective is to work with the TCUs to embed the CI planning process within the TCUs' overall planning and priority setting process. The TCU CI Strategic Planning workshop series will involve Tribal College IT directors, STEM faculty, chief academic officers, and presidents as well as members of the national CI technical and STEM research and education community in a series of facilitated discussions using both synchronous and asynchronous modalities.

2. AIHEC Cyberinfrastructure Research Alignment (CIRA)

The CIRA award (\$250,000 over 2 years) will assist all interested TCUs in integrating CI planning into the institutions' overall planning and priority-setting processes. The project's primary areas of focus will be on the colleges' STEM programs and CI support staff. With support from external partners and regional institutions, the project will focus on CI training, planning, and community-building involving both STEM faculty and TCU IT organizations, providing the resources, technical assistance, and national network to advance participating TCUs toward CI-readiness and CI-enabled STEM research and education programs. While the strategic planning focus is like the CISP project, the CIRA provides more focused resources for a small cohort of TCUs committed to completing a CI strategic plan.

3. AIHEC Cyberinfrastructure Partnership Working Group

The CI Partnership Working Group was designed to recruit and convene a group of TCU STEM research and education stakeholders and national CI program representatives to discuss CI partnerships and collaborative project opportunities. Originally intended to be a 2-day meeting hosted by the Texas Advanced Computing Center (TACC), the meeting instead will be conducted online. The meeting will provide opportunities for participants to share and explore leading practices and innovative approaches to developing and sustaining research and education partnerships employing national CI resources. The aim is to foster the collaboration needed to support and strengthen TCU STEM research and education programs. A primary outcome of the meeting will be the formation of a TCU Cyberinfrastructure Working group to advance the use of CI resources among the schools through cross-TCU partnerships and the formation of partnerships with leading members of the national CI community.

4. AIHEC North Dakota Cyber Team

The North Dakota Cyber Team project involves the five North Dakota TCUs (Sitting Bull College, Nueta Hidatsa Sahnish College, United Tribes Technical College, Turtle Mountain Community College, and Cankdeska Cikana Community College) and North Dakota State University, which together will work to establish the foundations of a North Dakota research infrastructure that will support the current STEM research and education programs and provide the framework for aggressive research program development. The Cyber Team project will help facilitate opportunities both for economic development and for the design and delivery of health, education, and other services developed through cyberinfrastructure (CI) enabled research. The AIHEC CI team anticipates that the project will serve as a model for engaging TCUs nationally in the adoption of CI resources necessary to support the implementation of a significantly broader range of research and education activities, particularly involving collaborations with the larger research community.

EDUCATING: PERFORMANCE ACCOUNTABILITY & TELLING OUR STORY



AIHEC AIMS

The AIHEC AIMS 2020 data collection cycle opened on August 1. The Fall 2019 Interim Report will be due on November 1, and the annual AIHEC AIMS Report will be due on December 1.

AIHEC staff conducted an orientation session for Nueta Hidatsa Sahnish on September 9, 2020. Please contact Katherine Cardell for virtual data-related technical or staff development assistance sessions.

Impact of COVID-19 on TCU Student Experiences Survey

The Impact of COVID-19 on TCU Students Experiences Survey is slated to be conducted in mid-October 2020. The application has been submitted to the NWIC IRB for review. To date, no comprehensive survey of TCU student needs, perceptions, and impacts has been conducted post-COVID-19 onset or the transition of TCUs to distance (including online) learning. Nor has a survey been conducted on the academic quality and cultural integrity of TCU online/distance learning. This survey will enable TCUs and AIHEC to assess and monitor the impact of the COVID-19 pandemic and the rapid (and evolving) transition to online/distance learning on TCU student success outcomes (grades, course and program completion, mental health, family/security/access challenges, employment, technology, etc.) in a comprehensive manner. AIHEC has adapted an existing survey to fit TCU needs and will help ensure that the survey is relevant to our students, our services to students, and our tribal communities. From AIHEC's perspective, the survey will provide a valuable needs assessment tool and provide data to assist in AIHEC's advocacy work. The results of the survey will be disseminated to the TCU presidents in early November.

Tribal College Journal

TCJ's fall issue (32.1) on Citizenship and Democracy was mailed out in late August. The issue includes two main features plus a variety of departmental and web-exclusive content. The issue also includes the 2020 edition of *TCJ Student*, showcasing award-winning tribal college student creative writing and art, as well as a guest editorial penned by *New York Times* bestselling author, Pulitzer Prize finalist, and tribal college graduate Tommy Orange.

In the feature, "[The Good Citizen](#)," Institute of American Indian Arts professor emeritus and former Chief Judge of the Mescalero Apache Tribe, Stephen Wall, discusses how Indigenous core cultural values are essential for being a responsible and engaged tribal citizen. Wall further explores how TCUs can prepare tribal members as citizens. Salish Kootenai College students offer their perspectives on what it means to be an engaged citizen in the feature, "[On Citizenship and Democracy](#)." The students discuss the forthcoming general election, American Indian citizenship in historical context, and how tribal colleges can work to raise awareness of our electoral and democratic processes. TCJ's [Voices](#) department features longtime activist and tribal college supporter Leonard Peltier, who is currently serving a life term in the Coleman Federal Correctional Complex in Florida. Peltier looks back at his experiences and the historical injustices that Native peoples have endured, yet calls for unity, tolerance, and respect. In *On Campus*, the [Nebraska Indian Community College](#) and [Bay Mills Community College](#) submitted featurettes. The department also includes featurettes from [Ogoki Learning](#), an Indigenous startup that has developed language apps for Blackfeet Community College and is working with Aaniiih Nakoda College and Chief Dull Knife College.

As always, the fall issue includes the 2020 edition of *TCJ Student*, a compilation and celebration of tribal college student creative writing and art. This year, we created the issue as a pullout edition. Author [Tommy Orange](#) guest-edited the issue and selected this year's winners for the TCJ Student creative writing contest. Best fiction entries include "[Questions](#)" by Briana G. Reed of IAIA, "[The Dream](#)" by Emily Cogliandro of IAIA, and "[Trapped](#)" by Nicole Martinez of Saginaw Chippewa Tribal College. Best nonfiction entries are "[Little Peculiarities](#)" by Tovah Strong of IAIA, "[Long Road Home](#)" by Brianna G. Reed of IAIA, and "[Fyre](#)" by Waqcecewan Grignon of College of Menominee Nation. Best poetry entries include "[Quercus](#)" by Vivian M. Carroll of IAIA, "[Old Dogs of Taos](#)" by Nelson

Albuerquenque of IAIA, and "[Gimaamaaminaan Aki](#)" by Awanigizhik Bruce of Turtle Mountain Community College. Meanwhile, Suni Sonqo Vizcarra Wood of IAIA won the TCJ Student cover art contest for his fabulous piece [Spiritual Embodiment](#). Wood also took the best film contest award, for his exquisitely rendered *Yaku, the Water Spirit*. As part of his award, Wood was invited to premiere his film at the 2020 [Pocahontas Reframed Storytellers Film Festival](#) in Richmond, Virginia, which has been postponed to 2021 due to the pandemic. You can also preview much, much more tribal college student creative writing, art, and film at [TCJStudent.org](#). Moreover, we have completely revamped and updated our student site for optimal navigation and readability, so please take a look! Other web-exclusive content for the fall issue includes the final installment of Tom Davis' ongoing podcast "[Our History](#)," which looks back through the years at the evolution of the tribal college movement. Ryan Winn of College of Menominee Nation contributed a new installment of his column [Writers Corner](#), which underscores the necessity of storytelling during this pandemic.

Currently, TCJ is in the designing stage for the winter issue (32.2) on Student Stories. We will begin proofing in October with a publication date of November 16. TCJ is also receiving story ideas for the spring issue on Climate Change and Sustainability, an especially apt topic given the unprecedented wildfires in the West, hurricanes in the East, and collapsing ice shelves in Greenland. We hope this important forthcoming issue will raise awareness of these critical issues and illuminate the good work that tribal colleges are doing to create a more sustainable future. The spring issue will be published in late February of 2021.

For [Tribal College Press](#), we are currently in the printing process for our next manuscript entitled, *Meditation on Ceremonies of Beginnings*, a collection of poems by Tom Davis about tribal college leaders, the TCU movement, and the founding of the World Indigenous Higher Education Consortium. The book is slated for release on November 16, just in time for the holidays. So be sure to purchase copies for friends and family!

After over 25 years, TCJ will be moving from Mancos, Colorado. It has been quite an ordeal, identifying a new office location and moving during this pandemic, but we were able to succeed on both counts due to the herculean efforts of office manager Marvene Tom. TCJ will officially close the Mancos office at the end of October. Our new office is in downtown Durango. We will be retaining the same phone number, but our new office address is:



Tribal College Journal
679 E. 2nd Ave.
Office #1, Suite E-1
Durango, CO 81301

TCJ is gearing up for its fifth annual online fundraiser auction. We are currently seeking sponsors to help cover the costs of putting on the auction. We are also seeking items that can be easily shipped, such as jewelry, blankets, art, books, music, gift certificates, and more. By supporting the auction, you help TCJ continue to produce articles and research on the tribal colleges which are then shared with our audience of more than 29,000 individuals.

TCJ is launching another direct mail for September to bring in new subscribers and renew lapsed subscribers. The size of the mailing is 20,000, we are hoping for a 3% response. Print ad sales seem to be bouncing back after several years of declining sales. We are over our goals for the past few issues. A HUGE thanks to all the tribal colleges that are advertising. We have spent time calling/emailing clients as well as renewing contracts. For our online sales, we had a couple of new banner ads on the TCJ main site. We have been sending out emails regularly promoting the jobs page as well as our career and regular e-newsletter. We have an ad campaign on the TCJ Jobs Page for the TCUs for a flat fee of \$1000. TCUs can post unlimited listings for a year or \$600 for 6-months of unlimited postings. In July, we mailed out invoices for the 2021 TCU Licensing Fee. No colleges increased their orders. TCJ continues to send out a bi-monthly e-newsletter with good results. This helps direct subscribers and

others interested in the publication to our website and direct readers to the job board and the TCJ Student website. We are always looking for new recipients. Please suggest to your faculty, staff, students, and other constituents that they can subscribe for free to our bi-monthly e-newsletter and receive news, columns, book reviews, and more.

INNOVATING: STRENGTHENING COMMUNITIES

Reclaiming the Words of Our People: A Collaborative TCU Native Language Action Planning Project

This Wells Fargo funded initiative is the first nation-wide initiative to bring together TCU language faculty and staff to formulate a common strategy and an action plan for the teaching and preservation of indigenous languages. Dr. Jurgita Antoine serves as lead researcher and project director.

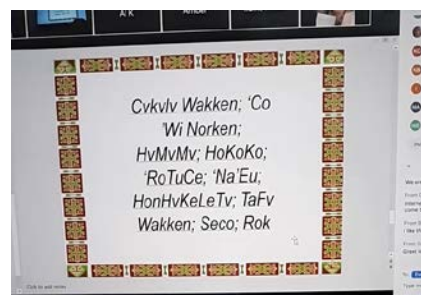
Despite a slow summer and extraordinarily busy start of the school year, TCU participation in the project has been fantastic – contact has been initiated with 33 TCUs. By the end of September, 30 virtual visits with TCU language programs have been completed and more are being scheduled. Excellent participation enables us to move on to the last phase of the project, which will feature stakeholder meetings and development of the action plan to teach and preserve our indigenous languages. A regional meeting of Ojibwe language-teaching TCUs is scheduled for October 2, 2020, which will be followed by other regional and all stakeholder meetings. Discussions about language preservation are also being held with leading academics and Native Language organizations.

Our TCU language programs are unique, as in many cases, they are the only academic institutions in the world where these languages are taught. 29 languages representing eleven language families are currently taught at TCUs. Out of 37 TCUs, 33 teach indigenous languages, and about half of those have degree programs in their community's language/s. Ten TCUs teach more than one language. Ten TCUs have well-developed programs that include multiple levels of language courses and courses in linguistics, including language revitalization. Most TCUs offer at least two levels of language courses. At least four TCUs have partnerships with K-12 immersion programs or host them on college premises.

There have been changes in the need priorities. During site visits, many TCU representatives have pointed out the need for consistent funding for language programs. At present, language programs are too dependent on grants, which means short-term funding and being on the constant lookout for more funds. The faculty must look for ways to support their activities which are sometimes unique, but essential to indigenous language learning such as work with local elders or immersing students in cultural activities to experience the language. In some cases, institutional operations are affected. For example, just before the start of the school year, we found out that Little Big Horn College's Chickadee Lodge Apsáalooke Immersion School would not reopen this fall due to their grant running out. Other top needs remain the development of curriculum materials (including digital resources) and adapting teaching methodologies for specific languages and student learning styles.

America's Languages Working Group's project to design an interactive map of the leading language programs in the United States is also entering the next phase. Currently, the coordinators are compiling the list of scholars who will be nominating and contacting the language programs. We will assist with placing our TCU language programs on the map.

Our AIHEC team and partners have continued offering free weekly Indigenous Design Collective Digital Media workshops to encourage and support TCU faculty and students in the creation of digital media content including language pedagogy. This quarter, the workshop topics included the basics of video recording and editing, the use of virtual and extended reality in teaching, and shows of samples of media projects produced at TCUs. The best-attended workshop featured a presentation by Norma Marshall, Mvskoke language and culture



Mvskoke song text presentation by Norma Marshall (College of Muskogee Nation) at the MMC Digital Media workshop

professor at the College of Muskogee Nation, on how her teaching strategies grounded in the indigenous language and culture help students cope with stress. The workshop brought out TCU instructors' dedication to their students and the healing powers of the indigenous languages and cultures.

It is striking how little documentation exists about the work to save the indigenous languages at TCUs. Some instructors teach their languages to help heal the historical trauma in their communities (Mvskoke). Others worked hard to produce child speakers in their language and thus today they proudly state that the indigenous language speakers in their community are elders and children (Ojibwe). We have a lot of inspiring stories to tell the world. And we need to ensure and plan for the continuation of these efforts.

Please direct questions, comments, or inquiries to Jurgita Antoine (jantoine@aihec.org).

AIHEC Indigenous Evaluation Framework

We had hoped that our new, completely reformatted and updated Indigenous Evaluation Framework handbook would be published by now, but delays due to the COVID-19 pandemic and the press of other duties has delayed final editing and design work. We are hopeful that the updated manual will be published by early 2021. Stay tuned!



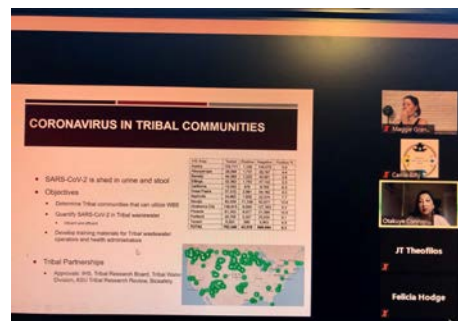
National Native Health Research Training Initiative



AIHEC, in partnership with the federal Indian Health Service (IHS) and the Native Research Network (NRN), is working on the fifth installment of the NNHRT webinar series schedule on October 21 from 2-4 pm ET.

The NNHRT webinar series developed after the NNHRT Conference, originally scheduled for June 2020 in California, was canceled in response to the COVID-19 pandemic. The goal of each webinar session remains the same as the original Conference objectives: to strengthen, sustain, and share best practices in American Indian and Alaska Native (AI/AN) Tribally driven and Tribally directed research, training, and collaboration. AIHEC's vision for the initiative is to develop the capacity of AI/AN Tribes, TCUs, and Tribal communities to plan, manage, use, and disseminate the outcomes of their health research that will lead to changes in health policy and practice and significantly reduce the health disparities within AI/AN communities.

The webinar series, which began in June 2020, takes place every third Wednesday of the month from 2-4 pm ET via Zoom. The webinar agendas for each monthly webinar session include keynote speakers, panel discussions, student activity presentations, and other related discussions and presentations. The NNHRT webinar series is currently planned through November 2020, but the NNHRT planning committee is currently working to add a modified NNHRT webinar in December 2020 and January 2021.



The webinars are an excellent opportunity for TCU faculty and students to learn how to present research findings, receive mentoring from the nation's top Native researchers, and network with leaders in the health research community. Information on upcoming webinars and registration may be found on the NNHRT website: www.nnhrti.org. Contact mgrandon@aihec.org with questions and to learn more.

We extend a heartfelt thank you to President Elmer Guy, Navajo Technical University, for offering opening prayers at two of our webinars. All appreciate his

(See also: *National Institutes of Health: Aseto'ne Network Project - Encouraging Students to Pursue Health Research Careers* below, under the Engaging goal.)

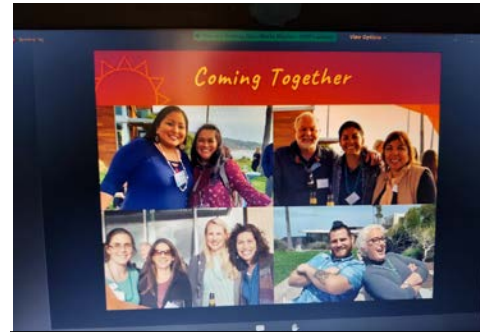
AIHEC Land, Water, & Environment Initiatives

AIHEC Tribal Climate Science Liaison

AIHEC's Tribal Climate Adaptation Science Liaison, Althea Walker, is an important resource to tribal nations and tribal colleges and universities (TCUs) within the [Southwest Climate Adaptation Science Center](#) (SW CASC) region (California, Nevada, Utah, Arizona) by providing information, technical assistance, and access to subject matter experts necessary to support local climate resilience research, planning, and implementation efforts.

Quarterly Highlights Include:

- **(On-going) Southwest Tribal Climate Story Map** – The Tribal Climate Adaptation Science Liaison is currently working with a SW tribal advisory committee on creating a story map (using ArcGIS StoryMaps) that provides critical information concerning working with tribes and tribal climate resilience in the southwest. A draft of the story map should be ready by the end of the year.
- **(On-going) Indigenous Peoples Climate Change Working Group**. The Tribal Climate Adaptation Science Liaison and Al Kuslikis are partnering with Haskell Indian Nations, the North Central CASC, Alaska CASC, and two Ph.D. candidates from the University of Kansas and University of New Mexico on a series of virtual gatherings ([recordings](#)) for the working group where the group discusses the future generations of Indigenous geoscience professionals, educators, and workforce. The IPCCWG is open to all who share our commitment to strengthening the connections between tribes, tribal colleges & universities, research institutions, federal agencies, and non-governmental organizations. Started in May 2020, the IPCCWG hosts virtual gatherings every month.
- **(On-going) Institute for Tribal Environmental Professionals – Tribes & Climate Change Program**. The Tribal Climate Adaptation Science Liaison is an Advisory Committee member of the ITEP TCC Program. As part of this advisory committee, a current project in the works is the Status of Tribes & Climate Change report that should be made public at the beginning of 2021. The report is being funded by the BIA Tribal Resilience Program.
- **(July 2020)** The Tribal Climate Adaptation Science Liaison hosted a Southwest Climate Adaptation Science Center webinar, in which she invited Dr. Shasta Gaughen, Environmental Director and Tribal Historic Preservation Officer for the Pala Band of Mission Indians, to present [Coping with Crisis: Building Psychosocial Resilience in the Face of Climate Change](#). Dr. Gaughen also contributed to the [SW CASC blog](#) on the same topic.
- **(August 2020)** Virtual [San Diego Climate Summit](#) – The Tribal Climate Adaptation Science Liaison hosted a tribal panel discussion – Understanding Tribal Climate Resilience – with tribes from across CA, AZ, and NM. The 2020 San Diego Climate Summit was an opportunity to showcase the climate hope emanating from our communities. During the Summit, we heard inspiring stories of climate resilience and how climate science is being integrated to inform and test on-the-ground solutions.
- **(September 2020)** Virtual [Rising Voices](#) – The Tribal Climate Adaptation Science Liaison co-facilitated the [Rising Voices 8 Food Systems Panel](#) and [Working Group](#) (upcoming September 25, 11 am-1 pm Pacific). The discussions have revolved around: What changes are occurring in the food system and how are these changes important to you, your work, and your community? How do science and sovereignty respond to these changes? What are the collaborations and partnerships needed to weave together the separate policy, science, and practice strands to support food systems?



San Diego Climate Summit - Climate Science Alliance presentation of 2019 Summary Report



- **(September 2020) Virtual National Tribal & Indigenous Climate Conference.** The Tribal Climate Adaptation Science Liaison led two sessions at the inaugural NTICC event on September 14-18, 2020.

- (Session 1) **Indigenous Peoples Climate Change Working Group: Preparing future generations of Indigenous geoscience professionals, educators, and workforce:** The IPCCWG is a body of individuals committed to strengthening the linkages between tribes, TCUs, research institutions, federal agencies, and NGOs. The Working Group is open to all who share our commitment. We will seek working partnerships that will allow us to begin meeting our goals for education and research opportunities on climate change for Indigenous Peoples. We believe the work will be hard, but the choices we make today are important for all our Relatives. The time has come for us to play to our strengths as “big picture” or wholistic and, most importantly, Indigenous thinkers.
- (Session 2) **Navigating the Climate Adaptation Science Centers: A National Network of Climate Adaptation Support for Tribes:** With support from the CASCs and partnering tribal organizations, we led an interactive discussion of how to navigate tribal climate adaptation support across Indian Country. The session provided examples and opportunities for tribal climate partnerships and resources across Indian Country, including BIA Tribal Resiliency funding, climate science tools, engagement, and integration of Indigenous Knowledge and western science approaches to climate adaptation.



Current and Upcoming:

- **(October 2020) Inter-Tribal Council of Arizona (ITCA).** The Tribal Climate Adaptation Science Liaison is partnering on multiple workshops as part of ITCA’s Tribal Resiliency Workshop Series (funded by the BIA TRP). The workshops:
 - (Complete) Building Tribal Resiliency (Phoenix, AZ)
 - (Complete) Inhale Resilience, Exhale Solutions (Mesa, AZ)
 - (Complete) Wildfire, Ecosystem, & Indigenous Well-Being (Flagstaff, AZ)
 - **(October 21, 2020) Virtual Data & Research Priorities for Southwest Tribal Climate Resilience Summit with Native Nations Institute (University of Arizona)**
- **(November 2020) Virtual Southwest Climate 101 Workshop.** Althea is partnering with the Institute for Tribal Environmental Professionals to host a Southwest Climate 101 workshop. This course will introduce planning for climate change impacts, with examples of tribes that have been going through the adaptation planning process. The course is intended for tribal environmental and natural resource professionals who expect to be involved in climate change adaptation planning.
- **(April 2021) Virtual Southwest Adaptation Forum (SWAF).** Althea is leading the planning efforts for SWAF, which this year’s focus is on strengthening the connections to the southwest tribal climate network. Planning began in Fall 2019. The Advisory Committee is composed exclusively of tribal partners and the team has hired a facilitator that specializes in working with Indigenous Peoples, to ensure that SWAF is sensitive to the needs of our tribal partners first and foremost. The SWAF was originally planned for November 2020 but has since been postponed to a virtual event in 2021 due to COVID-19. The last SWAF was hosted in October of 2018 and the summary report from that gathering can be found [here](#).
- **(FUTURE TBD) Southwest Tribal Climate Camp.** Althea is collaborating with Navajo Technical University (Project Lead), and the Affiliated Tribes of Northwest Indians on the Camp. The Tribal Climate Resilience Camp is funded by the BIA Tribal Resiliency Program and will support teams of Tribal Leaders, climate change coordinators, planners, and program managers to build skills, gather information, and develop Tribal policies and plans needed for Tribal Nations to address climate change impacts. The Camp was originally planned for July 2020 on the NTU campus but is now postponed until further notice due to Covid-19.

Professional Development:

- [Indigenous Foods Knowledges Network \(IFKN\)](#) – Althea is an IFKN Steering Committee Member. A current project she is advising on is *the: Impact of COVID-19 on Food Access in Indigenous Communities in the Arctic and U.S. Southwest: A Comparative Landscape Analysis*, which is an NSF RAPID award.
- [Climate Science Alliance \(CSA\)](#) – Althea recently joined the CSA as an Advisor. The mission of the Climate Science Alliance is to safeguard natural and human communities in the face of a changing climate. We do this through leading activities and creating partnerships that increase awareness of climate change impacts, promote solutions, and facilitate action.

AIHEC LAND-GRANT PROGRAMS

Association of Public and Land-Grant Universities (APLU) Partnership

AIHEC participates with APLU on several boards and committees, including APLU's Budget and Advocacy Committee (BAC) and the Committee on Legislation and Policy (CLP—otherwise known as the "Farm Bill Committee"). The BAC is currently active in advocating for annual appropriations funding to support ongoing land-grant research and extension programs, including support for 1994 programs. The CLP is gathering stakeholder input for the next Farm Bill authorization (in about three years) and AIHEC will be soliciting input from the TCUs soon. Should you have any input to share, please contact Patrese Atine (patine@aihec.org) and/or John Phillips (jphillips@aihec.org).

Outreach to Tribal Farmers, Ranchers, and Community Food Producers

AIHEC is in the second year of its Growing Native Agriculture program (funded by USDA Outreach to Socially Disadvantaged Farmers, Ranchers, and Veterans Program) to support TCUs in providing direct training and technical assistance to Native agricultural producers. Three TCUs (College of Menominee Nation, Little Priest Tribal College, and Navajo Technical University) are participating. The one-year TCU projects include at least one local community training workshop. Each TCU employs an AmeriCorps VISTA volunteer who helps implement a training and technical assistance program that helps agricultural operators and/or household gardeners increase their local food production and economic activity. Likewise, AIHEC received funding from the Native American Agriculture Fund (NAAF) to support two additional TCUs (Bay Mills Community College and Lac Courte Oreilles Ojibwa College).

Needs Assessment: COVID-19 Challenges and Opportunities

AIHEC received NAAF COVID-19 Rapid Response funding to conduct a COVID-19 needs assessment. A rapid needs assessment including a survey and focus groups was conducted in July-August 2020, to determine the challenges and opportunities related to research, extension, and teaching in a COVID-19 context. A summary report is being developed and will be shared with the TCUs this fall. The report will include surfacing and sharing innovative ways of operating in a post- COVID-19 environment.

Annual FALCON Conference is ALL-VIRTUAL and scheduled for October 22-23, 2020

The First Americans Land-grant Consortium (FALCON) 2020 Conference, a gathering of nearly all 1994 institutions, is scheduled for October 22-23, 2020, as an all-virtual conference. Registration is now open and is only \$50. FALCON membership includes 1994 Land- grant administrators, directors, faculty, and staff. It is sanctioned by the board of directors of the American Indian Higher Education Consortium to provide technical assistance, professional development, and networking opportunities to 1994 Land-grant participants. Contact John Phillips, jphillips@aihec.org, if you would like to register for the conference.

FALCON: Expanding Partnerships in Water Resources

FALCON is working with the Western Extension Directors Association (WEDA) and other regional land-grant associations to develop partnerships among 1862 and 1994 land grant programs, and continues to coordinate several 1994/1862 water-related working groups to plan for a collaborative initiative around water education, research, and outreach. For example, 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. Most recently, FALCON is developing a three-unit “plug and play” watercourse that will be shared with TCUs.

AIHEC-TCU VISTA Program

The AIHEC Tribal VISTA Program continues to help build the human capacity at the TCUs. In the last quarter, the program re-enrolled one new tribal site (Kodiak, AK). In total, the program now supports 16 VISTA members in seven states, with 10 placements at TCUs. The program’s goal is to support more TCUs, which remain our top priority audience. Our goal is to place VISTAs in 20 TCUs over the next several years.



The AIHEC Tribal VISTA Program includes three areas of focus: (1) natural resource management; (2) education, student success, and youth development; and (3) behavioral health. The program has implemented a cost-share policy which will 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-\$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. For more information on the AIHEC Tribal VISTA Program, contact John Phillips, jphillips@aihec.org.

Meals on Wheels Collaboration

In 2019 AIHEC agreed to serve as a member of the Meals on Wheels’ Advisory Committee. As part of this work this quarter, Dr. Grace Mukupa reviewed documents from the National Resource Center on Nutrition and Aging on community-based nutrition and supportive services programs’ training needs. My review of the documents informed the implementation guide that is being developed and contributed to the discussion on best practices and future work on the project. The guide is expected to be completed in mid-September, the guide will advance the Native Elder nutrition curriculum that the group was working on.

AIHEC JOB CREATION IMPERATIVE: DoE-Advanced Manufacturing Initiative

The AIHEC/TCU Advanced Manufacturing Network Initiative (AMNI) has just entered the second year of a 2-year grant that is providing the opportunity for the five participating colleges to continue developing their programs and achieve sustainability so they can continue to operate beyond the period of DOE funding.

The AMNI colleges (BMCC, CCCC, NTU, SKC and TMCC) are continuing to develop their advanced manufacturing (AM) facilities, offer AM courses and conduct outreach activities to area high schools to generate interest in advanced manufacturing and engineering careers and recruit students to the program. Dr. Stan Atcity, Navajo research engineer at Sandia National Laboratories 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.

As was reported previously, the 8-week Advanced Manufacturing Summer Institute was conducted entirely online due to COVID-19. Fourteen students acquired a firm grounding in key advanced manufacturing skill and knowledge areas through a combination of online lectures and self-paced online courses from Tooling U and Solid Professor, two industry-standard training providers. The students were asked to complete an evaluative survey upon completion of the program. Overall, students were very positive about their online AM experience, encouraging AIHEC and the AMNI TCUs to pursue funding to establish an online AM program that would be offered to students at all TCUs.

Expanding the AMNI: Within the next several weeks, AIHEC will be sending out a request for proposals to the TCUs to support establishment of an advanced manufacturing facility. \$50,000 awards will be made to three TCUs to acquire equipment necessary to provide an advanced manufacturing lab that students and faculty can use to acquire basic design, production, and testing skills. It will also be a place students and faculty can design and test new product ideas that could lead to small business ventures, and at the very least give students a new way to express their creativity and innovativeness while acquiring highly marketable technical skills. As mentioned, the AMNI is planning to create and offer a series of online advanced manufacturing courses to students at all TCUs, so a TCU establishing an AM lab through this opportunity won't have to establish a new program with new instructors. We hope that eventually students at all TCUs interested in technical and engineering careers will be able to embark on their career pathway through this hybrid online/on-site model.

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

Blackfeet Community College and College of Menominee Nation have entered Year 5 of the project to develop and offer Records and Information Management certificate programs under the TCU Records Management project funded by the BIA Office of Trust Records. The project is intended to increase the number of TCU students prepared to enter the records management workforce.

BFCC is currently offering the program online, and CMN is preparing an online version and should be offered during Year 5. The plan is for the course series to eventually be made available online to all TCU students. The RIM I and II courses that constitute the certificate program could be incorporated into existing TCU business certificate or degree programs at other TCUs interested in helping area tribal agencies, businesses and service providing organizations strengthen their records management capability.

ENGAGING: STUDENT SUCCESS

Bill and Melinda Gates Foundation (BMGF): Intermediaries for Scale Initiative

The Blueprint stage of the IfS project continues with AIHEC as one of twelve organizations funded as an intermediary whose overarching goal is to assist its member institutions in building their capacity to support student success. The core IfS team consists of Project Director and Executive Director of Innovation and Research Regina Sievert, Research Director Daphne Littlebear, Senior Associate of Student Success Grace Mukupa, and Research and Policy Analyst Katherine Cardell. The IfS is a complex project that is showing considerable growth. The IfS team, in collaboration with others, has engaged in the following activities in the months of June-September 2020.

TCU faculty professional development in online instruction: Summer 2020 saw over 300 TCU faculty members from 30 different institutions engaged in an online course sponsored by AIHEC and select TCUs. The course, titled "Promoting Active Learning Online" and delivered by the Association of College and University Educators, focused on developing faculty members' proficiency in online instruction. The completion rate for the course was 81% or 250 people and those who completed earned a micro-credential for their work. Eleven AIHEC-contracted TCU faculty experts in online instruction facilitated the course, fostering the integration of content relevant to teaching in TCU contexts and the evolution of the TCU Community of Practice. Evaluations for the course were overwhelmingly positive, with many faculty members praising the quality of the course, noting the benefits of working with faculty from other TCUs in their study of online instruction, and indicating that they would find continued professional development in this area valuable. AIHEC staff are using data from the course pre-post evaluations as a basis for exploring options for continuing this work.

IfS Networked Improvement Community (IFSNIC) Convening: The IfS-NIC, comprising representatives from the 12 IfS organizations and CatalystEd, continued its work to support the IfS community. In particular, the group collaborated in the design and delivery of a 3-day convening held in August 2020. The AIHEC team played a substantive role in this event, facilitating several events focused on equity in education. Perhaps most notable was a session led by AIHEC personnel Reno Charette and Daphne Littlebear titled, "Collaborating to Elevate Visibility for

American Indian and Alaska Natives in Higher Education”, which strove to help IfS ecosystem members become more familiar with the history and context of TCUs and encourage collaborations with AIHEC to support the work of TCUs. Seven AIHEC staff members attended the virtual event and four were involved in sessions delivery. The convening provided opportunities for attendees to deepen their understanding of the IfS work and network with other members of the community, important activities for a project built on collaborative partnerships. Post-convening evaluations deemed it highly successful by an overwhelming majority of participants. The NIC is planning a subsequent convening for February 2021. More recently, Carrie Billy joined BMGF and Jobs for the Future staff in a presentation on the IfS’s unique equity-centered proposal process as part of the Grantmakers in Education annual conference (virtual this year).

Building IfS Collaborations: Catalyzed by the networking opportunities afforded during the IfS Convening, the director of the AIHEC IfS, Regina Sievert, has been meeting regularly with representatives of other IfS organizations to discuss potential collaborations that will mutually support our work. These meetings include exploring research partnerships in which AIHEC hopes to collaborate in collecting and disseminating information about best practices to support TCUs’ postsecondary student success. Two promising research partnerships are in their nascent stages currently.

Contributing to the Knowledge Base: The Lumina-sponsored work on the Indigenous student success framework (SSF) is progressing well and is further described in another section of this report. The highly anticipated SSF will be influential in guiding nearly every aspect of AIHEC’s work with its TCU partners. The partnerships currently under development (see above) will also contribute to our work to advance knowledge about best practices in AI/AN postsecondary education and further our reach in disseminating our findings. The work of the Initiatives Team (described below) further contributes to these efforts.

Initiatives Teamwork: Revision of the latest AIHEC strategic plan (SP) is underway and approval is anticipated in the coming months. The Research Team is working with staff to organize and convene an AIHEC all-staff meeting in Autumn 2020 to lay out a plan for addressing the SP priorities. These conversations will in turn guide the Initiatives Team, comprising Al Kuslikis, Regina Sievert, and Daphne Littlebear, in generating grant proposals for funding for research, technical assistance, and other activities that support the priorities identified by the AIHEC BoD. Meanwhile, the Initiatives team has begun meeting twice monthly to strategize these efforts and move grant proposals forward more deliberately and proactively. Several proposals are currently under development.

Advisory Board Formation: Efforts to form an AIHEC IfS advisory board (AB) began in August 2020. The intention is to include representatives from TCU leadership, scholars in Indigenous education, and employers from AI/AN communities on the AB to gain a well-rounded perspective on best practice for the full college-to-workplace pathway. An AB meeting is planned for convening virtually in autumn 2020.

Business Plan Update: As part of the IfS requirements, contract negotiations were completed with FSG to develop a business plan that will guide AIHEC’s work both as an IfS and more broadly, in alignment with AIHEC’s strategic plan. Pre-planning for the business plan development is currently underway and, over the next four months, AIHEC staff and membership will work closely with FSG to flesh out the plan which will serve as AIHEC’s business model for working with the TCUs in realizing their priorities for growth and strengthening their post-secondary work with American Indian and Alaska Native students.

Institutional Assessments Use Continues: Data-based decision making is a central emphasis of the IfS. In that spirit, the Institutional Capacity Assessment (ICA) is a process mandated for each of the twelve IfS organizations. The ICA was completed last winter by a sample of AIHEC staff who then met with staff from CatalystEd in August to delve more deeply into the data and identify strategies and services that will support AIHEC’s growth as an IfS. Several areas for growth were identified and are currently being addressed by AIHEC staff, led by the IfS team. A report from CatalystEd resulting from the ICA process that includes recommendations to AIHEC for the next steps is pending.

The Institutional Transformation Assessment (ITA) work continued in July, August, and September. Three TCUs have completed the ITA process as part of a pilot, resulting in an extensive set of data regarding each institution's capacity and a self-generated plan for strengthening student success. Two more TCUs will complete the process in Autumn 2020.

Exploration of the use of the PDP by TCUs as an annual assessment is continuing, led by AIHEC Research Analyst Katherine Cardell. The use of the PDP is encouraged by several prominent postsecondary education leaders, including the accrediting body NWCCU, ATD, and the IFS. Further description of the PDP work is described elsewhere in this report.

IFS Supplemental Funding: In recognition of the difficulties posed by the COVID-19 pandemic in allowing the IFS to meet their project goals, BMGF, which funds the project, has indicated that supplemental funds will be provided to support operating costs for a 9-month extension of the project beyond its original end date of September 30, 2021. The new end date on this funding will be June 30, 2022. No increase in the scope of the project will be required.

Growing the IFS Team: Based on the maturation of the project in the last six months and the results of the ICA, Project Director Sievert is currently engaging in conversations with AIHEC staff to formulate a proposal to revise the project team's job descriptions and flesh out its member to fill newly identified roles necessary to successfully implement the project's activities.

AIHEC Lumina Foundation Students Success Secondary Research Study Initiative

In 2019, the Lumina Foundation awarded AIHEC a grant to support a project titled "The American Indian/Alaska Native Student Success Secondary Research Study". This project focuses on researching factors that influence participation and completion of American Indian/Alaskan Native postsecondary students, intending to develop a holistic framework of strategies designed to help ensure AI/AN student success in postsecondary education. This study employs two methods for gathering this information: a review of the literature and TCU student focus groups. The work is guided by an advisory committee consisting of TCU personnel and other scholars of Indigenous education. Daphne Littlebear, AIHEC Research Director since March 2020, serves as the project lead for the study.

During this quarter, Ms. Littlebear worked with two graduate research assistants who are assisting with the literature review. With additional input from other members of the research team, a first draft of the framework was developed and submitted to Lumina personnel for their review. Ms. Littlebear also responded to IRB requests to submit a draft of focus group questions shortened from the original version submitted to them. Preliminary scheduling of virtual student focus groups began this quarter. A no-cost extension was requested and approved by the Lumina Foundation in July 2020. A budget adjustment request will be submitted to the funders in the coming months to re-assign unused travel and meeting funds to support the study in areas such as contractual, student incentives, and the purchase of new data analysis software.

National Institutes of Health: *Aseto'ne* Network: Encouraging Students to Pursue Health Research Careers

In the Cheyenne language, *Aseto'ne* refers to the concepts of growth and taking the first steps. The purpose of the AIHEC *Aseto'ne* Network Project (ANP) is to establish a broad, multi-institutional initiative to coordinate outreach, educational enrichment, mentoring, and exposure to health research for TCU students. The project is intended to promote student interest and engagement in health and biomedical research, building on health-focused programs and initiatives which the TCUs currently offer or with which they are involved. AIHEC has partnered with the University of Nebraska Medical Center (UNMC). Ms. Carrie Billy and Dr. Maurice Godfrey are co-PIs, Reno Charette is the Project Director. The project was funded for the second time under the National Institutes of Health (NIH) Innovative Programs to Enhance Research Training (IPERT) Program, beginning in mid-2019, for an additional four years. .



Contemporary students are sophisticated in their knowledge of electronic media and they eagerly explore new technology. Confident that TCU students would participate in a virtual setting, the *Aseto'ne* Summer Institute and the mentoring plan was redesigned for online delivery.

New partners in the planning and implementation of the *Aseto'ne* Virtual Institute and the mentoring plan included the University of North Dakota (UND) and the National Research Mentoring Network (NRMN). AIHEC and NRMN set up an exclusive cohort within the MY GROUPS function of the NRMN platform for *Aseto'ne* participants. All TCU students are welcome to participate in the NRMN MY GROUP - ASETO'NE. Five TCU faculty mentors were added to the platform on September 15. They represent Diné College, Sisseton Wahpeton College, and Northwest Indian College. The NRMN/*Aseto'ne* mentoring collaboration is open for all TCU students. The *Aseto'ne* Virtual Institute students will have access to the *Aseto'ne* mentoring far beyond the end of the Institute. The ANP commits to building a supportive community of health career and academic professionals for mentoring that is always available and follows the students as they progress on their research career path.

The *Aseto'ne* Virtual Institute includes six learning paths webinars hosted by NNHRTI and the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), as well as educational content from UNMC and UND. The planning team met weekly beginning in March to design the Institute in collaboration with contractors Praxis AI/Toolwire. The weekly meetings are ongoing throughout the remainder of the project year ending in March 2021. The *Aseto'ne* Virtual Institute was launched on August 21.

See Appendix: 2020 *Aseto'ne* Virtual Institute Content Description for additional details.

Recruitment materials for the *Aseto'ne* Virtual Institute were sent to all TCU's Presidents, Chief Academic Officers, science faculty, and Student Services staff beginning in July 2020, by email. These same contacts were invited to the *Aseto'ne* Open House on August 17. Recruitment fliers were emailed and posted to Facebook. The initial soft deadline of July 17 was replaced by a rolling enrollment that is still open for TCU students to apply. Currently, two recruitment videos are being shared with TCU academic programs such as Nursing and Behavioral Health. The videos can be accessed at *Aseto'ne* Virtual Institute – Overview (for Admins/General Audience) 2:40 runtime, <https://vimeo.com/457154409>. Another video directed to students, 4:37 runtime, is available at <https://vimeo.com/457154118>.

Currently, five students are registered in the *Aseto'ne* Virtual Institute, from Salish Kootenai College, Sisseton Wahpeton College, and Haskell Indian Nations University. Three students in various stages of completing their applications. The *Aseto'ne* Virtual Institute can easily exceed the proposed goal of 20 students. New students can register through December 1, 2020 and still complete the Institute by March 31, 2021, when the current budget period ends. Please check out our site and encourage your students to consider enrolling! This is a wonderful and rich opportunity!

Goals for the next quarter report include, the launch of the second *Aseto'ne* Virtual Institute, enhancing the mentoring experience for mentors and mentees, and completing the learning products (webinars, modules, and short courses) destined for faculty use at the Tribal Colleges/Universities.

Department of Defense (DOD) Faculty Fellowship Research Team Program

The AIHEC DOD Faculty Fellowship Research Program, sponsored by the Office of the Under Secretary of Defense for Research and Engineering, supports faculty/student teams from TCUs to work with researchers on projects at DOD research facilities located throughout the country. Each team is composed of one faculty member and at least one student teamed with a research collaborator at a DOD facility. Twenty-one TCU faculty and students were selected to participate in the program and conduct research on various topics including environmental remote sensing, neural networks, nuclear physics, cognitive psychology, land-atmosphere dynamics, and synthetic biology. Due to the COVID-19 pandemic, in May, all fellowships and internships for summer 2020 converted into remote

opportunities. The remote fellowships began in June and ran ten weeks to early-August. Due to the pandemic, the planned in-person fellowship symposium in July was canceled.

Because of the savings AIHEC realized by not supporting participant travel due to the COVID-19 pandemic, AIHEC submitted a proposal to the DOD to provide “mini-grants” to previous fellows to continue their cooperation and research with their DOD collaborator remotely from their TCU. AIHEC also included the development of an online research computing training/education platform to prepare TCU students and faculty to participate in impactful data-intensive research whether they work remotely or at a DOD facility. The platform would support training in DOD research priorities, including materials science, machine learning, advanced manufacturing, environmental monitoring, and engineering design.

National Advisory Panels: *Career & Technical Education and STEM Research Capacity Building at HBCUs/TCUs and MSIs:*

Carrie Billy has been appointed to two national Congressionally-mandated advisory boards on key issues to TCUs and our students:

- **U.S. Department of Education’s National Independent Advisory Panel on CTE (IAP)**, required under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The IAP’s role is to advise the U.S. Department of Education the national activities it carries out to support Perkins V, particularly the research and evaluation efforts mandated by the law. Carrie’s appointment began on July 19, 2020 and she will serve through August 31, 2023. A key outcome of the IAP will be the publication of a report and recommendations on implementation of the new Perkins V law. The IAP held its first 3-day virtual meeting on July 30-August 3, 2020. Several subsequent shorter meetings have been held, as IAP members work to figure out our exact role. It is an honor to represent the TCUs on this panel. Joining me as a panel member is Turtle Mountain Community College’s Sheila Trottier.
- **National Academy of Science’s Committee on Defense Research at HBCUs, TCUs, and MSIs.** The goal of committee, as articulated in the Defense Authorization Act of 2020 is to research and prepare a report to Congress on status of Defense-funded research at these institutions and the “methods and means necessary to advance the research capacity” of the institutions, including investments, facilities, infrastructure, faculty, and partnerships needed to transition to R-1 institutions, best practices, etc. The committee held our first 2-day meeting on October 5-6, 2020.

Achieving the Dream Collaboration

AIHEC continued their work with Achieve the Dream with Grace Mukupa serving as a liaison on Student Success with ATD. Dr. Mukupa participated in four monthly meetings with ATD personnel focusing on student success issues and provided general advising related to TCUs. Four AIHEC staff also attended virtual presentations by Fond du Lac Tribal and Community College, Stone Child College, White Earth Tribal College, Iḷisaḡvik College, and Nueta Hidatsa Sahnish College on their Holistic Student Supports Plans.

AIHEC Student Congress

Elections for AIHEC Student Congress (ASC) officers are held annually at the AIHEC Student Conference, in the spring of each year, with official terms for new officers beginning – and terms of outgoing officers ending – at the conclusion of the annual AIHEC Student LIFE Conference, which is held in June or July following the election of new officers. Both this year’s conferences were cancelled (annual AIHEC Student Conference and annual AIHEC Student LIFE Conference.) These cancellations upended the ASC: officers serving at the beginning of the COVID-19 pandemic have finished their terms, with several graduating or transferring to the institutions. Elections of new officers could not be held this spring and an attempt to hold virtual elections in July was not successful. Therefore, there was no one “waiting in the wings” to take over leadership of the ASC this summer. We are currently looking into strategies to deal with this unfortunate situation, recognizing the increased pressure that the pandemic and move to online learning has placed on students and TCUs.

We want to thank and commend our 2019-2020 ASC officers, who did their best to keep moving forward during the COVID-19 pandemic. We wish them the best of luck in their future endeavors and are grateful to have had the opportunity to work with them over the past year or so. Their initiatives included:

- Get out the vote (GOTV): Increasing voter turnout by providing information and educating TCU students on the upcoming election.
- Environment Sustainability: Educate TCU students on how the changes we make can help the environment, including working to ban all Styrofoam products from all TCU campuses.
- TCU Communication: TCU student newsletter to showcase what students and student groups are doing on their campus to inspire other students to do the same on their campuses.
- Planning and hosting the 2020 LIFE Conference (cancelled).

Please join us in thanking our 2019-2020 AIHEC Student Congress Officers. They were a great group! In their honor and in recognition of their dedicated service in this very challenging time, we **encourage ALL TCUs ban the use of Styrofoam by the end of academic year 2020-2011!**

2019-20 ASC President: TaNeel Filesteel
2019-20 ASC Vice President: Adam Schulz
2019-20 ASC Secretary: Tammy Hammer
2019-20 ASC Treasurer: Thomas Berryhill
2019-20 ASC Communication Officer: Donald Blevins III
2019-20 ASC Sergeant at Arms: Caleigh Benally
2019-20 ASC Midwest Representative: Alexandria Borah
2019-20 ASC Northwest Representative: Lindy Warden
2019-20 ASC Southwest Representative: Bryson Meyers
2019-20 ASC Great Lakes Representative: Vacant



2020 Fall BoD Meeting

**THE AIHEC
QUARTERLY REPORT:
Appendices**

AUTHORIZATION/TCU PROGRAM	FY 2020 ENACTED	FY 2021 BUDGET REQUEST	FY 2021 HOUSE REPORT	FY 2021 SENATE	FY 2021 AIHEC REQUEST	FY 2021 Final
Interior: Tribally Controlled Colleges and Universities Assistance Act						
Title I, II, III and contracts (28 TCUs)	\$74,282,000	\$69,782,000	\$76,510,000		\$82,000,000	CR- December 11
Title V (Tribal career/technical institutions)	\$7,914,000	\$7,514,000	\$8,151,000		\$15,000,000	CR- December 11
TCU Infrastructure Improvement	-	-	0		\$35,000,000	CR- December 11
Interior: American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act						
Institute of American Indian Arts	\$10,458,000	\$10,710,000	\$10,772,000		\$10,710,000	CR- December 11
HINU and SIPI	\$23,748,000	\$20,647,000	\$26,258,000		\$25,000,000	CR- December 11
ED: Higher Education Act						
TCU HEA Title III-A (\$316) Parts A & F	\$36,633,000 (Part A)	\$36,633,000 (Part A)	\$38,804,000 (Part A)		\$45,000,000 (Part A)	CR- December 11
	\$28,230,000 (Part F)	\$30,000,000 (Part F)	\$30,000,000 (Part F)		\$30,000,000 (Part F)	
ED: Carl Perkins Technical and Career Education Act						
Tribal postsecondary career & technical institutions	\$10,000,000	\$10,000,000	\$10,000,000		\$12,000,000	CR- December 11

Updated: 10/1/20

AUTHORIZATION/TCU PROGRAM	FY 2020 ENACTED	FY 2021 BUDGET REQUEST	FY 2021 HOUSE REPORT	FY 2021 SENATE	FY 2021 AIHEC REQUEST	FY 2021 Final
ED: Indian Education: Special Programs for Indian Children						
Indian Education Professional Development Grants	\$13,668,000 (approx.) Total: \$67,993,000	\$12,619,000 (approx.) Total: \$67,993,000	No special increase for PD grant Total: \$67,993,000		\$20,000,000 Total: \$80,000,000	CR- December 11
HHS: Tribal Colleges and Universities Head Start Partnership Program						
TCU Head Start Partnership Program	\$ 4,000,000	0	\$ 4,000,000		\$8,000,000 (from existing funds)	CR- December 11
ED: Other Higher Education Programs						
Federal Work Study	\$1.180 billion	\$500 million	\$1.21 billion		FYI: \$1.467 billion	CR- December 11
GEAR UP	\$365 million	0	\$370 million		FYI: \$400 million	CR- December 11
TRIO	\$1.090 billion	\$950 million	\$1.1 billion		FYI: \$1.15 billion	CR- December 11
Pell Grant	\$6,345 per student	\$6,345 per student	\$6,495 per student		FYI: \$7,000 per student	CR- December 11
USDA: Equity in Educational Land Grant Status Act						
1994 Institutions Extension Program (NIFA)	\$8,000,000	\$6,446,000	\$8,500,000		\$9,000,000	CR- December 11
1994 Institutions Research Program (NIFA)	\$3,801,000	\$3,800,000	\$4,000,000		\$5,800,000	CR- December 11

AUTHORIZATION/TCU PROGRAM	FY 2020 ENACTED	FY 2021 BUDGET REQUEST	FY 2021 HOUSE REPORT	FY 2021 SENATE	FY 2021 AIHEC REQUEST	FY 2021 Final
USDA: Equity in Educational Land Grant Status Act						
1994 Institutions Equity Payment (NIFA)	\$4,000,000	\$3,439,000	\$4,500,000		\$6,000,000	CR- December 11
Native American Endowment Payment (NIFA)	\$11,880,000 Interest: \$5,069,000	\$11,857,000 Interest: \$5,199,000	\$11,857,000		\$15,000,000 (FY 2019 annual interest = \$4.6M)	CR- December 11
USDA: Consolidated Farm & Rural Development Act						
Federally Recognized Tribes Extension Program (FRTEP)	\$3,200,000	\$3,039,000	\$3,200,000		\$5,000,000	CR- December 11
TCU Essential Community Facilities	\$5,000,000	\$10,000,000	\$5,000,000		\$10,000,000	CR- December 11
DOE: National Nuclear Security Administration (NNSA) - Minority Serving Institutions Partnership Program (MSIPP)						
MSIPP Initiative (includes TCU program)	TCUs: \$5,000,000	0	TCUs: \$5,000,000		TCUs: \$5,000,000	CR- December 11
NSF: Education and Human Resources (EHR)						
NSF-TCUP	\$15,000,000	\$12,490,000	\$18,000,000		\$20,000,000	CR- December 11

COVID-19 Relief Aid Proposals Comparison Chart: Outlines Potential TCU Funding

CARES Act (Enacted)		Heroes Act 1.0		Heroes 2.0	
Total Education Stabilization Funding: \$30.75 billion Distributed by ED and DOI		Total State Fiscal Stabilization Funding: \$90 billion Distributed by States Additional: \$10.15 billion for Higher Education		Total State Fiscal Stabilization Fund: \$208 billion Distributed by States Additional: \$11.95 billion for Higher Education	
Various Funds	TCUs	Various Funds	TCUs	Various Funds	TCUs
Higher Ed: 46.3% of total or \$13.953 billion ED: 90 Percent Fund <ul style="list-style-type: none"> • 50/50 Student/Institutional • Calculated by FTE: 75% Pell/25% Non-Pell 	\$13.5 million	Public Higher Ed: 30% of total or \$27 billion State Grants: <ul style="list-style-type: none"> • 50/50 Student/Institutional • Calculated by Head Count: 75% Pell/25% Non-Pell 	Unknown. Very little.	Public Higher Ed: 13% of total or \$27 billion State Grants: <ul style="list-style-type: none"> • 50/50 Student/Institutional • Calculated by Head Count: 75% Pell/25% Non-Pell 	Unknown. Very little.
		Additional Higher Ed: \$10.15 billion		Additional Higher Ed: \$11.95 billion	
ED: MSI/Title III Fund (\$1.047 billion)	\$50.4 million	ED: MSI/Title III Fund (\$1.708 billion)	\$82 million	ED: MSI/Title III Fund (\$3.5 billion)	\$168.8 million
Interior/BIE (\$69 million):	TCUs: \$22.9 m K-12: \$46 m	Interior/BIE	None	Interior/BIE	None
BIE Education Stabilization Fund (0.5% of State Fund, w/ED consultation - \$153.75 million):	TCUs: \$30.75 m K-12: \$107.5 m BIE Reserve: \$15.375 m	BIE Education Stabilization Fund (0.5% of State Fund - \$450 million):	\$450 million. TCU portion unknown.	BIE Education Stabilization Fund (0.5% of State Fund - \$1.04 billion):	\$1.04 billion. TCUs named, percentage unknown.

COVID-19 Relief Aid Proposals Comparison Chart: Outlines Potential TCU Funding

Senate Democrats (CCCERA)		HEALS Act		"Skinny" Proposal	
Total Education Stabilization Funding: \$345 billion		Total Education Stabilization Funding: \$105 billion		Total Education Stabilization Funding: \$105 billion	
Distributed by ED		Distributed by ED		Distributed by ED	
Various Funds	Various Funds	Various Funds	TCUs	Various Funds	TCUs
Higher Ed: 38.48% of total or \$130 billion ED: 90 Percent Fund <ul style="list-style-type: none"> 50/50 Student/Institutional Calculated by Head Count: 75% Pell/25% Non-Pell 	Unknown. Very little.	Higher Ed: 28% of total or \$29.1 billion ED: 85 Percent Fund <ul style="list-style-type: none"> 50/50 Student/Institutional Calculated by FTE: 90% Pell/10% Non-Pell 	Unknown. Very little.	Higher Ed: 28% of total or \$29.1 billion ED: 85 Percent Fund <ul style="list-style-type: none"> 50/50 Student/Institutional Calculated by FTE: 90% Pell/10% Non-Pell 	Unknown. Very little.
ED: MSI/Title III Fund (\$9.8 billion)	\$647 million	ED: MSI/Title III Fund (\$2.9 billion)	\$140.3 million	ED: MSI/Title III Fund (\$2.9 billion)	\$140.3 million
Interior/BIE:	None.	Interior/BIE	None	Interior/BIE	None
BIE Education Stabilization Fund (0.5% of State Fund - \$1.725 billion):	\$1.725 billion. TCUs named, percentage unknown.	BIE Education Stabilization Fund (0.5% of State Fund - \$525 million):	\$525 million. TCU portion unknown.	BIE Education Stabilization Fund (0.5% of State Fund - \$525 million):	\$525 million. TCU portion unknown.



August 5, 2020

The Honorable Nancy Pelosi
Speaker of the House
U.S. House of Representatives
Room H-305, The Capitol
Washington, D.C. 20515

The Honorable Kevin McCarthy
Minority Leader
U.S. House of Representatives
Room H-204, The Capitol
Washington, D.C. 20515

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

The Honorable Chuck Schumer
Minority Leader
United States Senate
Room S-221, The Capitol
Washington, D.C. 20510

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

As Congress prepares a supplemental spending bill to address the ongoing impact of the COVID-19 pandemic, I write on behalf of the undersigned higher education associations to express the views of our members on what student and institutional aid provisions should be included in a final bill.¹

The pandemic has created the biggest crisis to confront students and institutions in our lifetimes. College and university leaders are facing a massive health and safety challenge as they prepare for the start of the fall semester in a highly uncertain and widely varying environment. Compounding these challenges, millions of our students and their families are struggling financially, and every college and university is dealing with significant revenue losses and dramatically increased costs.

We are grateful that Congress has recognized the enormity of the problem facing American higher education and is considering numerous ways to support students, borrowers, and institutions. To this point, three major proposals have been introduced in the House and Senate. These bills—H.R. 6800, the Health and Economic Recovery Omnibus Emergency Solutions Act (HEROES); S. 4112, the Coronavirus Child Care and Education Relief Act (CCCERA); and the package of Senate bills collectively known as the Health, Economic Assistance, Liability Protection and Schools Act (HEALS)—are broadly

¹ While important to our community, this letter does not focus on the need for temporary and targeted liability protections related to the pandemic; the disruptions caused by the pandemic to federally supported research; changes to emergency loan programs to meet institutional needs; and revisions we believe are necessary to tax and employment provisions in the CARES Act and a future supplemental bill. The necessity of further action in these areas have previously been detailed in other letters.

similar, but contain key differences.

Each bill has included funding for students and institutions, but the levels of funding proposed differ greatly. The higher education community has estimated that institutions have a total of \$46.6 billion in increased student need and lost revenues, and will spend at least \$73.8 billion on new expenditures specific to the COVID-19 pandemic. While CCCERA provides a total of \$132 billion to meet these needs, the \$37 billion provided for higher education in HEROES and the \$29 billion provided in HEALS fall far short.

We encourage you to include the maximum funding levels possible in the next supplemental. Even if the final amount does not meet all students' needs or make colleges and universities whole for the substantial losses and additional unforeseen expenditures they have had to shoulder, it will provide a lifeline for students, families, and schools struggling to survive this crisis.

Beyond the issue of overall funding, there are a number of provisions important to ensuring that the money provided for students and institutions is put to the best possible use. In particular, legislative proposals covering student eligibility for receiving aid; flexibility and disbursement mechanisms; preservation of state support for higher education; an extension of student loan relief; and funding for minority serving institutions and other dedicated funding pools will have a meaningful impact on the overall effectiveness of the funding provided. Each of these provisions is addressed in detail below:

Student Eligibility—The Department of Education's (or Department) interpretation of CARES Act language contradicted congressional intent and left more than 8 million individuals, including at least 500,000 veterans, ineligible to receive assistance through CARES Act student emergency grants. Given the numerous problems that have arisen from the Department's implementation of CARES Act funding for students, the supplemental should include explicit statutory language clarifying that institutions, using enrollment as the only criteria, have broad authority to determine a student's eligibility for, and amounts of, emergency relief funds. While we do not believe that the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (or PRWORA) applies in the context of emergency aid to students, Congress should include statutory language to that effect to ensure this, as is done in the HEROES Act.

Flexibility—All three bills provide broad flexibility as to the allowable uses of institutional funds, while also identifying a range of possible uses. Doing so enables colleges and universities, which are close to their students and understand their individual situations, to direct funding where it will do the most good and is most needed. We strongly support language that is inclusive of the flexibility institutions need, and ask that it be made retroactive to enactment of the CARES Act, as in HEALS.

Disbursement Mechanism—We support the provision in the HEALS Act that provides for the distribution of each institution's calculated allocation through the existing Department of Education systems. This is the method used in the CARES Act, and it worked very smoothly, unlike the rules established by the Department of Education for awarding emergency aid grants to students. Doing so speeds the transfer of funds, ensures that institutions receive the allocations they are entitled to, and limits the ability of states or other actors to capture or redirect federal funding intended for campuses.

Conditions on Funding—Colleges and universities are working to reopen to the maximum extent that is safe for their campus communities. Institutions need continued flexibility to respond nimbly to the challenges posed by the virus until a safe and effective vaccine or new treatments are available. For that reason, we appreciate that none of the three bills condition federal aid to students or institutions on the basis of an institution's reopening status.

Limitations on Funding Based on Endowment—Restricting the aid available to institutions based on their endowments unduly penalizes students, faculty, and staff who are experiencing the same negative consequences of the pandemic as their colleagues at other institutions. Endowment size is not a proxy for an institution's financial ability to address the unprecedented circumstances of the pandemic. Any final bill should ensure that all institutions are treated equitably in the provision of federal resources.

Maintenance of Effort (MOE)—We support CCCERA's MOE language on education stabilization spending, with one modification. In light of the great economic uncertainty, we propose adding one instance in which the secretary of education may waive the MOE requirement upon application by a governor in fiscal years 2021, 2022, and 2023. The waiver would be granted if the state demonstrates its percentage spending on K-12 and higher education separately is at least equal to the greater of the corresponding percentages spent in fiscal years 2019 or 2020. For the purposes of this waiver, state health care expenditures should be excluded in all applicable years. The use of "proportionality" for granting the waiver (and only the waiver) is congruent with the basic concept of the HEALS Act's MOE.

Extension of Loan Relief Provisions—Given the extraordinary challenges facing borrowers at this time, the final supplemental legislation must include provisions addressing these immediate concerns. Both HEROES and CCCERA provide for an extension of the suspension of borrower payments and interest accrual on most federal student loans through September 2021. We support this extension and would ask that the supplemental also include an extension of the current grace period for new graduates, from the current six months out to one full year, to protect students who are entering one of the worst job markets in recent history.

Funding for Minority Serving Institutions—All three bills include a dedicated pool of funding for Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges and Universities, and other minority serving institutions. These institutions enroll and serve over six million historically underrepresented students, are under-resourced compared to peer institutions, and have been especially hard hit by the pandemic. For these reasons, we support dedicated funding for these colleges and universities, as well as the further inclusion of authorizing language and additional provisions for minority serving institutions that were included in HEROES and the related provisions in CCCERA.

Other Types of Institutional Aid—All three bills include one or more pools of funding intended to provide additional relief to institutions. While we support providing further assistance to institutions that have been particularly impacted by the pandemic (as both HEROES and HEALS do), the Department’s implementation of similar funds under the CARES Act has drastically undercut the effectiveness of that funding to this point. If Congress decides to include a similar provision in the final supplemental, it is essential to include clear statutory direction to the Department on how to determine and award such funding.

We appreciate the attention Congress has given to the ongoing crisis facing students and institutions, and the proposals that have been offered to address it. We look forward to working with you and your members to ensure that any supplemental bill provides sufficient resources in the most effective manner, and we thank you for your attention to this letter.

Sincerely,



Ted Mitchell
President

On behalf of:

ACPA - College Student Educators International
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of State Colleges and Universities
American College Health Association
American Council on Education
American Dental Education Association
American Indian Higher Education Consortium

Associated Colleges of the Midwest
Association for Biblical Higher Education
Association of Advanced Rabbinical and Talmudic Schools
Association of American Colleges and Universities
Association of American Universities
Association of Catholic Colleges and Universities
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Association of Independent California Colleges and Universities
Association of Independent Colleges and Universities in Massachusetts
Association of Independent Colleges and Universities in New Jersey
Association of Independent Colleges and Universities of Pennsylvania
Association of Independent Colleges and Universities of Rhode Island
Association of Independent Colleges of Art & Design
Association of Independent Kentucky Colleges and Universities
Association of Jesuit Colleges and Universities
Association of Presbyterian Colleges and Universities
Association of Public and Land-grant Universities
Association of Research Libraries
Coalition of Urban and Metropolitan Universities
College and University Professional Association for Human Resources
Conference for Mercy Higher Education
Connecticut Conference of Independent Colleges
Council for Advancement and Support of Education
Council for Christian Colleges & Universities
Council for Higher Education Accreditation
Council of Graduate Schools
Council of Independent Colleges
Council of Independent Colleges in Virginia
Council on Social Work Education
EDUCAUSE
Georgia Independent College Association
Great Lakes Colleges Association
Hispanic Association of Colleges and Universities
Iowa Association of Independent Colleges and Universities
Independent Colleges and Universities of Florida
Independent Colleges and Universities of Missouri
Independent Colleges and Universities of Texas
Independent Colleges of Indiana
Independent Colleges of Washington
Kansas Independent College Association
Maryland Independent College and University Association
Michigan Independent Colleges & Universities
Minnesota Private College Council
NAFSA: Association of International Educators
NASPA - Student Affairs Administrators in Higher Education
National Association for College Admission Counseling

National Association of College and University Business Officers
National Association of College Stores
National Association of Colleges and Employers
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Collegiate Athletic Association
Network of Colleges and Universities, Evangelical Lutheran Church in America
North Carolina Independent Colleges and Universities
Oregon Alliance of Independent Colleges & Universities
Phi Beta Kappa Society
Physician Assistant Education Association
Tennessee Independent Colleges and Universities Assoc.
Transnational Association of Christian Colleges and Schools
UNCF (United Negro College Fund, Inc.)
Wisconsin Association of Independent Colleges and Universities
Work Colleges Consortium
Yes We Must Coalition



September 25, 2020

The Honorable Nancy Pelosi
Speaker of the House
U.S. House of Representatives
Room H-305, The Capitol
Washington, D.C. 20515

The Honorable Kevin McCarthy
Minority Leader
U.S. House of Representatives
Room H-204, The Capitol
Washington, D.C. 20515

Dear Speaker Pelosi and Leader McCarthy,

Throughout the summer and into the fall as Congress discussed the size and scope of additional pandemic relief, we appreciated that every legislative proposal, from both parties and in both chambers, included funding for students and higher education institutions. The HEROES Act, which passed your chamber in May, contained \$37 billion in additional support, and other legislation has proposed as much as \$132 billion.

As our country's colleges and universities enter the new academic year, it has become increasingly clear that earlier estimates of both the financial impact of the COVID-19 pandemic and the costs associated with resuming classes were far lower than what institutions and students are now experiencing. Many campuses have opened and remain open successfully. Others have been forced to close temporarily before reopening, and still others have shifted to fully remote instruction. Regardless of an institution's status, costs have rapidly multiplied as colleges and universities adapt to the particular circumstances they're facing.

Previously, our associations calculated that the financial impact of the pandemic on students and institutions would total at least \$120 billion. Now, roughly one month into the fall semester, our members are reporting that their revenue losses and new costs have already greatly exceeded this amount, especially in areas such as testing, contact tracing, quarantine, treatment, and learning technology. For their part, many of our students and their families are struggling with reduced incomes and job losses, resulting in the need for billions of dollars in increased student aid.

Given this new information, we write to request that any supplemental funding bill include at least \$120 billion for higher education in order to partially mitigate the challenges that students and institutions are facing. While we understand that any supplemental spending bill must balance many important needs, support for colleges and universities addresses all of the core problems our country is facing. Our institutions employ nearly 4 million faculty and staff. College campuses are the economic hubs of their regions, generating an estimated \$650 billion in revenues annually, along with tens of billions of dollars more in associated economic activity. Our schools train the doctors, nurses, and other frontline workers needed to address this unprecedented health crisis,

and perform the research necessary to produce the urgently needed vaccines and treatments. Finally, our schools educate 26 million students, preparing them to compete and succeed in an increasingly difficult economy, and fueling the path towards a recovery.

We appreciate the efforts Congress has undertaken to address the ongoing crisis facing students and institutions. We look forward to working with you and your members to ensure that any COVID-19 supplemental bill provides sufficient resources.

Sincerely,



Ted Mitchell
President

On behalf of:

Achieving the Dream
ACPA-College Student Educators International
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
Association of Community College Trustees
American Association of State Colleges and Universities
American Council on Education
American Dental Education Association
American Indian Higher Education Consortium
APPA - Leadership in Educational Facilities
Association of American Colleges and Universities
Association of American Universities
Association of Catholic Colleges and Universities
Association of Governing Boards of Universities and Colleges
Association of Jesuit Colleges and Universities
Association of Public and Land-grant Universities
Association of Research Libraries
Coalition of Urban and Metropolitan Universities
College and University Professional Association for Human Resources
Common App
Consortium of Universities of the Washington Metropolitan Area
Council for Advancement and Support of Education
Council for Christian Colleges & Universities
Council for Higher Education Accreditation
Council for Opportunity in Education
Council of Graduate Schools

Council of Independent Colleges
Council on Social Work Education
EDUCAUSE
ETS
Hispanic Association of Colleges and Universities
NAFSA: Association of International Educators
NASPA - Student Affairs Administrators in Higher Education
National Association for College Admission Counseling
National Association for Equal Opportunity in Higher Education
National Association of College and University Business Officers
National Association of Colleges and Employers
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Association of System Heads
National Collegiate Athletic Association
Phi Beta Kappa Society
State Higher Education Executive Officers Association
UPCEA



**STATEMENT OF THE
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
DR. DAVID YARLOTT
CHAIR, AIHEC BOARD OF DIRECTORS
PRESIDENT, LITTLE BIG HORN COLLEGE– CROW AGENCY, MONTANA
U.S. SENATE - COMMITTEE ON INDIAN AFFAIRS
HEARING ON SAFELY REOPENING BUREAU OF INDIAN EDUCATION SCHOOLS**

July 29, 2020

Chairman Hoeven, Vice-Chairman Udall, and members of the Committee, on behalf of my institution, Little Big Horn College in Crow Agency, Montana and the 36 other Tribal Colleges and Universities (TCUs) that collectively are the American Indian Higher Education Consortium (AIHEC), thank you for inviting me to testify on the efforts of TCUs to safely remain open in the midst of the COVID-19 pandemic.

My name is *Baluxx Xiassash* -- Outstanding Singer. I am a member of the *Uuwuutasshe* Clan and a child of the *Uuwuutasshe* Clan of the *Apsáalooke* or Crow Indians. The Crow reservation is located in what is now south-central Montana and contains about 3000 square miles – a territory larger than the state of Rhode Island. In the early 1980s, my tribe established Little Big Horn College, forging a new tradition in education to grow an *Apsáalooke* workforce that would rebuild and sustain our tribal families, communities, and lands. The goal was to establish a lasting tradition of advanced training and higher education, for a good path into the future for the Crow People. I am proud to say that I am a product of my tribe’s commitment to higher education: I attended Little Big Horn College as a student (returning years later to earn a degree); I served on the faculty of Little Big Horn College; and after earning advanced degrees, I became an administrator at the college. Since 2002, I have had the honor of serving as president of Little Big Horn College, where it is my responsibility to keep building a path into the future for my people.

This morning, I will address three topics: The Tribal College Movement in general – where TCUs were in early March 2020; challenges faced by TCUs due to the COVID-19 pandemic and our response to those challenges; and finally, eight specific recommendations, including important TCU funding and cyberinfrastructure needs, for your consideration as you work to ensure that Indian Country is *equitably* included in the national effort to reopen our schools and colleges this fall and recover from this unprecedented pandemic.

BACKGROUND: THE TRIBAL COLLEGE MOVEMENT

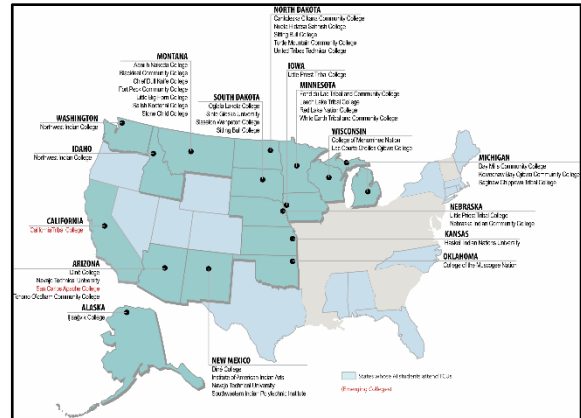
All but three of the 19 members of the Senate Committee on Indian Affairs have at least one Tribal College in his or her state; and collectively, 28 of the nation’s 37 TCUs are represented by Committee Members, so I will not go into detail about the TCUs – you know us well. I will simply say that American Indian and Alaska Native tribally chartered colleges and universities are geographically isolated and most are severely under-resourced, particularly when compared to other institutions of higher education. Yet, our institutions are extraordinarily effective and proven catalysts for revitalization and change. Thirty-five of the 37 TCUs are fully accredited

(two are emerging/developing institutions), and we serve more than 160,000 American Indians, Alaska Natives, and other rural community members each year through academic and community-based programs at more than 75 sites in 16 states.

The first Tribal College, like all that followed, was established for two reasons:

1. The near complete failure of the U.S. higher education system to address the needs of – or even include – American Indians; and
2. The need to preserve our culture, our language, our lands, our sovereignty – our past and our future.

The goal: to build our own education system founded on our ways of knowing, traditional knowledge, and spirituality, and designed specifically to serve and strengthen our Tribes, communities, and lands. Today, all TCUs offer certificates and associate degrees; 16 offer bachelor’s degree programs; and five offer master’s degree programs. Our programs range from liberal arts – including Tribal governance and business, to career and technical programing, including welding, carpentry, automotive, nursing, teaching, and allied health. The 35 accredited TCUs are “1994 Land-grant institutions.”



In early March 2020, the TCUs were busy working to produce an American Indian/Alaska Native workforce that includes Head Start teachers, elementary and secondary school teachers, agriculture and land management specialists, engineers, computer programmers, nurses, and more. We were doing this work in an environment far more challenging than that of any other institution of higher education in the U.S.:

1. **Inadequate Operating Support:** On average, TCUs are the poorest institutions of higher education in the nation. Even in the best of times, we operate with very lean budgets because our operating funding, which comes from the federal government, is grossly inadequate to meet our needs. Most TCUs received \$7,385 per Indian Student for academic year 2019-2020, significantly below the authorized level of \$8,000 per Indian student. The only other minority serving institution to receive its operating support from the federal government, Howard University, receives \$30,000 per student from the Department of Education each year (because it is in the District of Columbia on land that is formerly federal trust land).

TCUs receive little or no financial support from their tribal governments because the tribal governments that have chartered TCUs are not among the handful of wealthy gaming tribes; rather, they are some of the poorest governments in the nation. For those that do receive funding, it is often inconsistent and dependent on annual tribal revenues. For example, 16 of the 37 TCUs received about \$33 million in tribal support in academic year 2018-19; in AY2017-18, TCUs received \$31 million in tribal support (AIHEC AIMS). Additionally, because they are not part of state education systems, most TCUs do not receive state funding. The handful of TCUs that do receive limited state funding receive support only for the non-Native (“non-beneficiary”) students at their college.

Although 28 TCUs have an endowment, most are extremely small. Only one TCU has a somewhat large endowment: Oglala Lakota College, which has worked hard to grow its endowment to \$51 million. The other 27 TCU endowments ranging from \$10,000 to \$14.2 million. Nationally, the median college/university endowment is \$65.1 million, while the median TCU endowment is \$2.4 million.

Despite operating funding challenges, TCUs are committed to our tribes and communities. TCUs are open door institutions, serving any student who is willing to commit to a semester of learning, and TCU tuition, at about \$4,100 per year for a 4-year degree, is the most affordable in the nation. Many TCUs provide books to students to keep student costs down; and although 18 TCUs operate dorms and cafeterias, these are not money-making enterprises, as they are at mainstream institutions. Still, many TCU students cannot afford to pay both tuition and room/board, even pre-pandemic. (In 2019, the average TCU student unmet need was more than \$10,000 per year, according to U.S. Department of Education statistics.) In AY2018-19, TCUs wrote off more than \$4 million in unpaid tuition and fees, and in AY2017-18, they wrote of nearly \$3 million.

2. ***TCU Student Demographics: Financial and Academic Challenges:*** More than half of our students are first-generation college students. One-third are single with children, and the vast majority live in multi-generational homes with deep family and community ties and responsibilities. Overwhelmingly, our students are poor. In fact, 86 percent of TCU students receive Pell grants. And with an average annual income of less than \$20,000 per year, our students live well below the US poverty line.

Most of our students come to us unprepared for post-secondary education. Our students generally fall into one of two categories: those who began post-secondary education at a mainstream institution but were unable to complete their program; and those who dropped out of high school and came to the TCUs to earn a GED. (On some reservations, more than 50 percent of all Native students drop out of high school, most in their senior year.) To both groups, the TCU represents hope: an opportunity to rebuild damaged self-esteem, find their identity, and eventually earn a credential or degree at an affordable price. Many require developmental education prior to beginning an academic or career/technical program. About 60 percent of TCUs test into developmental math, and more than 45 percent require developmental reading. To address these challenges to academic success, most TCUs now offer dual credit or early college programs for local high school students, and some are developing high school programming right at the TCUs, such as Salish Kootenai College's STEM academy. At SKC STEM Academy, high school juniors and seniors spend mornings at their secondary school and afternoons at SKC, where they engage in experiential math and science classes and labs.

3. ***TCU Student Demographics: Food and Housing Insecurities:*** In addition to being low-income, first generation, and academically under-prepared for college, our students – and faculty – face serious health and safety risks. A recent survey published by the American Indian College Fund and the Hope Center for College, Community and Justice (Temple University) revealed that of the students surveyed, TCU students suffered food and housing insecurity and homelessness at much higher rates than other college students. Nearly 30

percent of the TCU student respondents reported being homeless at some point in the prior 12 months (compared to the national student average of 17 percent); almost 62 percent were food insecure in the prior 30 days (compared to the national student average of 39 percent); and 69 percent of the TCU student respondents said they faced housing insecurity in the prior 12 months (compared to the national student average of 46 percent). Yet despite these challenges, TCU students reported greater academic success compared to similarly students at other colleges/universities.

More than 85 percent of TCU students and nearly 50 percent of all TCU faculty are enrolled members in federal recognized Indian tribes – a group, according to the federal Indian Health Service (IHS) that has “long experienced lower health status when compared with other Americans.” Per capita, more American Indians and Alaska Natives suffer from diabetes than any other group in the U.S. American Indians and Alaska Natives born today have a life expectancy that is 5.5 years less than the U.S. all races population (73.0 years vs. 78.5 years), and we die at higher rates than other Americans, including from chronic liver disease and cirrhosis, diabetes mellitus, unintended injuries, assault/homicide, suicide, and chronic lower respiratory disease (IHS).

According to the IHS, lower life expectancy and the disproportionate disease burden exist perhaps because of inadequate education, disproportionate poverty, discrimination in the delivery of health services, and cultural differences. These are broad quality of life issues rooted in economic adversity and poor social conditions.

Internet Connectivity and Cyberinfrastructure: Through a 2017 grant from the National Science Foundation, AIHEC and the TCUs have been conducting an in-depth study of the cyberinfrastructure capacity and needs of TCUs. The goal is to connect our institutions to the regional education and research Internet networks that crisscross this country and enable faculty and students at U.S.-based IHEs to learn, work, and conduct research with one another. Currently, only 10 TCUs are connected to these vital networks. The NSF-funded study revealed startling information about Indian Country and TCUs: **TCUs have the slowest Internet speeds of all IHEs in the country and, on average, pay more than any other group for Internet connectivity.** One TCU has the most expensive, and slowest, internet speed of any IHE in the country. (Iḷisaġvik College, which pays \$250,000 per year for Internet speeds of 6 Mbps.) In 2015 - the most recent comparable year, the national average Internet speeds at colleges and universities were 513 Mbps for 2-year institutions and 3.5 Gbps for 4-year institutions. Yet, **more than one-third of all TCUs (16) have Internet speeds at 100 Mbps or less – four are at or below 50 Mbps.** Average TCU Internet speed is 375 Mbps. Making the problem even more challenging, TCU IT equipment refresh rate is 8.3 years, while 3-5 years is standard practice. We understand that the BIE has contracted with a private, for-profit entity regarding Internet connectivity at BIE-funded/supported schools. One goal purportedly is to ensure that all BIE K-12 schools have Internet access of at least 100 Mbps. Unfortunately, the BIE has not included TCUs in this effort, even though nearly all TCUs provide dual credit to local/tribal high school students and 31 TCUs serve as community libraries (with computer labs), which are used by local pre-K-12 students and their families.

If TCUs are to deliver high quality online/distance learning to American Indians and Alaska Natives in times of emergency, these gaps must be addressed as rapidly as possible. However, other challenges also must be addressed: even those TCUs with adequate Internet access on campus face problems delivering classes remotely to students across their reservations. At some TCUs, more than half of the students lack consistent, reliable – and affordable -- Internet access at home and many students lack the equipment necessary to engage in coursework and homework (tablets, computers, laptops). President Richard Littlebear, Chief Dull Knife College, describes the problem: *“I can use my cell phone to make a call from Hawaii to Lame Deer, but I can’t use my cell phone to call from Lame Deer to Busby – there is no cellular service and without cellular, there is no Internet.”* (Oahu, Hawaii is 3,300 miles from the Northern Cheyenne reservation in Montana. The distance between the reservation towns of Lame Deer and Busby is 16 miles.) These issues require a permanent and equitable solution strategy.

Finally, when examining TCU IT infrastructure, it is important to keep in mind that 32 TCUs are in very remote areas. For these TCUs, there is a lack of choice (competition) of Internet service providers, which drives up costs significant. This is the primary reason TCUs pay high than average rates for their Internet service, particularly given the low speed.

TCU RESPONSE TO THE COVID-19 PANDEMIC & PLANS FOR AY 2020-21:

Despite facing serious financial, Internet connectivity and equipment, and faculty professional development challenges that are far worse than other schools and colleges in the U.S. and having student (and faculty) populations at greater health risk than other groups in the U.S., the nation’s 37 TCUs have worked diligently to respond to the COVID-19 pandemic in a comprehensive manner, addressing both the needs of students and community. As place-based, community-anchoring institutions, we had no choice but to continue to serve our tribal nations to the best of our ability. Most TCUs have not closed at *any* point during the pandemic, and those that ceased operations did so only for a few weeks. We are working and learning together to ensure we can continue offering high quality, culturally relevant, and job-focused educational opportunities to our students and communities – always mindful of the need to put first the health and safety of TCU students, their families, and community members. This is important for some critical reasons: many TCU students live in multi-generational homes; and as discussed above, American Indians and Alaska Natives suffer the lowest health status of any group of U.S. citizens, including the highest rates of diabetes – a critical adverse factor associated with high COVID-19 mortality rates. In addition, for many of our Tribes, our Tribal language keepers are well over 70 years old, another adverse COVID-19 factor. If Native language keepers are lost to this pandemic, whole tribal cultures would be devastated. Therefore, TCUs focused on building our online teaching capacity and delivering courses to students who could access the Internet from remote access points in their community (or in the community nearest to them) or who could finish courses using “old fashioned” distance education.

President Sandra Boham, Salish Kootenai College, described the situation at her college: *“As a TCU, Salish Kootenai College is working together with our K-12 schools to educate all Indian students in our region-- to meet their educational, technology, and mental health needs. SKC adopted a shelter in place policy on March 16, 2020. We kept family and student housing open to the extent possible because we could not disrupt families during a pandemic. Many of our*

students are parents, and we quickly realized that they were forced to become fulltime teachers at the same time as college students (because SKC's required course work did not go away). We did our best to help meet their needs.

We established a computer loan program for students, faculty and staff who did not have one. Some students had a home computer, but it was being shared by multiple family members as children needed to use the home computer for their schoolwork. Access to an additional computer in the household was significant in reducing the stress of competing technology needs between K-12 and college student family members. Assistance was provided for food so that students could continue to feed their families without having to drop out of school to find work. Activity kits were provided to families to assist in keeping preschool age children busy so that parents could attend to classwork. Faculty and students in our Teacher Education Program offered parents assistance with tips for teaching. Faculty flexed their course schedules to find times that worked for students to meet virtually outside of normal college operating hours. IT technicians provided technical assistance for student's personal laptops and phones to help them with technology problems and improved access to Internet services on campus.

Every year, SKC provides dual credit programs to nine high schools, we have a 40-year partnership with our tribal BIE contract school (grades 8-12); we educate teachers for our local systems; we prepare Head Start teachers and program directors; we train health providers - medical people who work throughout the Flathead Valley. We provide childcare to students and local families, which we were unable to keep open for those in need due to the pandemic. All these programs and services were adversely impacted - they changed overnight. SKC went from zero to 100 percent online classes almost overnight. We quickly provided professional development to our faculty, and at the same time we were learning, we reached out to the local K-12 teachers to help them get up to speed.

At SKC, 67 percent of our students are in high risk categories, so we are taking additional steps to help keep our students mentally and physically well - we extended our spring and summer terms to allow for physically distant hands-on learning and we are providing holistic support for students and instructors. Even in the face of these monumental challenges, we must keep going - we are teaching the people who do everything on our reservation: education providers, government workers, service providers, health care professionals, and more. We must do this well, and we cannot do it well if we are not well funded. There are faces behind every dollar we spend, and for them, we need to stay whole."

All TCUs have incurred significant costs as a result of the COVID-19 pandemic, including securing and cleaning campuses; relocating students off campus and providing shelter in place housing for students who had no home to go to; beginning the first phase of online courses; purchasing equipment for students and providing emergency aid; and paying salaries and administrative leave for staff who would otherwise be unemployed. TCUs also faced (and continue to face) challenges in addressing: (a) Career and technical courses, which often cannot be converted to online courses; (b) professional development and course redesign for faculty; (c) equipment and infrastructure for online delivery of courses; and (d) lack of Internet access in students' homes. Coronavirus Aid, Relief, & Economic Security (CARES) Act funding is

helping TCUs address *some* of these critical issues, but as challenges continue to mount, more funding is needed.

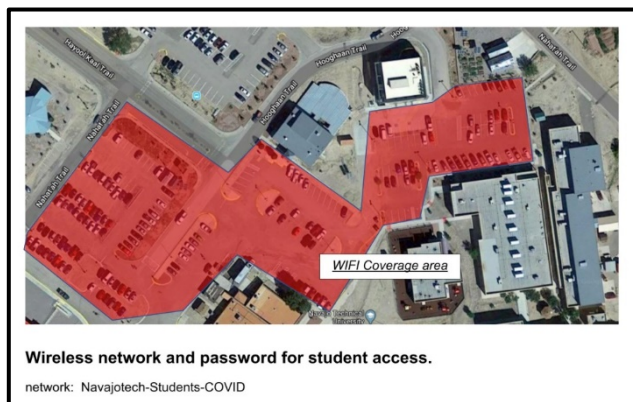
Like SKC, virtually all TCUs moved to online or distance instruction to finish the spring 2020 semester, and many offered online courses for the summer. To transition to effective, community-based online or physically distant course delivery, TCUs required:

- (a) Reliable high-speed Internet access -- campus technology and internet speed upgrades and accessible community-based connectivity;
- (b) Instructional delivery and access systems/devices (course/communication tools);
- (c) Faculty professional development to create and maintain quality, engaging online programming; and
- (d) Student computer/online literacy training for adoption of successful online learning strategies.

TCUs are using funding appropriated under the Coronavirus Aid, Relief, & Economic Security (CARES) Act to address these needs, to the (somewhat limited) extent that we are able. This summer, AIHEC organized an intensive 6-week online training program for 390 TCU faculty in effective online teaching with a special component to help ensure that whether online or in person, TCU instruction is conducted from a Native world view.

TCU governing boards, presidents, faculty, and staff are embracing the challenges we face as an opportunity for expanding postsecondary education to more American Indians/Alaska Natives, including the 67 percent of tribal members living in urban areas. In addition to providing instruction online, TCUs are developing new ways of providing critically needed social, academic, and mental health support to students and communities.

Early in the pandemic, President Charles M. Roessel of Diné College noted that his TCU is “*servicing a Nation that has been knocked down.*” Diné College, like all TCUs, quickly transitioned many courses online; began providing students with emergency financial aid, both from funding received under the CARES Act and from the American Indian College Fund. Diné College and Navajo Technical University (NTU) staff risked their own health to keep college doors open. These two colleges, like other TCUs, kept some dormitories open for students who could not safely live at home, or who had no home to go to. Their cafeteria staff provided free meals to first responders as well as students who would sit for hours in their cars in the colleges’ parking lot, accessing the Internet wirelessly to complete their coursework.



NTU, located in Crownpoint, New Mexico, developed online fliers and significantly expanded its online messaging to students through Facebook and other forms of social media, providing tips, encouragement, and other outreach to keep students engaged as they practiced physical distancing. The college worked with the Navajo Nation and IT providers to establish wireless Internet hot spots on the eastern part of the Nation and converted a fleet of college vans into the “Homework Express,” delivering printed assignments to students who lacked Internet access, and picking up completed assignments. NTU quickly transitioned its summer enrichment “camps” to virtual camps, including a 6-week STEM skill building program for dual credit (high school) students and a robotics academy, offered with support from NASA, to Native youth.



At Bay Mills Community College in Michigan’s Upper Peninsula, faculty and staff developed online tutoring opportunities for students, organized “BMCC Cyber Social Hours” for students to talk with one another, and launched a multi-week “Mental Health Power Hour,” covering topics such as stress, youth issues, and adapting to change.

Faculty and staff at Cankdeska Cikana Community College on the Spirit Lake Dakota reservation in North Dakota “are meeting students in parking lots, at the grocery store, at the gas station, to give them a laptop or a card to get phone minutes because they’re trying to do the college homework on a TracFone,” says President Cynthia Lindquist. All TCUs have used significant amount of CARES Act funding to loan or provide students with laptops, as most students do not have laptops of their own.

Like most other TCUs, Cankdeska Cikana Community College is also continuing to serve the broader tribal communities. Cankdeska administrators worked with their tribe to provide COVID-19 testing in the college parking lot, while even the president herself delivers meals, food, and supplies tribal members in need. BMCC, Cankdeska, and NTU served their tribes and region in other ways as well: early in the pandemic, these colleges used their 3-D printers – normally reserved for advanced manufacturing instruction – to produce hundreds of face shields for tribal and regional health care providers and first responders. Later, as local governments began easing stay-at-home restrictions, the colleges provided face shields to local business to help keep their workers safe. BMCC also made valves for ventilators used in local hospitals.

Overall, the TCU students who have been able to access the Internet and who have received laptops or smart phones from their college appear to be adapting to this “new normal”; however, none of the TCUs have been able to reach all of our students. Some – primarily those living on the vast areas of our reservations without Internet access – are lost to us. TCUs have not been able to locate all of the students who were enrolled and attending classes in spring 2020 prior to the pandemic, and we do not yet know the extent to which enrollment will decline in the fall, even if we offer classes onsite and in person. The challenges will be greater for those TCUs that must offer courses entirely online. The lack of widespread and affordable Internet access in Indian Country remains a barrier that TCUs alone cannot address. At Tohono O’odham Community College (TOCC), which serves students throughout the rural 2.8 million-acre

Tohono O’odham Nation -- roughly the size of Connecticut -- the percentage of courses completed with passing grades dropped from 64 percent to 52 percent in spring 2020. (TOCC transitioned from over 90 percent face-to-face course delivery to 100 percent online on March 30.) TOCC faculty say that a 52 percent pass rate was better than expected but *“it cannot be the standard going forward,”* says TOCC President Paul Robertson.

TOCC students, like many TCU students, face double challenges: finding Internet access, and being able to pay for it if they can find it. For many students (as with TCUs), the cost is prohibitively high. President Robertson notes that *“some TOCC students were thwarted by lack of access to the broadband they needed to complete their coursework. Others could not afford the cost of an Internet subscription from the sole supplier on the Tohono O’odham Nation, nor could they access Internet from parking lots in front of fast-food establishments and Starbucks, something some urban students have been reduced to. The Shell gas station in Sells has a few “wi-fi parking” spots and some students have driven long distances to take advantage of that. That is not a solution. It should not be happening.”* But if the choice is paying a monthly Internet connection fee or feeding your family, what are TOCC students to do?

Academic Year 2020-21: Although all TCUs moved to online or distance education programs for spring 2020, the landscape looks much different for Fall 2020 (AY2020-21). Of the 37 TCUs, 25 have announced decisions:

- **17 TCUs plan to open with a hybrid class schedule**, with some classes online and others in person with physical distancing precautions.
- **7 TCUs will open with online classes only**, although some of these colleges will open their dorms in a limited capacity.
- **1 TCU will open with in-person, onsite classes only**, with no distance education courses at this point. Chief Dull Knife College (Lame Deer, MT) made this decision due to the small class sizes, ability to physically distance, and unreliable Internet access on the reservation, which makes online courses virtually impossible.

Diné College, with faculty whose average age is 65, is typical of the 17 TCUs that plan to offer a mix of online and in-person classes in the fall: Diné College hopes to implement a comprehensive \$6.4 million technology upgrade as rapidly as possible, given funding and infrastructure limitations. Just this month (July 2020), the foundational phase was implemented with the expansion of the college’s Internet speed from 280 Mbps to 2000 Mbps on its main campus. This is the fastest Internet speed (at the main campus) among TCUs. However, Diné College pays significantly for that access. Its Internet costs are \$31,000 per month, the second highest among TCUs (only Iḷisaḡvik College pays more). Prior to the recent upgrade, Diné College cobbled together its Internet access from three different providers. The college also has implemented a laptop loaner program and Wi-Fi device program, including paid Cellular One service for students who do not have readily available Internet access. These changes are key to the college’s ability to offer 350 or more courses completely online this fall, with about 100 classes being offered face-to-face in 31 different classrooms. To assist students, the college already has distributed more than \$600,000 in emergency funding to students and recently announced a 50 percent tuition cut for fall classes. Finally, Diné College is working to establish micro-campuses (small learning centers with physically distant onsite instruction capacity) at key locations across the Navajo Nation, such as shopping centers and government buildings close to

students' homes. Students can learn and work together in a safe environment at the micro-centers, and to the extent possible, K-12 students might also be able to use the facilities.

RECOMMENDATIONS TO ADDRESS CHALLENGES TCUS FACE IN OPENING FOR AY2020-21:

Although it is difficult to predict how deeply TCUs, their students, and their communities will suffer due to the COVID-19 pandemic, experts predict that the pandemic will peak in the western U.S., where most TCUs are located, much later than other parts of the country. As TCUs begin to plan for an uncertain future (2020-2021 academic year), we turned to data on past economic, academic, and community patterns to help inform the following recommendations on specific and known TCU needs, which will help TCUs operate safely in AY2020-21:

1. \$65 million in the Interior-Bureau of Indian Education account to help Tribal College and Universities address projected AY-2020-21 losses: Tribal support & tuition cuts; increased tuition write-offs.

Most TCUs start their fiscal year on July 1. As TCUs plan for FY2021 (Academic Year 2020-21), we face:

- **A significant drop in support from chartering Tribal governments** due tribal enterprise revenue losses, the need for tribes to divert scarce resources to address COVID-19 emergency public health issues, community safety net expenses, and the ongoing and staggering loss of casino revenue. As mentioned earlier: Tribal TCU Payments: 2018-19: \$33,331,078; 2017-18: \$31,049,542 (AIHEC AIMS).
- Projected **declines in enrollment** as students drop out or fail to return because they lack Internet connectivity and cannot participate in online classes or because they need to increase work hours (if jobs are available) to help support families in economic crisis. Total TCU Tuition Received: 2018-19: \$23,188,584 (AIHEC AIMS); 2017-18: \$25,503,359 (IPEDS).
- Inability of most TCUs to conduct **summer classes**, due to the need for intensive faculty professional development in online learning, advising, and assessment to maintain regional accreditation and the need to complete extensive course and management redesign for the fall semester because of increased online teaching. Summer Tuition and Fees: 2018-19: \$1,692,995 (AIHEC AIMS)
- Growing financial challenges facing students who persist and try to complete their degree programs, resulting in TCUs having to **write off more tuition payments** than in previous years. Annual TCU Tuition Write-off: 2018-19: \$4,000,595; 2017-18: \$2,906,650 (AIHEC AIMS).
- **American Council on Education (ACE) “Survey of COVID-19 Costs of Reopening for Institutions of Higher Education”**: In June 2020, ACE conducted a national survey on the costs of reopening campuses and/or delivering classes online in academic year 2020-21. (This survey was like one conducted by AIHEC early in the pandemic.) ACE surveyed IHEs in eight areas: PPE; disinfectant level cleaning, including supplies; testing; new housing; lost revenue and increased revenue costs: housing, staffing, IT; isolation/quarantine; social distancing (retrofitting classrooms and other campus spaces); and other. U.S. Department of Education IPEDS data was to calculate a per student cost. Using only institutions that could estimate costs by category (4-year, larger institutions),

ACE averaged the costs and then divided by total IPEDS student enrollment of the surveyed IHEs. **The additional cost per student is estimated at \$2,400.**

For TCUs, this figure is **higher** because: (a) IPEDS does not accurately reflect enrollment at TCUs using FTE, because of the high number of part-time students at TCUs; (b) historic inequities in funding and geographic location (e.g. lower IT access, capacity, and equipment; cost of providing services in rural areas the size of some states versus in compact urban areas); (c) student demographics (As stated earlier, TCUs serve students at higher risk than mainstream institutions – **84 percent receive Pell benefits**, as opposed to 31 percent nationally); and (d) the ACE survey did not include mental/behavioral health counseling; faculty professional development/training (for online instruction); and certain sunk costs that are incurred regardless of size with lower student numbers to spread costs across. To account for these factors, increasing the cost by one quarter for TCU students, the **overall TCU need is estimated at \$66,000,000.**

2. **\$24 million in existing USDA-Rural Utilities Service Program funds for a permanent Rural TCU-IT Fund.**

To address a key part of the digital divide/homework gap and long term IT capacity building in Indian Country, Congress should establish a permanent **TCU Fund** under the USDA-Rural Utilities Service, in either the Community Connect fund or the Reconnect program. Approximately \$24 million in TCU set-aside funds is needed for this program, based on AIHEC’s extensive and data informed analysis. (See Appendix A.)

If TCUs had adequate funding currently for IT infrastructure support, they would have put in place many of the community-based mobile hot spots needed to address the “homework gap” on many reservations. *It is important to note that any program to provide tax credits to existing Internet Service Providers for providing free internet access to students provides little or no help in Indian Country because the IT infrastructure does not exist: 68 percent of those on rural Tribal lands lack access to fixed broadband, according to a 2016 FCC Broadband Progress Report.* And for TCUs that do have broadband access, Internet capacity is inadequate. **More than one-third of all TCUs (16) have Internet speeds at 100 Mbps or less – four are below 50 Mbps**, compared to national averages of 513 Mbps for 2-year institutions and 3.5 Gbps for 4-year institutions.

Establishing specific funds for Land-grant institutions is not unusual. In the last reauthorization of the Farm Bill, for example, Congress established a permanent \$40 million scholarship fund for 1890 Land-grant institutions (Historically Black Colleges and Universities), and Congress annually funds a modest TCU communities facilities construction set-aside program within the USDA-Rural Development Community Facilities program.

3. **\$500 million in the Interior-BIE account for a TCU Deferred Maintenance & Rehabilitation Fund, as authorized under the Tribally Controlled Colleges and Universities Assistance Act.**

AIHEC recently conducted a survey of 22 TCUs, which revealed a list of chronic facilities-related needs, including student and faculty housing, classrooms, libraries, and laboratories.

The 22 TCUs have an estimated total need of \$332.5 million in deferred maintenance and rehabilitation and need \$558 million to fully implement existing master plans. Extrapolating this to all 37 TCUs, the total *current* need is: ***Deferred Maintenance/Rehabilitation: \$500 million; Completion of Master Plans: \$837 million.*** (See Appendix B.)

4. **Inclusion of all “Tribal Colleges and Universities”**: To ensure that all TCUs are included in new federal programs and opportunities, the term “tribal colleges and universities”, defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c), should be used:

TRIBAL COLLEGE OR UNIVERSITY.—The term “Tribal College or University” means an institution that— (A) qualifies for funding under the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801 et seq.) or the Navajo Community College Act (25 U.S.C. 640a note); or (B) is cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note). (20 U.S.C. 1059c)

There are five different types of TCUs:

- 29 Tribally chartered colleges funded under Titles I and II of the Tribally Controlled Colleges and Universities Assistance Act (TCU Act);
- 2 Tribally controlled career and technical colleges funded under the Carl Perkins Act and more recently, Title V of the TCU Act;
- 2 BIE-operated colleges;
- 1 Congressionally chartered AI/AN college; and
- 1 State/Tribal hybrid college chartered by the state of Minnesota and one Indian tribe.

5. **Ensure Inclusion of TCUs in BIE/DOI Education Planning – Address BIE/DOI Neglect of TCUs in Long-term Planning**: Within the various levels of the U.S. education system, “the Bureau of Indian Education (BIE) serves as the principal government agency in upholding the United States’ educational obligations to Indian tribes and their eligible Indian Students.” ([DOI FY 2021 Budget Justification, p. 7](#)) Beginning with early childhood education, the BIE provides funding for the BIE Family and Child Education Program (FACE) which serves children and adults through home-based and preschool-based services. For K-12 education, the BIE often serves in a “State Education Agency (SEA)” capacity, providing direct support and funding to 183 elementary and secondary schools and dormitories. For postsecondary education, the BIE administers grants to operate 29 TCUs, two tribal technical colleges, two federally operated postsecondary institutions, and several postsecondary scholarship programs. However, the TCUs, which serve about 44,000 students each year in academic program, or about **40 percent of all students in schools funded by the BIE**, often are neglected or discounted by the Department of the Interior and BIE in planning efforts, new initiatives, annual budgeting processes, and most recently, in the BIE share of COVID-19 Emergency Stabilization Fund support.

For example, the annual BIE budget justification to Congress routinely includes funding requests for construction, facilities, improvements, repairs, and employee housing for BIE elementary and secondary schools but consistently fails to include any request for TCU facilities, maintenance, or renovations. Congress and BIE have the ability to provide desperately needed infrastructure funding to TCUs through section 113 of the Tribally

Controlled Colleges and Universities Assistance Act, which authorizes a TCU facilities report and construction program (25 U.S.C. 1813). However, the program has *never* been funded in the 42 years since its enactment.

Additionally, the BIE FY 2021 budget justification includes a \$5 million request for broadband expansion to “support high-cost special fiber construction efforts and increased monthly circuit costs *for remaining schools without access*” (emphasis added) and upgrades “to recommended educational standards [100 mbps] to provide appropriate internet connectivity to keep pace with public schools” ([DOI FY 2021 Budget Justification, p.5](#)). As stated earlier, TCUs also experience similar barriers in obtaining affordable and consistent Internet connectivity, but the BIE has yet to include a TCU broadband funding requests in its annual budget justification. (Note: BIE K-12 elementary and secondary schools participate in the federal E-rate program, which provides discounted Internet service and equipment up to 90 percent. TCUs are not eligible to participate in this program.)

Similarly, on July 8, 2020, during a BIE virtual listening session regarding the distribution of \$153.75 million in CARES Act Education Stabilization Fund support, the BIE announced its plan to reserve 10 percent of the \$153.75 million fund for Bureau-directed activities (approximately \$15.375 million), \$5 million of which would be used to support “five BIE K-12 schools to bring them up to a minimum Internet service of 100 Mbps” (apparently disregarding the fact that four TCUs also have Internet speeds below 50 Mbps) and \$8 million to support mental/behavioral health at BIE K-12 schools; \$108 million would be provided directly to BIE K-12 schools (for a total of about \$121 million), and TCUs would receive \$30 million. This announcement is in complete disregard to the previous 2.5 virtual listening sessions and submitted comments regarding the distribution of BIE Education Stabilization Fund support: during the listening session and in subsequent written comments, the overwhelming majority of participants – and virtually all Tribal leaders who spoke – requested that the funding be apportioned between K-12 schools and the TCUs equitably, based on the percentage of students, which would be a split of roughly 60-40 percent, or \$103 million for K-12 schools and \$50 million for TCUs. While every school and community is facing challenges as we work to provide services supporting learning during this pandemic, we are extremely disappointed in the BIE’s decision to exclude TCUs from BIE-led emergency support initiatives and to disregard repeated calls for equity in funding.¹

While the entire BIE system has been chronically underfunded, the ongoing global pandemic has intensified to the need for long-term investment in IT infrastructure for TCUs and BIE K-12 schools. To address these issues, Congress recently passed the Great American Outdoors Act (H.R. 1957) which includes funding for the BIE. The forthcoming National Parks and Public Land Legacy Restoration Fund includes funding for “priority deferred maintenance projects” at Bureau of Indian Education schools (5 percent of the fund). AIHEC strongly

¹ The Historically Black Colleges and Universities Preservation Building Fund (54 U.S.C. 302101) is another example of TCU exclusion by DOI. Despite DOI’s treaty and trust obligations and failure to support TCU infrastructure, DOI provides grant funding to HBCUs to document, preserve, and stabilize historic structures on HBCU campuses. Since program inception in 1988, DOI has awarded over \$60 million to HBCUs to assist in repairing historic buildings. No similar funding has been provided to TCUs, even though TCUs – including Haskell Indian Nations University, which the BIE/DOI owns and operates -- have historic structures on their campuses.

recommends that DOI and BIE develop a plan to equitably include TCUs in this fund and future budget requests; otherwise, TCUs will continue to be neglected.

6. **Increase BIE Share of the Education Stabilization Fund to at least 1 percent and Specify TCUs as Beneficiaries, Along with Elementary and Secondary Schools:** Through the CARES Act “one half of one percent” was provided to the BIE for “programs operated and funded” by the BIE. We recommend the following clarifications for any funding under the Education Stabilization Fund, established in the CARES Act:
 - **Increase funding for BIE to at least 1 (one) Percent:** Combined with historical and chronic underfunding, students at BIE schools, including TCUs, have been impacted more profoundly than any other students in the country. To provide better support for all students at BIE schools, including TCUs, and help more schools open in the fall, additional support is need.
 - **Specify BIE K-12 schools AND Tribal College and Universities as funding recipients; require equitable distribution between BIE K-12 schools and TCUs based on students served:** As evidenced with the CARES Act-BIE Education Stabilization Fund, if Congress does not include direct and specific language to fund the TCUs, DOI may not provide funding to TCUs, or will under-fund TCUs for arbitrary reasons. Because the CARES Act did not specify a distribution formula between BIE K-12 schools and TCUs for the \$153 million BIE Education Stabilization Fund, Department of Education (ED) staff first recommended that TCUs receive *no* funding under this fund. DOI and ED then decided to conduct several tribal consultation sessions about this funding, which further delayed the release of funds. Three months after the enactment of the CARES Act, BIE released only 20 percent of the fund to TCUs, while the rest was used for BIE K-12 schools and other BIE contracts. **It is important to note that of the overall BIE student count, TCUs serve 40.84 percent and K-12 schools serve 59.15 percent.** Based on this experience, we are fearful that without a specific directive to include TCUs *with a requirement to equitably distribute funds based on the number of students served*, DOI and ED will exclude or reduce funding for TCUs in future relief aid.
7. **Provide 10 percent for TCUs from any Department of Education Minority Serving Institution (MSI) Education Stabilization Fund/ Emergency Education Relief Fund:** Under the CARES Act, Congress provided 7.5 percent of the Higher Education Emergency Relief Fund for TCUs, HBCUs, HSIs, other minority-serving institutions and other institutions funded under Title III, Title I, and Title VII of the Higher Education Act. This funding totaled approximately \$1.046 billion. Congress allocated this funding to each institutional category according to the percentage allocated in FY 2020 appropriations. Using this allocation method limited TCUs to **5 percent** of the MSI Fund, which resulted in \$50.469 million to be split among 35 TCUs. While the overall funding made available to the MSI community was sizeable, allocation of funding among MSI categories based on FY 2020 appropriations further perpetuates the inequitable funding of TCUs. **TCUs need at least 10 percent** to support pandemic-related needs and to partially account for past inequities and the growth of new TCUs over the past 10 years. (Chronic inequities in funding *cannot* be addressed using formulas that helped create the inequities in the first place.)

CARES ACT FUNDING				
Institutions	Total Number of Institutions or Students	BIE Funding	ED Funding	Total CARES Act
TCUs	35 TCUs 31,767 AI/AN Students	\$69 million Fund: \$22.9 M BIE ESF: \$30.7 M BIE Total: \$53.6 M	MSI-TCU Fund: \$50.47 M 90 Percent Fund: \$13.55 M ED Total : \$64.0M	\$117.6 M
BIE K-12	46,000 AI/AN Students	\$69 million Fund: \$ 47 M BIE ESF: \$121 M BIE Total: \$167 M	NA	\$167 M
HBCUs	99 HBCUs	NA	MSI-TCU Fund: \$577.59 M 90 Percent Fund: \$352.91 M ED Total: \$1.11 B	\$1.11 Billion
Non-Tribal "Native Serving" Colleges (10 percent of self-reported students)	29 State/Private Colleges	NA	MSI-NASNTI: \$ 6.12 M 90% Fund: \$54.98 M ED Total: \$61.1 M	At least \$61.1M, unsure of State ESF support

8. Department of Education Stabilization Fund/Education Emergency Relief Fund vs. BIE Direct Supplemental: AIHEC Recommends Funding from *Both* ED and BIE Due to Inequities: Both agencies should provide funding to TCUs, as illustrated in the chart above. As federal agencies, treaty and trust obligations apply to *both* departments. Both must be held accountable in their support of tribal sovereignty regarding both K-12 and higher education. The federal government has neglected and historically underfunded American Indian and Alaska Native education, particularly higher education, and both funding sources should be provided, particularly during the national pandemic. While most public institutions of higher education receive funding from both state and federal sources, TCUs do not receive funding from states. TCUs rely on the BIE for operating funding. For these reasons, we recommend that TCU funding be provided through both vehicles: ED Education Stabilization Fund/Education Emergency Relief Fund and BIE direct support.

Thank you for the opportunity to provide testimony today. We look forward to continuing to work with the Senate Committee on Indian Affairs in the coming weeks and months, as we strive to safely reopen our schools, communities, and the entire nation.

AIHEC APPENDIX A:

Tribal Colleges and Universities Information Technology and Cyberinfrastructure Needs

The American Indian Higher Education Consortium (AIHEC) was awarded a grant in 2017 from the National Science Foundation to conduct a detailed study of the information technology and cyberinfrastructure systems at the nation's 37 Tribal Colleges and Universities. The *Study of Tribal College and University Cyberinfrastructure (CI) and Supported STEM Programs* goals are to:

- a) conduct a comprehensive examination of the cyberinfrastructure of all 37 of the nation's Tribal Colleges and Universities and
- b) facilitate capacity-building at TCUs that will enable the colleges to participate in national CI-enabled research and education programs, which will significantly strengthen AI/AN participation in the national STEM workforce and bring STEM-based economic opportunities to AI/AN communities.

In fall 2017, AIHEC assembled a team of nationally-recognized higher education information technology (IT) professionals, including network engineers, chief information officers and systems specialists, to assist with the study. The technical lead is Dale Smith, University of Oregon network engineer. The management lead is Jim Bottum, retired Clemson University chief information officer. AIHEC partnered with EDUCAUSE, the nation's premier association of higher education Information technology professionals to conduct a survey of the current status of TCU information technology (IT) and cyberinfrastructure (CI) systems. Twenty-four TCUs participated in the AIHEC IT EDUCAUSE survey. Over the past two years, the AIHEC IT/CI team conducted in depth site visits and evaluations at 35 TCUs (site visits do not include the College of Menominee Nation and San Carlos Apache College).

Preliminary findings based on the AIHEC IT EDUCAUSE survey and AIHEC site visits include:

- TCUs average 336 Mbps Internet connectivity, with a maximum reported 1.06 Gbps, and minimum of 6 Mbps.
- Average TCU equipment replacement rate of 8.29 years; industry standard rates is 3-5 years
- While the colleges have made investments in Gigabit Ethernet, a number of the colleges continue to use old 10/100 Ethernet ports. Approximately one-third of responding TCUs have faster 10 Gigabit equipment installed.
- All TCUs have WiFi networks on their campuses. Many of the colleges are using outdated WiFi technology; approximately 15% are using current state of the art WiFi systems.
- Approximately 25% of the TCUs have not properly separated network servers from the rest of the campus network due to lack of funding, resulting in privacy compliance issues.

Current TCU Connectivity Speeds:

Many TCUs are paying connectivity rates that are significantly higher than the national average, and therefore cannot afford connectivity levels that are typical for 2-year and 4-year institutions nationally.

- Average connectivity based on 2015 National EDUCAUSE Survey of Institutions of Higher Education
 - AA/AS degree granting institutions: 513 Mbps
 - BA/BS degree granting institutions: 3.5 Gbps
 - MA/MS degree granting institutions: 3.3 Gbps
 - Average TCU campus connectivity: 336 Mbps
 - Maximum TCU Campus connectivity: 1.06 Gbps
 - Minimum TCU Campus Connectivity: 6 Mbps
 - Three TCUs reported a speed of 1,000 Mbps or better

Current TCU Connectivity Costs:

- Average TCU Internet Connectivity Cost: \$40,000 per year
 - Maximum expenses:
 - \$250,000 for per year for Ilisagvik College, single location
 - \$367,000 for per year for Diné College, includes 2 satellite locations
- Tohono O'odham Community College (Sells, AZ) pays \$70/Mbps per month, a monthly cost of \$3,500 for 50 Mbps service.
- The national average for a faster 1 Gbps is \$1,000 per month (based on the rate of \$1/Mbps per month).

Based on the AIHEC IT EDUCAUSE survey results, the TCU IT equipment replacement rates lags behind industry standard rates. For core devices such as firewalls, core switches, and routers, the average replacement rate at TCUs is 8.29 years. The industry standard replacement rates is between 3 to 5 years.

As many as 25% of TCUs have not properly separated their network servers from the rest of their campus network and may not meet the most basic compliance issues such as Payment Card Instruction compliance (credit card processing), Family and Educational Rights and Privacy Act compliance (protecting student information), and Gramm-Leach-Bliley Act compliance (student and consumer privacy).

Cost estimates

Enhanced Internet Access for students and faculty to teach and study remotely. TCUs are in isolated rural regions where most students lack access to Internet service at their homes. This category provides additional access locations on tribal lands and connection speed enhancements at all College campus locations.

1. **Internet Access at TCUs:** This estimate uses the average annual cost of \$40,000 for Internet connectivity.

Annual recurring cost of \$40,000 per year; cost x 37 Main TCU locations x 1 year = \$1.48M

Annual recurring cost of \$12,000 per year; cost x 35 TCU satellite locations x 1 year = \$420,000

2. **IT Equipment Improvements:** This includes network hardware upgrades to support higher speeds and additional Internet capacity at each location needed for online teaching and learning.

One time cost of \$20,000 per location; Cost x 72 campus locations = \$1.44M

Annual recurring cost of \$10,000 per year; cost x 72 locations x 1 year = \$720,000

3. **Public WiFi hot spot locations** distributed in locations on tribal lands to optimize student and faculty Internet access close to home. Intended primarily for individuals to access from their personal vehicles. Some of these hotspot sites will be served by point-to-point wireless, others by DSL or telecom provided Internet.

One-time cost of \$10,000 per location; Cost x 72 campus locations = \$720K;

Annual recurring cost of \$1,200/year/location; cost x 72 locations x 1 year = \$87K

4. **Building Staff and IT Administrative Capacity:** TCUs are challenged to maintain adequately staffed and trained IT departments. Current staff levels and skills sets much match the requirements of campus technology operations, maintenance and user community support. Funds will allow colleges to achieve adequate staffing and provide professional development in critical IT skills set needs.

Annual recurring cost of \$150,000 per year: cost x 37 locations x 1 years = \$5.55M

5. **Enterprise Resource Planning Systems:** Funds are needed to support annual licensing costs of the colleges' administrative systems and to provide regular training and technical support by the ERP provider to the campus user community.

Annual recurring cost of \$400,000 per year cost x 37 TCUs x 1 years = \$14.8M

Total: First Year Funding \$23,990,000
Recurring Annual Funding: \$21,577,000

2017-2018 AIHEC IT EDUCAUSE survey data summary

The EDUCAUSE survey was completed by 24 TCUs.

Information Technology Expenses

	Total IT Expenses	Staff Expense	Student Staff Expense
Average	\$484,088	\$245,997	\$1,007
Max	\$1,978,377	\$593,916	\$10,100
Min	\$120,064	\$70,590	\$0

Information Technology Staffing

	Full Time Staff	Student Staff*
Average	4.21	0.89
Max	12	8
Min	1	0

*Several TCUs employ students in their IT departments. Student employment can expand IT support resources in a cost-effective manner.

Size of Institution

	# Buildings on Main Campus	# of Branch Campuses
Average	12.78	2
Max	54	12
Min	2	0

National Research and Education Network

State/regional R&E Networks: State and regional networks provide access to the national network of research and education resources that are essential to the national STEM research enterprise. The Northern Tier Network is a regional research and education network serving the region within which most of the TCUs are located. As can be seen from the maps below, colleges, although some colleges are located relatively close to a network and with some investment in fiber or wireless technology to bridge the "last mile" would be able to connect, for most the distance and therefore cost of connecting is prohibitive for small under-resourced institutions. The benefits of participating in a state or regional network are many. A high level of cybersecurity, regular system upgrades that improve performance across the network, and most important, membership in a community of practice from which all TCU IT departments can benefit through access to a broad range of technical expertise and support.

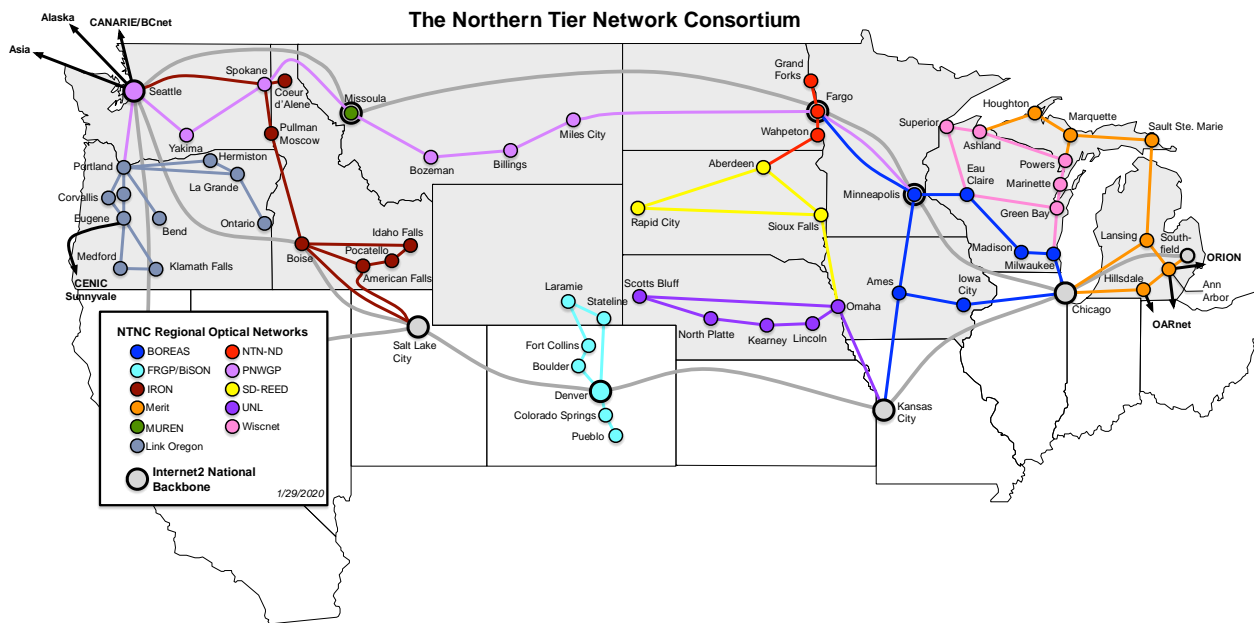


Figure 1.1. Geographical map of the Northern Tier Network Consortium as of 2020 (excluding Alaska).

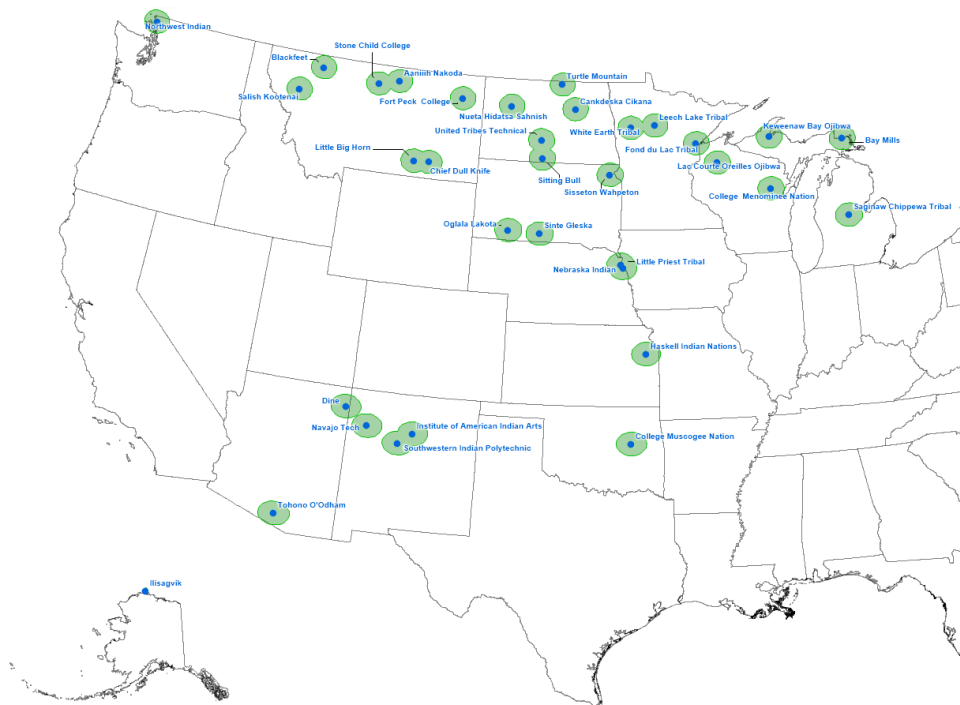


Figure 1.2. Tribal Colleges and Universities in the U.S. (AIHEC, 2018)

AIHEC APPENDIX B:

**Tribal College University Deferred Maintenance Master Plan Infrastructure Needs: 22 TCUs
July 2018, Reaffirmed/Updated: May 2020**

State	TCU Name	Top NEW Facility Needs	Estimated CURRENT Deferred Maintenance & Rehabilitation Needs	Campus Master Plan	TOTAL amount needed to fully achieve Campus Master Plan
AK	Iłisaġvik College	Entire new campus including classrooms, Labs, student center, dorm and family housing	\$0	Yes	\$175,000,000
AZ	Tohono O'odham Community College	Chemistry wet lab; dorms (32 beds now) for students who live 60+ miles away & lack transportation; Multi-purpose facility (faculty offices, student areas, cafeteria)	\$5,500,000	Yes, 2010 (reaffirmed, 2016)	\$25,000,000
KS	Haskell Indian Nations University	STEM Building (classrooms, labs) - \$20,578,199; Dorm - \$15,144, 928; Child Care Center - \$1,538,432	\$195,922,424	Yes	\$170,760,186
MI	Bay Mills Community College	Connector from classroom bldg. to Library	\$604,600	Yes	\$1,000,000
MI	Saginaw Chippewa TC	New Campus: classrooms, laboratories, student center, administration offices, faculty offices, library	\$0	Yes	\$32,000,000
MN	Fond du Lac T&CC	Classroom space with ITV capabilities, expansion to complete the original footprint of the building	\$10,000,000	Yes	\$25, 000,000
MN	Red Lake Nation College	Dorms/Student Housing	\$12,000,000	Yes	\$20,000,000
MN	Leech Lake Tribal College	Faculty Offices/Commons (Student Center)	\$7,000,000	Yes	\$75,000,000
MT	Aaniiih Nakoda College	Student Center	\$20,000,000	Yes	\$12,000,000
MT	Chief Dull Knife College	Classrooms and Laboratories	\$5,780,165	Yes	\$39,490,557
MT	Fort Peck Community College	Health Center and Gymnasium	\$10,000,000	Yes	\$20,000,000
MT	Salish Kootenai College	Dorm (\$1.8M); Allied Health/Nursing Bldg (\$2M); STEM lab/facility (\$1.5M); Career/Tech Ed Bldg. (\$2M); Academic Support/Testing Center (\$1.5M)	\$12,000,000	Yes	\$18,000,000

State	TCU Name	Top NEW Facility Needs	Estimated CURRENT Deferred Maintenance & Rehabilitation Needs	Campus Master Plan	TOTAL amount needed to fully achieve Campus Master Plan
NE	Little Priest Tribal College	Dorms/Student Housing	\$0	In development	\$50,000,000
ND	Cankdeska Cikana C.C.	Student/faculty housing: \$5-12,000,000	\$500,000	Yes	\$12,000,000
ND/SD	Sitting Bull College	Cafeteria and Wellness Center	\$500,000	Yes	\$30,000,000
OK	College of the Muscogee Nation	STEM Classrooms	\$8,000,000	Yes	\$21,000,000
SD	Oglala Lakota College	New Instructional Center at Pejuta Haka; New Road to lower dust at Kyle Head Start; 4 Buildings for Early Head Start Centers; Head Start Administration and Garage Building; Faculty Housing	\$8,000,000	Yes	\$12,000,000
SD	Sinte Gleska University	Student and faculty housing	\$15,000,000	No	unsure
SD	Sisseton Wahpeton	Voc-Tech Bldg for Auto, Diesel, Ag Mechanics w/bays & Classrooms; Dorms; Gym/PE Facility	\$0	Yes	\$7,700,000
WA	Northwest Indian College	Workforce Training Bldg; Health and Wellness Center/Gymnasium; Administration Bldg	\$15,000,000	Yes	\$25,000,000
WI	College of Menominee Nation	Dorms; Visiting Faculty Housing; Student & Wellness Center; Classrooms	\$1,200,000	(needs updating)	\$12,000,000
WI	Lac Courte Oreilles Ojibwa C.C.	Dorms	\$6,078,000	In development	
TOTAL: Deferred Maintenance and Rehabilitation Needs:			\$332,480,589		
TOTAL: Master Plan Completion:			\$557,950,743		

ALERT: Click here for the Commerce Committee's COVID-19 oversight efforts.
(<https://www.commerce.senate.gov/2020/6/click-here-for-the-commerce-committee-s-covid-19-oversight-efforts>)



Press Releases (<https://www.commerce.senate.gov/pressreleases>)

Wicker, Scott Introduce Connecting Minority Communities Act (<https://www.commerce.senate.gov/2020/8/wicker-scott-introduce-connecting-minority-communities-act>)

August 4, 2020

U.S. Sens. Roger Wicker, R-Miss., chairman of the Senate Committee on Commerce, Science, and Transportation, and Tim Scott, R-S.C., today introduced the Connecting Minority Communities Act to codify the existing Minority Broadband Initiative at the National Telecommunications and Information Administration (NTIA) in a new Office of Minority Broadband Initiatives (MBI). The legislation would also create a pilot program to provide grants to Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and Hispanic-Serving Institutions (HSIs) to expand access to broadband and digital opportunity in their communities.

"Closing the digital divide remains a top priority for the Commerce Committee, but too many minority communities remain unconnected," said **Wicker**. "The new Office of Minority Broadband Initiatives would focus federal efforts to address this challenge. Partnering with Historically Black Colleges and Universities, Tribal Colleges and Universities, and Hispanic Serving Institutions would help further economic development where it is needed most. I look forward to seeing this important measure advance."

"Connectivity has been an issue for so many South Carolinians – and Americans – in underserved and rural areas for decades, and the current pandemic has highlighted this disadvantage," said **Scott**. "Under this bill, we are leveling the playing field for those in underserved neighborhoods to access the same opportunities. I am thankful for the support from Chairman Wicker on this issue and am hopeful that my Senate colleagues will pass this legislation to help our nation's most vulnerable communities."

The Connecting Minority Communities Act would:

- Codify the Minority Broadband Initiative by establishing the Office of Minority Broadband Initiatives at NTIA;
- Task MBI with working with Federal agencies to determine how to expand access to broadband and other digital opportunities in communities surrounding HBCUs/TCUs/HSIs; and work with HBCUs/TCUs/HSIs, state and local governments, the public, and stakeholders to expand broadband access and digital literacy in these communities;
- Establish a task force comprised of stakeholders from HBCU/TCU/HSI communities, state and local governments, and industry to advise the MBI;
- Create the Connected Minority Communities Pilot Program, which would provide \$100 million in grants to HBCUs, TCUs, and HSIs to purchase broadband service, broadband equipment (wi-fi hot spots, connected devices, routers, and modems), or compensate information technology personnel, to facilitate online learning or to operate a small business or non-profit;
- Impose accountability measures for the Connected Minority Communities Pilot Program, such as audits and interagency coordination.

Click here (<https://www.commerce.senate.gov/services/files/D8E10DD4-818E-4F8C-973B-E605A7DDCEA9>) to read the bill.

<https://www.commerce.senate.gov/2020/8/wicker-scott-introduce-connecting-minority-communities-act>
(<https://www.commerce.senate.gov/2020/8/wicker-scott-introduce-connecting-minority-communities-act>)



Reps. Gallego, Cole, Haaland, and Cook Introduce Bipartisan Bill to Support Native Veterans Attending Tribal Colleges and Universities

For Immediate Release: September 11, 2020

Contact: Christina Carr | Christina.Carr@mail.house.gov | [\(202\) 225-4065](tel:(202)225-4065)

WASHINGTON, DC – Today, Rep. Ruben Gallego (D-AZ), Rep. Tom Cole (R-OK), Rep. Deb Haaland (D-NM), and Rep. Paul Cook (R-CA) introduced the Native VetSuccess at Tribal Colleges and Universities Pilot Program Act which would establish a pilot program at Tribal Colleges and Universities to connect Native veterans to VA services and vocational support. The American Indian Higher Education Consortium (AIHEC) and the National Congress of American Indians (NCAI) endorsed the bill.

The VetSuccess on Campus (VSOC) program places VA counselors on campus to help Veterans, Servicemembers, and their qualified dependents complete their education and prepare them to enter the labor market. VSOC currently provides services to thousands of veterans at 104 institutions of higher education across the country. The Native VetSuccess at Tribal Colleges and Universities Pilot Program Act will establish this innovative and successful model at Tribal Colleges and Universities in order to provide Native veterans:

- Adjustment counseling to help veterans complete education programs and ultimately secure employment
- Vocational testing services
- Educational and career counseling
- Expedited veteran readiness and employment (VR&E) services
- Referrals through VA Medical Centers, Community-Based Outpatient Clinics, or Vet Centers

“Native veterans fought for our country in every war since the American Revolution and serve in our armed forces at higher rates than any other group. However, they have the lowest utilization rate of VA services among veterans,” **said Rep. Gallego, Chair of the Subcommittee for Indigenous Peoples of the U.S.** We are going to change that. This bill invests in the educational and economic future of transitioning Native veterans and ensures we uphold our promises to them after they served our country.”

“After their service in the military, it is important that Native Americans have access to quality education opportunities,” **said Rep. Cole, Co-Chair of the Congressional Native American Caucus.** “As Native Vets attend Tribal Colleges and Universities, providing access to effective tools for success such as educational and career counseling, vocational testing and expedited veteran readiness and employment services will lead to their future success. I am proud to join my colleagues in introducing this important legislation.”

“All veterans deserve the opportunity to achieve academic success, but Native American veterans haven’t been afforded the academic resources that they deserve for vocational training, veteran readiness, and employment services, and it creates many barriers to the options that higher education provides. Our bill will create a pilot program that provides VA counselors on campus so that they can excel in their education and after graduation, which is the least that we can do for the irreplaceable sacrifices they made for our country,” **said Congresswoman Deb Haaland, Co-Chair of the Congressional Native American Caucus.**

"This bipartisan bill would ensure that our Native veterans are getting the benefits they deserve," **said Rep. Cook, Ranking Member of the Subcommittee for Indigenous Peoples of the U.S.** “It provides Native veterans with better access to essential resources they need to succeed in the labor market upon returning home. I thank my colleagues for their leadership on this issue.”

“The American Indian Higher Education Consortium (AIHEC) commends Congressmen Gallego and Cole for their leadership in supporting the American Indian and Alaska Native Veterans who have served our country,” **said Carrie L. Billy, AIHEC President and CEO.** “Through the Native VetSuccess at Tribal Colleges and Universities Pilot Program Act, Native veterans will receive the support they need to more fully access vitally needed VA educational benefits, counseling services, and transitional services. The importance of this legislation cannot be understated: American Indians and Alaska Natives serve in the Armed Forces at five times the national average, and Native women make up a larger percentage of our veterans compared to other groups. Unfortunately, Native veterans have lower incomes, lower educational attainment, and higher unemployment than other veterans. The services the Gallego-Cole bill would make available could be transformative in Indian Country. We urge Congress to swiftly enact this important bill.”

###

Christina Carr
Communications Director
Rep. Ruben Gallego (AZ07)

Truth and Healing Commission on Indian Boarding School Policy in the United States **Congresswoman Deb Haaland (NM-01)**

The Problem. The Indian Boarding School Policy was implemented by the Federal government to strip American Indian and Alaska Native (AI/AN) children of their indigenous identities, beliefs, and languages for assimilation into White American culture by federally funded Christian schools for nearly a century between 1869 and the 1960s. Nearly 83 percent of AI/AN children, as young as 5 years old, were forcibly removed from their tribal lands and families to be enrolled in one of 367 federal, private, or parochial Indian boarding schools across 30 states strategically designed to eradicate their traditional identities through assimilation practices resulting in unconscionable human rights violations including spiritual, physical, psychological, and sexual abuse/violence.

It is now estimated that nearly 62 percent of the schools' records have been lost or destroyed, and the full effects of the boarding school policy has never been appropriately addressed although hundreds of thousands of AI/AN children were violently abused and sometimes killed, resulting in long-standing intergenerational trauma, cycles of violence and abuse, disappearance, premature deaths, and additional undocumented psychological trauma. The lasting implications of the Federal government's Indian Boarding School Policy and assimilation practices remains unaddressed today and further institutionalized in the lack of funding for adequate health care systems and mental health services, dilapidated reservation schools with limited transportation services or broadband for AI/AN students, and continued removal of AI/AN children from tribal communities for placement in non-Indian households by state social service and foster care systems.

The U.S. Commission on Civil Rights [2018 Broken Promises Report](#) found that Native American communities continue to experience intergenerational trauma resulting from experiences in Indian boarding schools that divided cultural family structures, damaged Indigenous identities, and inflicted chronic psychological ramifications on AI/AN children and families. The lack of public awareness, information, or federal acknowledgement of the residual impacts of these human rights violations stemming from this cultural assimilation policy remains evident by the general lack of documentation or public understanding of the cultural genocide and cleansing of Native American traditions, languages, and culture forcibly implemented under this policy.

The Solution. The *Truth and Healing Commission on Indian Boarding School Policy in the United States* will establish the first formal commission in the United States to:

- a. Investigate, document, and acknowledge the past wrongs of the Federal government's cultural genocide and assimilation practices;
- b. Develop recommendations for Congress to aid in healing the intergenerational trauma passed down in Native American families and communities;
- c. Provide a forum for victims to speak about these human rights violations; and
- d. Develop recommendations to stop any continued removal of AI/AN children from their families and tribal communities by State social service departments, foster care agencies, and adoption services.

Background. The term "Indian Boarding School Policy" refers to the Federal government's policy under which AI/AN children were forcibly removed from their families on reservations and placed in one of 367 Indian boarding schools across 30 states strategically designed to eradicate indigenous language, traditions, and spiritual practices through the cultural genocide of AI/AN children, resulting in unconscionable spiritual, physical, psychological, and sexual abuse. For almost a century, between 1869 and the 1960s, the Federal government funded Christian schools aimed to "kill the Indian and save the man," as infamously stated by General Richard Henry Pratt, founder of the Carlisle Indian Industrial School in Pennsylvania, where more than 180 AI/AN children died, many never returned to their families and still buried on the campus. Additionally, the parents of the children who were forcibly removed to the boarding schools were prohibited from visiting or speaking to their children, and their refusal to comply resulted in the loss of food rations, clothing, and sometimes incarceration. Many of the children died without notification to their families or Tribes.

The effects of the boarding school policy have never been appropriately addressed by the United States. In addition to abuse and death suffered at the boarding schools, AI/AN children suffered as they were sent to white-owned homes and businesses for involuntary manual labor. Many children died or remain missing; however, burials in unmarked graves or off-campus cemeteries and inaccurate school records make it impossible for many families to locate the final resting place of their loved ones.

APPENDIX A

2020 ASETO'NE VIRTUAL INSTITUTE CONTENT DESCRIPTION

The Aseto'ne Virtual Institute is hosted on the PraxisAI/Toolwire platform for academic content and interacts with the National Research Mentoring Network (NRMN) platform for mentoring. The academic content is provided by the University of Nebraska Medical Center (UNMC), the University of North Dakota (UND) In-Med Program, videos from National Native Health Research Training Initiative (NNHRTI), and the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS). The content is organized into six Learning Paths titled as follows:

1. Introduction and Indigenous Research
2. Career Development
3. General Research Skills
4. Understanding COVID-19, Epidemics & Indian Country
5. Public & Behavioral Health Research
6. Nursing & Clinical Research Design

See Figure 1: 2020 Aseto'ne Virtual Institute – Six Learning Paths. Each column is a learning path that follows a thematic grouping of resources. Each box in a column is called a resource. A resource will include video lectures, supplemental documents, assignments, or a discussion board.

Figure 1: 2020 Aseto'ne Virtual Institute – Six Learning Paths

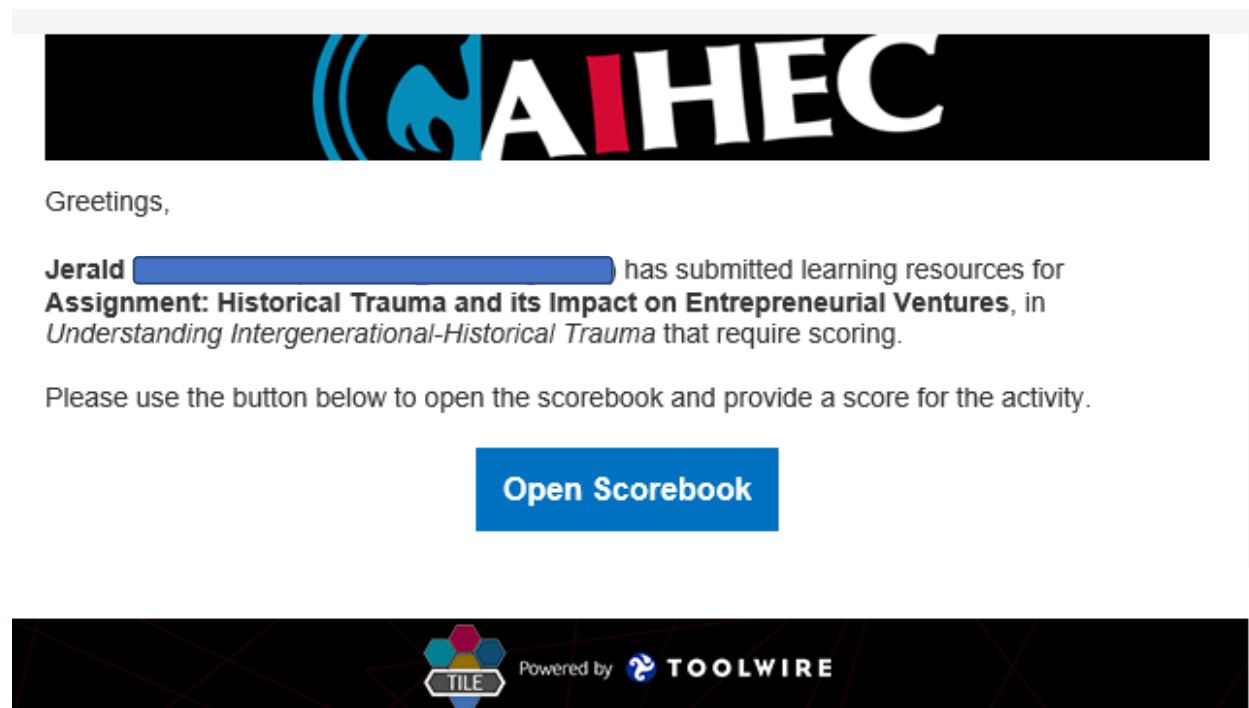


Mind and Body Wellness is included in each learning path. In this resource students are encouraged to get up and practice skills in yoga and mindfulness activities. The assignment for this activity is a **Wellness Reflection** in a quiz/survey format, where only the mentors will be able to review the learner's answers. At least one peer review is required for all assignments, except for the Wellness reflection questions. (We didn't think these were appropriate to share with peers, as the questions are personal and contain references to student reports of how their body feels, etc.)

A fourth month completion period starts on the first day that each student logs into the Aseto'ne Virtual Institute. The students work at their own pace to finish the content. The students are awarded a stipend of \$333.33 after completing two learning paths. The total stipend is paid in three pay periods amounting to a total of \$1,000. Since completion of the Institute is individualized to each student, there will not be designated cohort. It could happen that some students are working in the same learning path or resource at the same time.

A link to the NRMN platform is included in the tool bar for students to connect with Peers and Mentors in the NRMN platform. Students also have tool bar links in the Aseto'ne Virtual Institute platform to directly access their assigned TCU mentor. The Institute platform also sends a message to the TCU Mentors as their assigned student completes an assignment. The mentor has the opportunity to give feedback on the assignment. Most of the assignments are reflection essays. Peers are asked to comment on another peer's reflection assignment. Other assignments are related to career development activities. In these activities a scoring rubric is provided.

Figure 2: Notification to the Mentor of a Completed Assignment



** This is an Auto Generated Mail From Toolwire. Please don't reply to this mail.
** Don't forget to add do-not-reply@toolwire.com to your safe senders list
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The **Career Plan Summary Assignment** is a video collaboration assignment – learners will record a video and submit for review from peers and mentors. The rubric to guide mentor evaluation is illustrated in **Figure 3: Career Plan Summary Video Rubric**. The rubric is based on the “4 steps” information in the assignment document, as well as some general presentation skills (eye contact, filler words, etc.). The scoring threshold to pass this activity is currently set to 60% or better.

Figure 3: Career Plan Summary Video Rubric

Rubric				
	Poor	Fair	Good	Excellent
Covers All 4 Planning Steps	Summary only covered one of the Career Planning steps 0	Summary covered two of the Career Planning steps 1	Summary covered three of the Career Planning steps 1.5	Summary covered all four of the Career Planning steps 2
Plan Is Action-Oriented	Plan summary does not mention goals or steps 0	Plan summary vaguely mentions goals or steps 1	Plan summary includes specific goals or steps 1.5	Plan summary identified short-term and long-term steps to achieving career go... 2
Clarity	Message was not presented clearly and/or vague 0	Message was somewhat clear 1	Message content was clearly presented 1.5	Message was clear and concise 2
Filler Words (uh, um, okay, etc.)	Presenter used filler words frequently 0	Presenter used filler words occasionally 1	Presenter only used a couple of filler words 1.5	Presenter did not use any filler words 2
Eye Contact	Presenter rarely looked at the camera 0	Presenter looked at the camera about half the time 1	Presenter looked at the camera most of the time 1.5	Presenter never (or almost never) looked away from the camera 2

[CLOSE](#)

The **Resumé Assignment** is a document collaboration assignment where learners will submit their resumé for peer and mentor review. The rubric for this assignment is based on the guidance provided in the “How to” video in this skill. **Figure 4: Resumé Evaluation Rubric** illustrates how peers and mentors will review the assignment.

Figure 4: Resumé Evaluation Rubric

Rubric			
	Poor	Good	Excellent
Grammar/Spelling Errors	Has several errors 0	Has one to three errors 1.5	Has zero errors 2
Length	Is more than two pages 0	Is two full pages 1.5	Is one to one and half pages 2
Contact Information	No contact information 0	Includes one form of contact info 1.5	Includes two forms of contact info 2
Experience	Experience is vague or not included 0	Listed experiences are reasonably specific 1.5	Listed experiences include the "What," "How," and "Why/Result" 2
Photos and Personal Info	Includes a photo and personal information 0	Includes a photo OR personal information 1.5	Does not include a photo or personal information 2

[CLOSE](#)

The **Reflection Questions Assignments** are all document collaboration assignments and are for peer and mentor review but without rubrics. These assignments are all Pass/Fail. The mentors review the assignment and mark it as “passed” to document that a mentor has seen it. The mentor may choose to follow up with the student in a private message to provide feedback.

The five mentors and Project Director will meet bimonthly to review and adapt mentoring goals to continually refine our efforts that best serve AI/NA students in a virtual setting. By the end of the grant period in 2023, the Aseto'ne Networking Project will have a collection of best practices in mentoring AI/NA students.

2020 Fall BoD Meeting

Presidential Transition Document

TRIBAL COLLEGES AND UNIVERSITIES AGENDA FOR 2020 PRESIDENTIAL CANDIDATES

OCTOBER 2020

ABOUT TRIBAL COLLEGES AND UNIVERSITIES: In a bold expression of sovereignty, American Indian tribal governments began chartering their own institutions of higher education – Tribal Colleges – in the late 1960s. Today, 37 Tribal Colleges and Universities (TCUs) operate more than 75 campus sites across 16 states. TCU geographic boundaries encompass 80 percent of American Indian reservations and federal Indian trust lands. American Indian and Alaska Native TCU students represent well over half of the 574 federally recognized tribes, hailing from more than 30 states, and 84 percent receive federal financial aid. TCUs serve over 160,000 American Indians, Alaska Natives, and other rural residents each year through a wide variety of academic and community-based programs. Nurtured by and in turn nurturing the land, languages, cultures, and the distinct peoples who created them, TCUs are among the most dynamic components of the American higher education system.

The first Tribal College, like all that followed, was established for two reasons: the near complete failure of the U.S. higher education system to address the needs of – or even include – American Indians; and the need to preserve our culture, our language, our lands, our sovereignty – our past and our future. The guiding vision of the Tribal College Movement is an education system founded on our ways of knowing, traditional knowledge, and spirituality.

TCU IMMEDIATE PRIORITIES

- 1. Re-establish a Separate Executive Order on Tribal Colleges and Universities:** The first White House Initiative on Tribal Colleges and Universities was established in 1996, opening the door to new and expanded federal opportunities for TCUs. However, in recent years the initiative has faltered. To restore effectiveness, we look to the incoming Administration to restore the *separate* Executive Order on Tribal Colleges and Universities on par with the 1996 order and the existing executive order on Historically Black Colleges and Universities (HBCUs). Like HBCUs, TCUs face significant inequities in participation in federal programs, particularly grants, contracts, and research efforts. There has been no administration-wide report on federal support for TCUs in more than 10 years.
- 2. Full Operations funding for *all* Tribal Colleges and Universities (TCUs):** An aggressive plan is needed for achieving and sustaining FULL and equitable funding of TCU operations according to the Tribally Controlled Colleges and Universities Assistance Act of 1978 (TCCUAA). Most TCUs received \$7,356 per Indian student for academic year 2019-2020, still below the authorized level of \$8,000 per student. The only other minority serving institution to receive its operating support from the federal government, Howard University (which receives federal operating support because it is on land that is formerly federal trust land) receives \$30,000 per student from the Department of Education each year. The standard of respect for education and recognition of obligation should be the same across the administration, whether the funding agency is the Department of Education or the Department of the Interior.
- 3. Address TCU Facilities Needs—Commit Resources to the TCCUAA Facilities Fund:** Currently, strained TCU budgets must be stretched to address ongoing safety and health hazards such as leaking roofs, asbestos insulation, exposed and substandard wiring, crumbling foundations, and outdated

computer labs. One TCU needs-assessment revealed a need of \$332.5 million in Deferred Maintenance and Rehabilitation costs and \$558 million to complete existing Tribal College Master Plans. Originally authorized over 40 years ago by the TCCUAA, the federal government has yet to provide separate funding for TCU construction, maintenance, and renovation.

4. **Establish a TCU Broadband/Technology Fund within USDA-Rural Utilities Service Program:** To address a key part of the digital divide/homework gap and support long-term IT capacity building in Indian Country, a permanent TCU Fund should be established under the USDA-Rural Utilities Service. A \$24 million set-aside for TCUs, which are the 1994 Land-grant institutions, could be established using existing funds and therefore would be at no additional cost. (Note: Matching requirements should be waived for TCUs.)

If TCUs had adequate funding currently for IT infrastructure support, they would have already put in place many of the community-based mobile hot spots needed to address the “homework gap” in Indian Country. For TCUs that do have broadband access, Internet capacity is inadequate. **Nearly one-third of all TCUs (ten) have Internet speeds at 100 Mbps or less – five are below 50 Mbps.** This compares to national averages of 513 Mbps for 2-year institutions and 3.5 Gbps for 4-year institutions. It is important to recognize that any program to provide tax credits to existing Internet Service Providers for providing free internet access to students provides little or no help in Indian Country, because the IT infrastructure does not exist. According to the 2016 FCC Broadband Progress Report, 68 percent of people living on rural Tribal lands lack access to fixed broadband.

Establishing specific funds for Land-grant institutions is not unusual. In the last reauthorization of the Farm Bill, Congress established a permanent \$40 million scholarship fund for 1890 Land-grant institutions (Historically Black Colleges and Universities). Additionally, Congress has established and annually funds a modest TCU communities facilities construction program within the USDA-Rural Development Community Facilities program.

5. **Establish parity of funding for 1994 Land-Grant Institutions (TCUs) as members of the federal land-grant system.** The first Americans, American Indians and Alaska Natives, and their respective TCUs were not granted land-grant status until 1994, roughly 26 years after the first tribal college was established. Today, 26 years later, funding for the five 1994 land-grant programs remains alarmingly inadequate to address the growing agricultural needs and opportunities in Indian Country. Equity in land-grant funding is essential to increasing the capacity of 1994 land-grant institutions to conduct critical culturally responsive research that could be the key to addressing some of the most critical issues facing Indian Country.
6. **Create TCU-specific Programs within the U.S. Department of Education:**
 - **Student Support Services Program** to strengthen the capacity of TCUs to provide high-quality, culturally integrated programs, address changing student demographics, and ensure the ongoing engagement of students;
 - **Native Language Vitalization and Training Program** to promote and expand the preservation, revitalization, relevancy, and use of endangered American Indian and Alaska Native languages;
 - **Strengthen Professional and Graduate Opportunities Program** to increase graduate degree attainment in high-demand fields vital to tribal nation building, economic development in rural American, and in fields critical to addressing health and other challenges facing Indian Country.

7. Double the Maximum Pell Grant Award

The federal Pell Grant program is the primary form of financial assistance for many American Indian and Alaska Native students. In fact, 84 percent of TCU students rely on need-based Pell Grants to assist in covering the cost of obtaining a postsecondary degree. However today, for American Indian and Alaska Native students and low-income families, the Pell Grant covers only around 30 percent of the average costs of tuition, fees, room, and board at public four-year colleges, which is far below the 79 percent it covered over 40 years ago. Doubling the maximum Pell Grant award would boost college enrollment, reduce drop-out rates, and improve student outcomes for students who rely on the program to attain a postsecondary degree.

- 8. Recognize the uniqueness of TCUs and ensure voluntary participation in the Federal student loan program at institutional level.** TCUs are the most affordable institutions in higher education, and only two TCUs currently participate in federal student loan programs. Some TCUs are beginning to explore the federal student loan programs, as more are offering an increasing number of bachelor's and master's degrees. However, TCUs work hard to keep tuition low to allow their students, especially those planning to seek advanced degrees, to graduate without debt. That goal, along with limited institutional resources to administer loan programs, has led the vast majority of TCUs to avoid administering federal student loans. Mandating loan program participation and tying institutional Title IV eligibility to loan performance metrics will unnecessarily impede American Indian, Alaska Native, and other low-income students from pursuing a higher education. TCUs need flexibility to create financial aid programs that meet the needs of their students and communities.

TCU FACTS & FIGURES

- **Breaking the cycle of generational poverty:** Tribal Colleges and Universities provide access to higher education for American Indians, Alaska Natives, and others living in some of the nation's most isolated and economically depressed areas. The median household income of a TCU student is \$23,203, 8 percent below the national poverty line (\$25,100), and 63 percent below the median household income nationwide (\$63,179).
- **Growing number of TCUs:** Since 1981, when TCUs first received federal operating funding, the number of tribal colleges has more than quadrupled and continues to grow; and the number of Indian students enrolled has risen over 300 percent. In the past 10 years, two more TCUs became eligible for funding under Title I of the TCCUAA, and up to four more colleges are expected to be added in the upcoming years.

Today, several tribes in California, Alaska, New York, New Mexico, Arizona, and Oklahoma are expressing interest in establishing their own tribal colleges. The next Administration must work with Congress to increase TCU funding, otherwise this growth will translate into decreased funding for all TCUs.

2020 Fall BoD Meeting

AIHEC GENERAL INFORMATION



UPCOMING AIHEC BOARD & OTHER MEETINGS 2020-2021

DATE	MEETING	LOCATION
Oct. 7-9, 2020	NIEA Annual Convention & Marketplace	Virtual, visit www.NIEA.org for more details
Oct 13-16, 2020	AIHEC 2020 Fall Board Meeting	Virtual via Zoom Web Conference
Oct. 24-26, 2020	16 th Annual FALCON Conference (<i>Land-grant Programs</i>)	Virtual, tickets via Eventbrite: https://www.eventbrite.com/e/falcon-2020-conference-tickets-115866446661
Nov. 8-13, 2020	NCAI Annual Convention & Marketplace	Virtual, details pending; visit www.NCAI.org for more details
March 1-4, 2021	AIHEC 2021 Annual Legislative Summit	TBD
March 25-27, 2021	AIHEC Spring Board Meeting	TBD
March 28-30, 2021	<i>41st Annual AIHEC Student Conference</i>	
June 21-24, 2021	AIHEC Summer BoD Meeting	TBD
July 25-29, 2021	Annual TCU Meeting at SKC	TBD
Oct. 10-12, 2021	AIHEC Fall BoD Meeting	TBD
Oct. 13-16, 2021	NIEA Annual Convention & Trade Show	TBD
Mid-Late Oct. 2021	FALCON Annual Conference (<i>Land-grant Programs w/NIFA & FRTEP</i>)	TBD
Feb. 7-10, 2022	AIHEC 2022 Annual Legislative Summit	TBD
Feb. 6-9, 2023	AIHEC 2023 Annual Legislative Summit	TBD

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

FUTURE AIHEC STUDENT CONFERENCE SITES
And SCHEDULE of HOST INSTITUTIONS

Spring 2021	Annual AIHEC Student Conference	Best Western Ramkota Hotel and Conference Center Rapid City, SD <i>(note: switched w/Woodlands)</i>
Spring 2022	Annual AIHEC Student Conference	Albuquerque Convention Center Albuquerque, NM <i>(note: Woodlands switched w/SD; then switched with SW, to accommodate cancellation of 2020 conference)</i>
Spring 2023	Annual AIHEC Student Conference	North Dakota
Spring 2024	Annual AIHEC Student Conference	NW/Montana
Spring 2025	Annual AIHEC Student Conference	Woodlands <i>(switched with Southwest/OK)</i>

ANNUAL ROTATION FOR THE AIHEC STUDENT CONFERENCE	Year 1: Woodlands
	Year 2: South Dakota
	Year 3: North Dakota
	Year 4: NW/Montana
	Year 5: Southwest/OK/KS



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

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