



February 3-6, 2020

AIHEC 2020 LEGISLATIVE SUMMIT  
WASHINGTON, D.C.

The background of the cover features a photograph of the United States Capitol building in Washington, D.C. The building is shown from a low angle, highlighting its grand architecture and the iconic dome. An American flag is overlaid on the image, with the stars in the upper left and the stripes extending across the rest of the scene. The text 'AIHEC BRIEFING BOOK Capitol Hill Visits' is prominently displayed in white, bold, sans-serif font across the center of the image.

# AIHEC BRIEFING BOOK Capitol Hill Visits





Sovereign Nations through Excellence  
in Tribal Higher Education.

# AIHEC's 2020 Annual Legislative Summit



February 3-6, 2020

Holiday Inn Washington-Capitol, 550 C. Street SW

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

TRAVEL DAY: Sunday, February 2, 2020				
DAY / DATE	TIME	SCHEDULE OF EVENTS	PARTICIPANTS	LOCATION
MONDAY FEB 3	8:00 AM – 10:00 AM	PLENARY SESSION I: SUMMIT OPENING <i>Registration &amp; buffet breakfast begins 7:15 AM</i>	All Participants	CAPITOL BALLROOM  (MT: Congressional I; ND: House)
	10:15 AM – 11:35 AM	AIHEC ADVOCACY WORKSHOP ▪ PREPARING FOR EFFECTIVE HILL MEETINGS		
	11:40 AM– 1:00 PM	STATE DELEGATION PLANNING MEETINGS <i>Buffet lunch available at 12:00 noon All participants must be in 902 Hart SOB by 1:30 pm</i>		
	1:45 PM – 4:00 PM	PLENARY SESSION II: CONGRESSIONAL PANELS ▪ <b>HEA REAUTHORIZATION EXPERT PANEL</b> ▪ <b>NATIVE PATHWAYS TO POLICY PANEL</b>		902 HART SENATE OFFICE BLDG
	4:15 PM – 4:45 PM	AIHEC CAPITOL HILL GROUP PHOTO		Grant Statue (West side of Capitol at the Reflecting Pool)
	6:00 PM – 7:00 PM	MONTANA TCU PRESIDENTS MEETING		MT Presidents
	7:00 PM – 10:00 PM	AIHEC STUDENT CONGRESS OPEN MEETING <i>(Casual dinner provided)</i>	All Students encouraged to attend	CONGRESSIONAL I
TUESDAY FEB 4	8:30 AM – 9:30 AM	TCU PRESIDENTS MEETING W/ APLU LEADERSHIP	TCU Presidents	CONGRESSIONAL II
	10:00 AM – THROUGHOUT DAY	CAPITOL HILL VISITS <i>Note: Consult individual delegation schedule TCU BREAK ROOM: 121 CANNON HOB</i>	All Participants	CAPITOL HILL House and Senate Bldgs.
	2:00 PM–3:00 PM	<b>CAPITOL BRIEFING: TCUs &amp; THE FUTURE OF HIGHER EDUCATION</b> <i>Panel of Selected TCU Presidents</i>	<i>Only if you have free time</i>	188 RUSSELL SENATE OFFICE BUILDING
	6:00 PM – 7:00 PM	AIHEC EXECUTIVE COMMITTEE	EC Members	CONGRESSIONAL II
	6:30 PM – 10:00 PM	AIHEC D.C. NIGHT BUS TOUR <i>First Come, Students = Priority. Sign up on Monday</i>	First 53 Students	Meet in the Lobby
WED. FEB 5	ALL DAY, as scheduled	CAPITOL HILL VISITS <i>Note: Consult individual delegation schedule TCU BREAK ROOM: 121 CANNON HOB</i>	All Participants	CAPITOL HILL House and Senate Bldgs.
	8:30 AM – 12:00 PM	NIEA ANNUAL CAPITOL HILL FORUM	<i><u>Only</u> if you have free time</i>	CAPITOL VISITORS CENTER (RM, SVC 209-08)
	5:00 PM – 7:00 PM	<b>JOINT AIHEC-NIEA CAPITOL HILL RECEPTION: HONORING OUR CHAMPIONS IN CONGRESS</b>	All Participants	902 HART SENATE OFFICE BLDG
THURSDAY FEB 6	8:00 AM – 11:00 AM	CLOSING PLENARY SESSION: DEBRIEFING <i>Buffet breakfast begins 7:15 AM</i>	All TCU Presidents	CAPITOL BALLROOM
	12:00 PM – 4:00 PM	2 <sup>ND</sup> ANNUAL TCU PRESIDENTS/INTER-AGENCY MEETING		
TRAVEL: Thursday, Feb. 7 AFTERNOON or Friday, Feb. 8 (Presidents)				

NOTE: This is the FINAL Schedule of Events, as of January 27, 2020.





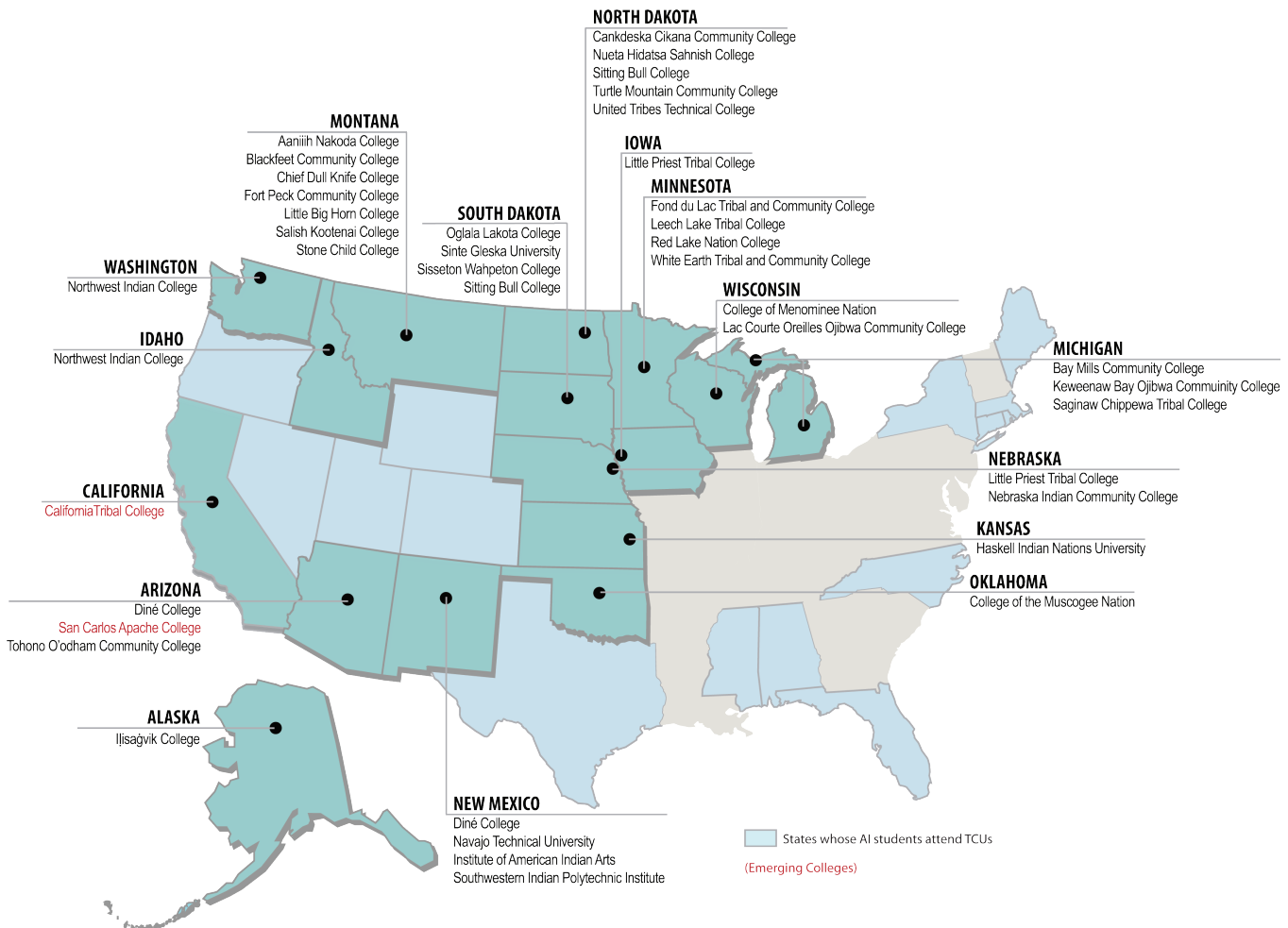
**BACKGROUND:**

**TCU INFO  
CAPITOL HILL VISITS  
& MORE**



## Tribal College and University (TCU) Demographics:

- 37 TCUs operate more than 75 campuses and sites in the U.S., with a student/faculty ratio of 8:1.
- TCUs provide access to quality, low cost higher education. Average annual tuition of \$3,592 makes a TCU education one of the most affordable in the nation.
- Nearly 80 percent of TCU students receive federal financial aid.
- All TCUs offer associate degree programs; 16 offer baccalaureate programs; five offer master’s degree programs.
- More than 230 federally recognized tribes are represented at TCUs. AI/AN students come from more than 30 states, including 14 states that do not have their own TCU.
- TCUs are a proven and solid investment: for every \$1 invested in TCUs, the return is at least \$5.20 annually, according to an independent study.



## AIHEC TRIBAL COLLEGES

### Alaska

#### Ilisaġvik College

Barrow, AK

### Arizona

#### Diné College

Tsaile, AZ

*additionally:*

Chinle, AZ

Crownpoint, NM

Shiprock, NM

Tuba City, AZ

Window Rock, AZ

#### Tohono O'odham Community College

Sells, AZ

### Kansas

#### Haskell Indian Nations University

Lawrence, KS

### Michigan

#### Bay Mills Community College

Brimley, MI

*additionally:*

L'Anse, MI

Petoskey, MI

Manistee, MI

Sault Ste. Marie, MI

#### Keweenaw Bay Ojibwa Community College

Baraga, MI

*additionally:*

L'Anse, MI

#### Saginaw Chippewa Tribal College

Mount Pleasant, MI

### Minnesota

#### Fond du Lac Tribal and Community College

Cloquet, MN

#### Leech Lake Tribal College

Cass Lake, MN

#### Red Lake Nation College

Red Lake, MN

#### White Earth Tribal and Community College

Mahnomen, MN

### Montana

#### Aaniiih Nakoda College

Harlem, MT

#### Blackfeet Community College

Browning, MT

#### Chief Dull Knife College

Lame Deer, MT

#### Fort Peck Community College

Poplar, MT

*additionally:*

Wolf Point, MT

#### Little Big Horn College

Crow Agency, MT

#### Salish Kootenai College

Pablo, MT

#### Stone Child College

Box Elder, MT

### Nebraska

#### Little Priest Tribal College

Winnebago, NE

*additionally:*

HoChunk Village, NE

Sioux City, IA

#### Nebraska Indian Community College

Macy, NE

*additionally:*

Niobrara, NE

South Sioux City, NE

Walthill, NE

### New Mexico

#### Institute of American Indian Arts

Santa Fe, NM

#### Navajo Technical University

Crownpoint, NM

*additionally:*

Chinle, AZ

Teec Nos Pos, AZ

#### Southwestern Indian Polytechnic Institute

Albuquerque, NM

### North Dakota

#### Cankdeska Cikana Community College

Fort Totten, ND

#### Nueta Hidatsa Sahnish College

New Town, ND

*additionally:*

Mandaree, ND

Parshall, ND

Twin Buttes, ND

White Shield, ND

#### Sitting Bull College

Fort Yates, ND

*additionally:*

McLaughlin, SD

Mobridge SD

#### Turtle Mountain Community College

Belcourt, ND

#### United Tribes Technical College

Bismarck, ND

### Oklahoma

#### College of the Muscogee Nation

Okmulgee, OK

### South Dakota

#### Oglala Lakota College

Kyle, SD

*additionally:*

Allen, SD

Batesland, SD

Eagle Butte, SD

Manderson, SD

Martin, SD

Oglala, SD

Pine Ridge, SD

Porcupine, SD

Rapid City, SD

Wanblee, SD

#### Sinte Gleska University

Mission, SD

*additionally:*

Lower Brule, SD

Marty, SD

#### Sisseton Wahpeton College

Sisseton, SD

### Washington

#### Northwest Indian College

Bellingham, WA

*additionally:*

Auburn, WA (Muckleshoot)

Kingston, WA (Port Gamble S'Klallam)

La Conner, WA (Swinomish)

Lapwai, ID (Nez Perce)

Olympia, WA (Nisqually)

Tulalip, WA

### Wisconsin

#### College of Menominee Nation

Keshena, WI

*additionally:*

Green Bay, WI

#### Lac Courte Oreilles Ojibwa Community College

Hayward, WI

*additionally:*

Hertel, WI (St. Croix)

Lac du Flambeau, WI

Washburn, WI

## DEVELOPING TCUS

### Arizona

#### San Carlos Apache College

San Carlos, AZ

### California

#### California Tribal College

Woodland, CA

Highest Degree Offered

**BLACK:** Associate

**GREEN:** Masters

**BLUE:** Bachelor

**PURPLE:** Developing



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

FOR INTERNAL REFERENCE – NOT FOR OUTSIDE DISTRIBUTION

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

PLEASE REVIEW BEFORE HEADING TO CAPITOL HILL

February 2020

### TCUs: PRESENCE IN INDIAN COUNTRY

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

### TCU STUDENTS

- Each year, TCUs serve about 130,000 American Indians and Alaska Natives (AI/ANs) and other rural community residents in academic *and* community-based programs.
- Of the 130,000, approximately 30,000 are students enrolled annually in TCU *academic* programs
  - Female = 64 percent of students (56% full-time; 44% part-time)
  - Male = 36 percent of students (65% full-time; 35% part-time)
  - Veteran = More than 2 percent of students (based on TCUs reporting to AIHEC AIMS)<sup>1</sup>
- Most TCUs enroll both Tribal and non-tribal students
  - 13 percent of students enrolled at the TCUs are non-Indian
  - Most TCUs are open enrollment; all students are welcome

### TCU DEGREE PROGRAMS

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

### ACCREDITATION

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

### TCUs: IMPACTING TRIBAL COMMUNITIES

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

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

## FUNDING FOR TCU OPERATING BUDGETS: FEDERAL RESPONSIBILITY

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

1. **Tribally Chartered Academic TCUs: Tribally Controlled Colleges and Universities Assistance Act of 1978** (20 USC 1801 et seq.)
  - **Title I:** funds 28 reservation-based TCUs at \$7,356 per Indian student (but authorized at \$8,000 per Indian student). NOTE: No federal operating funds for non-Indian students, which account for 15 percent of TCU enrollments.
  - **Title II:** Diné College Act (formerly the Navajo Community College Act, 25 USC 640a et seq.)
  - **Title V:** Navajo Technical University (NTU) and United Tribes Technical College (UTTC)
2. **Tribally Chartered Career & Technical TCUs: Carl Perkins Career and Technical Education Act** (20 USC 2327): Tribal postsecondary career and technical institutions (NTU and UTTC)
3. **Federally Chartered TCUs: Snyder Act** (25 USC 13): Haskell and SIPI are chartered and operated directly by the Department of the Interior-BIE
4. **Congressionally Chartered TCU: American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act** (20 USC 4411): The Institute of American Indian Arts (IAIA)

**Emerging TCUs:** San Carlos Apache College (Arizona), California Tribal College (CA), and Alaska Pacific University (AK) are tribally-chartered institutions that have been in contact with AIHEC and are all working toward accreditation as Tribal Colleges. If their goals are achieved, there will be 38 Tribal Colleges, 31 of which will be funded under Title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978.

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

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

## TCUs AND INDIAN GAMING

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

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

## SOME KEYS TO A SUCCESSFUL MEETING ON CAPITOL HILL

116<sup>TH</sup> Congress – Second Session (2020)

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



Sovereign Nations through Excellence  
in Tribal Higher Education.



**TCU REQUESTS:  
FY 2021  
APPROPRIATIONS  
& HEA  
Reauthorization**



## Message to Congress: TCU “Asks”

### 1. THANK YOU for Passing the FUTURE Act & Making HEA-Title III Part F Permanent!

### 2. ANNUAL APPROPRIATIONS, FY2021: TCU Funding Equity is Our Goal

- Sign House/Senate **Interior & Agriculture** funding support letters for TCUs
  - Need Senate Republican co-lead for Agriculture letter*
- In Personal Funding Request Letters to Appropriators, include full TCU funding (Interior, Ag, LHHS-ED, Science, Energy)
- Contact Agriculture Appropriations Subcommittee: Address TCU funding inequities

### 3. TCU Higher Education Act Reauthorization Amendments

- Support **Two Important New Proposed Programs**:
  - Native Language Vitalization & Training
  - Graduate Opportunities at TCUs
- Support TCU package of amendments to Higher Education Act *and* TCU Act

### 4. HELP REBUILD TCU INFRASTRUCTURE

- Federal E-rate Program** *should* include TCUs (rural, community-focused, under-funded):  
*TCUs have the slowest, most expensive bandwidth of any US college/university*
- It's time to **update and fund** the 41-year old TCU Act Infrastructure Program.

## NOTES






**FISCAL YEAR 2021 INTERIOR APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES**



**Appropriations Bill: INTERIOR**

**Agency: Bureau of Indian Education**

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
<b>Tribally Controlled Colleges and Universities Assistance Act [25 USC 1801 et seq.]</b>			
Title I, II, III and contracts (29 TCUs)	\$70,793,000	\$74,282,000	<b>\$82,000,000</b> Fund at \$8K/ISC (Title I) \$17M (Title II) \$109K (Title III) TA: \$701,000
Title V (Tribal career/technical institutions)	\$7,505,000	\$7,914,000	<b>\$15,000,000</b>
TCU Infrastructure Improvement (25 USC 1813)			<b>\$35,000,000</b>
<b>American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act [20 USC 4411]</b>			
Institute of American Indian Arts w/Center for Lifelong Education & Museum	\$9,960,000	\$10,458,000	<b>\$10,710,000</b>
<b>The Synder Act [25 USC 13]</b>			
Haskell Indian Nations University and Southwestern Indian Polytechnic Institute	\$39,398,000 (Includes forward funding)	\$23,748,000	<b>\$25,000,000</b>
<p><b>Honor Sovereignty:</b> Most TCUs are chartered by their respective American Indian tribes which hold a long-established special legal relationship with the U.S. federal government. Their relationships were actualized by more than 400 treaties, several Supreme Court decisions, Congressional action, and the ceding of more than one billion acres of land to the U.S. Despite the trust responsibility and treaty obligations, TCUs’ primary source of operating funds has never been fully funded.</p>			
<p><b>Chronic Underfunding:</b> Through the Tribally Controlled Colleges and Universities Assistance Act (TCCUA), most TCUs received <b>\$7,356 per Indian Student</b> for academic year 2019-20 for basic institutional operations. It has taken over 41 years to come within reach of achieving the Congressionally authorized funding level of \$8,000 per Indian Student. But the funding is still short. We ask Congress to step toward adequately funding these deserving—and historically underfunded—<i>TRIBAL</i> institutions of higher education.</p>			
<div style="border: 1px solid black; padding: 10px; display: flex; align-items: center;"> <div style="flex: 1;"> <p style="color: #0070C0; font-weight: bold;">Academic Year 2019-2020</p> <p style="font-size: 2em; font-weight: bold;">\$ 7,356</p> <p style="color: #0070C0; font-weight: bold;">per Indian Student</p> <p style="font-size: 0.8em; color: #0070C0;">TCCUAA: \$8,000 per Indian Student</p> </div> <div style="flex: 0.2; font-size: 4em; font-weight: bold; margin: 0 10px;">/</div> <div style="flex: 0.2; text-align: center;">  </div> </div>			
<p><b>TCU Infrastructure Improvement:</b> We urge Congress to fund section 113 of the TCCUAA (25 USC. 1813) and finally establish an infrastructure development program for TCUs. A key part of the mission of TCUs is to prepare AI/ANs and other rural community members to thrive in the nation’s workforce. For TCUs to realize this goal, they must have the facilities necessary to educate and train students for 21<sup>st</sup> century jobs. A recent TCU assessment revealed that \$120 million is needed for current TCU shovel-ready projects and facilities rehabilitation.</p>			

FISCAL YEAR 2021 LABOR-HHS-EDUCATION APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES



Appropriations Bill: LHHSE

Agency: Department of Education-OPE-OCTAE

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
<b>Higher Education Act [20 USC 1059c] (OPE)</b>			
TCU Strengthening Institutions (HEA Title III-Part A)	\$31,854,000 (Part A)	\$36,633,000 (Part A)	\$45,000,000 (Part A)
<b>Carl Perkins Technical and Career Education Act [20 USC 2327] (OPE)</b>			
Tribal postsecondary career & technical institutions	\$9,564,000	\$10,000,000	\$12,000,000
<b>Indian Education: Special Programs for Indian Children [20 USC 7442]</b>			
Indian Education Professional Development	\$13,634,235 of \$67,993,000	\$9,482,935 of \$67,993,000	\$20,000,000 of \$78,500,000
<p><b>TCU HEA-Title III:</b> TCUs provide high quality, culturally appropriate higher education opportunities to some of the most rural, isolated, impoverished, and historically underserved areas of the country. The TCU Strengthening Institutions program (HEA Title III) provides essential formula based aid to TCUs. The funding allows TCUs to help tribes and rural communities build a skilled Native workforce in key fields, provide comprehensive student support services, develop new programs, modernize fiscal management systems, and build safer 21st century campuses.</p> <p><b>Tribally Controlled Career and Technical Institutions:</b> Carl D. Perkins Career and Technical Education Act provides specific program support for tribally chartered and controlled career and technical institutions, which provide vitally needed workforce development, job creation education, and training programs to AI/ANs from tribes and communities with some of the highest unemployment rates in the nation.</p> <p><b>Indian Education Professional Development Program (Report Language Request):</b> To accompany the FY 2021 LHHSE appropriations bill, report language is needed designating \$20 million of the funds appropriated for the Special Programs for Indian Children, specifically for the Indian Education Professional Development Program to help TCUs and other institutions more systemically address the growing need for AI/AN teachers and administrators.</p>			

Appropriations Bill: LHHSE

Agency: Health and Human Services-ACF-Head Start

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
<b>Head Start Act: Technical Assistance and Training [20 USC 9843]</b>			
TCU-Head Start Partnership Program	\$0	\$4,000,000	\$8,000,000
<p><b>TCU-Head Start Partnership Program:</b> Head Start programs operated by AI/AN tribes (Region XI) face challenges in hiring credentialed teachers. While 72.47 percent of teachers in non-AI/AN Head Start programs are properly credentialed, only 42.1 percent of all teachers in AI/AN programs are credentialed (National Native American Indian and Alaska Native Head Start Collaboration Office, 2017). TCUs are ideal catalysts for filling this gap, as demonstrated by the TCU-Head Start Program from 2000–2007, which provided scholarships and stipends for AI/AN Head Start teachers and teacher’s aides to enroll in TCU early childhood education programs. Before the program ended in 2007, TCUs had trained more than 400 Head Start workers and teachers, many of whom have since left for higher paying jobs in elementary schools. In FY 2020, this program was reestablished at \$4 million. We urge Congress to continue building this vital initiative -- the youngest AI/AN students deserve qualified teachers.</p>			

**FISCAL YEAR 2021 AGRICULTURE APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES**



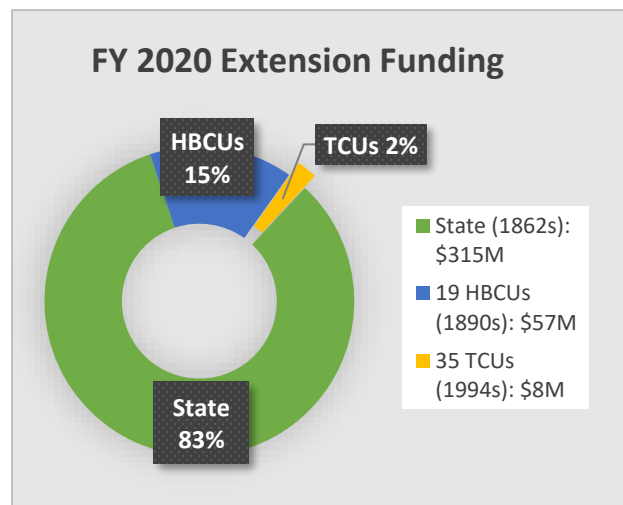
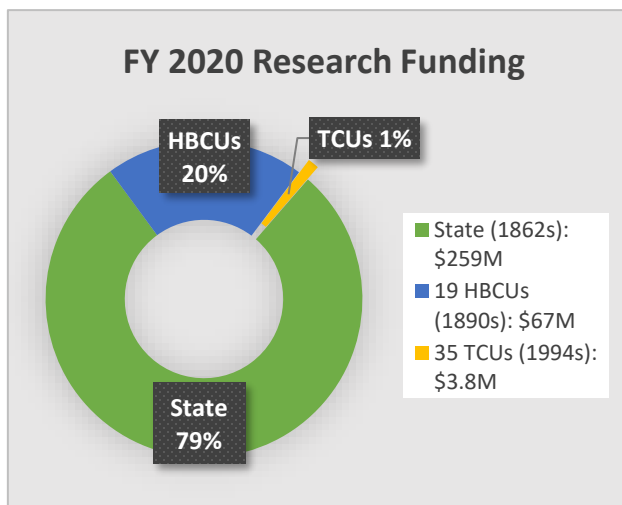
**Appropriations Bill: AGRICULTURE**

**Agency: NIFA and Rural Development**

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
<b>Equity in Educational Land Grant Status Act [7 USC 301 note]</b>			
1994 Institutions Extension Program (NIFA)	\$6,446,000	\$8,000,000	<b>\$9,000,000</b>
1994 Institutions Research Program (NIFA)	\$3,801,000	\$3,801,000	<b>\$5,800,000</b>
1994 Institutions Equity Payment (NIFA)	\$3,439,000	\$4,000,000	<b>\$6,000,000</b>
Native American Endowment Payment (NIFA) *annual corpus payment (only annual interest distributed as payment)	\$11,880,000* (FY 2017 interest disbursement = \$4.8M)	\$11,880,000* (FY 2018 interest disbursement = \$4.6M)	<b>\$15,000,000*</b> Annual corpus payment (FY 2019 interest disbursement = \$4.6M)
<b>Consolidated Farm &amp; Rural Development Act [7 USC 1926(a)]</b>			
TCU Essential Community Facilities	\$4,000,000	\$5,000,000	<b>\$8,000,000</b>
<b>Smith-Lever Act [7 USC 341 et seq.]</b>			
Federally Recognized Tribes Extension Program (FRTEP)	\$3,039,000	\$3,200,000	<b>\$5,000,000</b>

**Inequality among Land Grant Institutions:** The Equity in Educational Land-Grant Status Act created the “1994 land-grants” more than 25 years ago. Since then, funding for the 1994 land-grant programs has remained inadequate to address growing agricultural needs and opportunities in Indian Country. Stark inequities in federal funding and resources exist in the land grant system. The first Americans, last to join the nation’s land-grant family, deserve parity.

**Federally Recognized Tribes Extension Program (FRTEP):** Through the Agriculture Improvement Act of 2018, the FRTEP competitive grant program was expanded to include 1994 land grants. Although the need is critical need for more Native-focused extension programs that address health and wellness, youth development, natural resource management and workforce development, the FRTEP funding has been neglected for decades.



FISCAL YEAR 2021 SCIENCE & ENERGY APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES



**Appropriations Bill: ENERGY AND WATER DEVELOPMENT**

Department of Energy

Agency: National Nuclear Security Administration (NNSA)

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
<b>DOE—National Nuclear Security Administration (NNSA)</b>			
Academic Alliances: Tribal College & University Program <i>(formerly part of Minority Serving Institutions Partnership Program, MSIPP)</i>	\$2,000,000 (w/in MSIPP)	\$5,000,000	\$5,000,000
<p><b>TCU Advanced Manufacturing Network Initiative (AMNI):</b> Currently funded through MSIPP the AIHEC/TCU Advanced Manufacturing Network Initiative is an innovative training and education program at five TCUs. The goal is to develop an American Indian/Alaska Native advanced manufacturing technical and engineering workforce through certificate and 4-year degree programs. The initiative facilitates partnerships between tribes, TCUs, National Laboratories, and industry partners to create new reservation-based economic and employment opportunities through the design, manufacture, and marketing of high-quality products. The AMNI project is an impactful TCU science and technology initiative that has the potential to create new jobs in Indian Country and help federal agencies fill critical STEM research and development vacancies, but to date, NNSA has not allocated funding to expand the program beyond the original five TCUs. With the FY2020 allocation, more Native students finally could have the opportunity to train for vitally needed STEM careers.</p> <p><b>Report Language Request:</b> The Conference Report to the FY 2021 Energy and Water Development, and Related Agencies, Appropriations bill should explicitly designate \$5 million for the Tribal Colleges and Universities Program and direct the Department to fully distribute the designated funding to TCUs.</p>			

**Appropriations Bill: COMMERCE, JUSTICE, SCIENCE**

National Science Foundation

Directorate: Education and Human Resources (EHR)

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
<b>NSF—Education and Human Resources (EHR)</b>			
NSF-Tribal Colleges and Universities Program (TCUP)	\$15,000,000	\$15,000,000	\$16,000,000
<p>In FY 2017, NSF awarded <b>\$5.558 billion</b> in research and education funding to the nation's higher education institutions. <b>TCUs received \$13.8 million of this funding, or less than one-fourth of one percent.</b> The NSF TCU program, which is administered and modestly funded through the EHR, is a competitive grant program that enables TCUs to enhance the quality of their STEM instructional, research, and outreach initiatives. NSF-TCUP grantees complete a comprehensive STEM program needs analysis as a basis for developing programs that are responsive to both local and national STEM workforce and research priorities. Through NSF-TCUP, TCUs establish and maintain programs that represent a key component of the career pipeline for the American Indian/Alaska Native STEM workforce.</p> <p>Although the title of this program is TCU-specific, NSF also allows Alaska Native and Native Hawaiian serving institutions to compete for funding under NSF-TCUP. This provision allows funds, which are intended to address disparities in TCU STEM programming, to be used by larger, state-supported institutions that are far from resource-challenged. We request that Alaska Native and Native Hawaiian serving institutions be removed from the NSF-TCU program and instead, that a separate program be established for these institutions.</p>			

# United States Senate

WASHINGTON, DC 20510

FY 2021 Senate Interior Appropriations Letter  
**Strong Funding for Tribal Colleges and Universities**

To sign, contact:

Caroline Hunsicker (Office of Sen. Tina Smith)

[Caroline\\_Hunsicker@smith.senate.gov](mailto:Caroline_Hunsicker@smith.senate.gov)

Caitlan Flis (Office of Sen. John Hoeven)

[Caitlan\\_Flis@hoeven.senate.gov](mailto:Caitlan_Flis@hoeven.senate.gov)

April 22, 2019

The Honorable Lisa Murkowski  
Chairwoman  
Subcommittee on Interior, Environment,  
and Related Agencies  
Committee on Appropriations  
United States Senate  
Washington, DC 20510

The Honorable Tom Udall  
Ranking Member  
Subcommittee on Interior, Environment,  
and Related Agencies  
Committee on Appropriations  
United States Senate  
Washington, DC 20510

Dear Chairwoman Murkowski and Ranking Member Udall:

As strong supporters of this nation's Tribal Colleges and Universities (TCUs), we thank you for your past commitment to these important institutions. We request that you build on the progress we have made over the past few years by providing strong funding for institutional operations and technical assistance under the Tribally Controlled Colleges and Universities Assistance Act [25 U.S.C. 1801 et seq.] for the 31 TCUs funded under Titles I, II, and V of the Act. Strong funding would allow the institutions to continue offering culturally grounded, high quality postsecondary education opportunities to American Indians and Alaska Natives in some of the poorest and most geographically-isolated regions of the country.

Tribal Colleges and Universities not only provide postsecondary education and workforce training opportunities, but they serve as public cultural and community centers and as primary employers for their communities. TCU students are often older than the traditional college student, including single heads of households that are seeking to provide a better future for their families. TCUs offer their students a chance to develop the skills they need to succeed in the workforce while continuing to attend to their family and community responsibilities.

Funding for the basic institutional operations of the tribally chartered institutions funded under Title I of the Act is enrollment driven, based on a per Indian student allocation, known as the Indian Student Count (ISC). For the purposes of allotting these funds, only those students who are enrolled members of a federally recognized tribe or the biological child of a tribal member may be counted. Unlike other public higher education institutions, because TCUs are located on federal trust lands, states have no obligation to fund these institutions. Most states, in fact, do not provide any funding for a TCU's operating budget for the non-Indian state-resident students that account for approximately 15 percent of overall TCU enrollments. Consequently, federal support is critically important as the primary means to fund institutional operating budgets and their unique and growing technical assistance needs.

In the 40 years since the Tribally Controlled Colleges and Universities Assistance Act was enacted, the number of TCUs has increased fivefold and full-time Indian student TCU enrollments have increased by more than 300 percent—including students from more than 230 federally recognized tribes at more than 75 locations, in 16 states. Despite their impressive

growth, TCUs remain underfunded, causing persistent issues for recruiting and retaining qualified faculty and staff, and maintaining accreditation.

Support for TCU institutional operating budgets has yet to reach the authorized level, nor has it kept up with inflation. For the current academic year, the Title I funded institutions received \$7,285 per Indian student towards operations, yet are authorized to receive \$8,000 per Indian student.

Funding challenges can prevent these institutions from having the necessary resources to enhance their programs in response to the changing demands of 21<sup>st</sup> Century employers and industries. Technical assistance funds – appropriated at the same level since FY 2006 – remain critically important to effectively address the unique and growing technical assistance issues across all tribal colleges and therefore, should also be supported through adequate funding.

This year, the Senate unanimously adopted a bipartisan resolution designating the week beginning February 4, 2019, as "National Tribal Colleges and Universities Week" recognizing the importance of these vital institutions. Every day, we witness the extraordinary differences TCUs make to improve the lives of tribal and non-tribal students and families in their communities. These institutions are positive agents of change and the key to a brighter future for Indian country. They have proven to be a solid investment of federal dollars and deserve our strong support.

We appreciate the Subcommittee's past support of TCUs, and we look forward to working with you to continue this critical investment in tribal higher education. Thank you for your consideration of this important request.

Sincerely,



John Hoeven  
United States Senator



Tina Smith  
United States Senator



M. Michael Rounds  
United States Senator



Martin Heinrich  
United States Senator

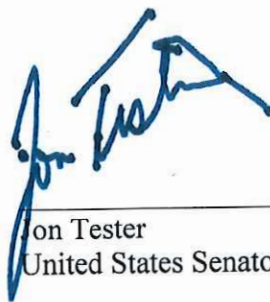


Kevin Cramer  
United States Senator




Debbie Stabenow  
United States Senator

  
Dan Sullivan  
United States Senator


  
Tom Tester  
United States Senator


  
Brian Schatz  
United States Senator

  
Elizabeth Warren  
United States Senator


  
Maria Cantwell  
United States Senator

  
Bernard Sanders  
United States Senator

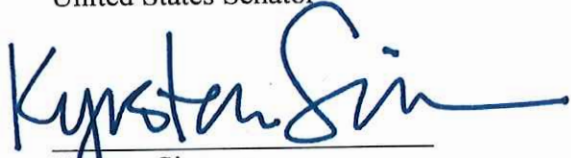
  
Tammy Baldwin  
United States Senator

  
Dianne Feinstein  
United States Senator

  
Catherine Cortez Masto  
United States Senator

  
Jeffrey A. Merkley  
United States Senator

  
Amy Klobuchar  
United States Senator

  
Krysten Sinema  
United States Senator

  
Mazie Hirono  
United States Senator

  
Kamala D. Harris  
United States Senator





SENATE  
MONTH XX, 2020

The Honorable John Hoeven  
Chairman  
Subcommittee on Agriculture,  
Rural Development, FDA and Related  
Agencies  
Committee on Appropriations  
U.S. Senate  
Washington, DC 20510

The Honorable Jeff Merkley  
Ranking Member  
Subcommittee on Agriculture,  
Rural Development, FDA and Related  
Agencies  
Committee on Appropriations  
U.S. Senate  
Washington, DC 20510

Dear Chairman Hoeven and Ranking Member Merkley,

As supporters of this nation's 1994 Land-grant Institutions, which are 35 accredited Tribal Colleges and Universities, we thank you for your past support of these vital institutions and urge you to continue to grow the federal investment in Tribal Colleges in your FY 2021 bill by providing the strongest support possible for the four programs authorized under the Equity in Educational Land Grant Status Act of 1994 (7 U.S.C. 301 note) as well as the U.S. Department of Agriculture's Rural Development – TCU Essential Community Facilities program.

The 1994 Land-grant Institutions ("1994s") are public institutions of higher education, chartered by federally recognized Indian tribes or the federal government. They are chronically under-resourced and geographically isolated, located primarily on federal trust land of which 75 percent is either forested or agricultural holdings. Since joining the U.S. Land-grant system 25 years ago, the 1994s have grown from 30 institutions to 35 today, operating more than 75 sites in 15 states and serving approximately 130,000 American Indians, Alaska Natives, and other rural residents each year in academic and community-based programs.

Yet like the rest of the U.S., Indian Country faces a grave challenge, which threatens the stability of the entire U.S. agricultural system: an aging agriculture workforce. The average age of farmers and producers in the U.S. is 60 years of age and continues to rise each year. Among Native American farm operators, more than 30 percent are 65 years or older. But for American Indians and Alaska Natives (AI/AN), this challenge is even more acute. The 2012 Agricultural Census reports less than 38,000 Native American-operated farms, representing only 1.8 percent of the approximately 2.1 million farms in the U.S. Of these Native farms, only 8 percent had a market value of \$50,000 or more. In comparison, 25 percent of all U.S. farms are worth \$50,000 or more.

As a nation, we must do more to increase the number of young people seeking careers in the food and agricultural sciences, including agriculture research, agribusiness, food production, energy and renewable fuels, and farming marketing, innovation, and distribution. The need is particularly acute in Indian Country, as the numbers cited herein attest. Access to capital, agriculture education and research, and technical assistance are the major barriers for most

Native farmers and ranchers. Outreach, technical assistance, and innovative research opportunities through traditional Cooperative Extension and education programs are limited in many tribal communities. The 1994s often lack the funding they need to develop and deliver appropriate agricultural programming and research opportunities. Yet, with adequate funding, the 1994s can provide relevant, locally and place-based higher and technical/career education that is innovative and includes important tribally driven experiential learning and community-based research opportunities to students throughout Indian Country.

The National Institute of Food and Nutrition (NIFA) administers four modest programs for the 1994s: the formula-based 1994 Agriculture Education Equity Program, which supports small foundational agriculture or natural resource education programs; a Native American Endowment, from which the 35 1994s share modest annual interest payments; a small competitive 1994 Extension Program, which supports outreach activities such as community gardening, youth summer science and nature camps, agriculture technical assistance, and financial literacy programs; and a competitive 1994 Research Program, which supports 1994 collaborative research partnerships with other land-grant institutions and agriculture research stations. In addition, for the past year, the 1994s have been able to compete in NIFA's Federally Recognized Tribes Extension Program (FRTEP), authorized under Section 3(d) of the Act of May 8, 1914, Smith-Lever Act (7 U.S.C. 341 et seq). Like the 1994-specific programs, this chronically underfunded program deserves our strongest support.

Finally, the U.S. Department of Agriculture's Rural Development-TCU Essential Community Facilities program (7 U.S.C. 1926), funds small construction and rehabilitation projects at the 1994s. To address the documented need for more than \$330 million in deferred maintenance and construction at the 1994s, strong support for this program is needed.

The 1994s are efficiently and effectively bringing the promise of self-sufficiency to some of this nation's poorest and most underserved regions. The small federal investment in the 1994s has already paid great dividends in terms of increased productivity, renewed revenue sources, and improvements in Native health. We ask you to renew and strengthen that commitment by providing strong funding for the 1994 Land-grant Institutions in FY 2021.

Sincerely,



# **Highlights of TCU HEA Reauthorization Requests**



## HIGHER EDUCATION ACT REAUTHORIZATION PROPOSALS: TRIBAL COLLEGES AND UNIVERSITIES

116<sup>th</sup> Congress – February 2020

As Congress reauthorizes the Higher Education Act of 1965 (HEA), the nation's 37 Tribal Colleges and Universities (TCUs), who are the American Indian Higher Education Consortium (AIHEC), propose two new programs and modifications to two existing programs to help TCUs and their tribal communities achieve their vision of *Strong Sovereign Tribal Nations Through Excellence in TRIBAL Higher Education*.

### TCU NATIVE AMERICAN LANGUAGE VITALIZATION AND TRAINING PROGRAM (HEA-TITLE III)

*This new program would authorize:*

- Critically needed curriculum development and design; academic and community-based instruction
- Professional development for TCU faculty and PK-12 teachers
- Native American language research, including innovations in evidence-based PK-12 curriculum delivery
- \$20 million in competitive grant funding per year
- Includes TCUs, AN/NH serving institutions



Sinte Gleska University

*Once a language is gone, the traditional knowledge it carries is lost forever.* The U.S. faces an endangered languages emergency – barely 15 percent of Native languages still in use in the U.S. are spoken as first languages and several languages are only used by only a handful of speakers. AIHEC proposes a new competitive grant program to promote the preservation, revitalization, relevance, and use of endangered American Indian, Alaska Native, and Native Hawaiian languages. Language and culture are at the heart of the mission of each TCU, and they are among the earliest leaders of Native language preservation and vitalization efforts in the U.S. However, despite the promise shown by TCU American Indian/Alaska Native (AI/AN) language preservation efforts, minimal federal and private sector resources are available to support these critical activities and explore new innovate strategies. AIHEC recommends the establishment of a new program to provide resources to TCUs – as well as Alaska Native/Native Hawaiian serving institutions - to support these time-sensitive efforts.



Northwest Indian College

### STRENGTHENING GRADUATE OPPORTUNITIES AT TCUS (HEA-TITLE III)

*This new program would authorize:*

- Development and enhancement of graduate-level professional certifications and degree programs at TCUs
- Mentoring, scholarships, and fellowships for students pursuing graduate certification and degrees at TCUs
- Curriculum development, faculty development, and student research
- \$5 million in competitive grant funding annually
- Provisions consistent with existing programs for HBCUs and HSIs

This competitive grant program for TCUs would expand graduate certification and degree attainment for AI/ANs in high demand fields that are essential to tribal nation building and economic sustainability. In recent years, the capacity of TCUs to provide higher education has grown, as have the needs of tribes that TCUs serve. More TCUs are developing graduate-level programs in education administration, research methodologies, environmental science, tribal policy and management, health professions, engineering, and computer science. To support changing community demands and capacity, TCUs need this program, which is modeled after successful HEA-Title III programs for Historically Black Colleges and Universities (HBCUs), Predominately Black Institutions (PBIs), and Hispanic Serving Institutions (HSIs).



Iḷisaḡvik College

## TCU FACILITIES STUDY AND INFRASTRUCTURE ENHANCEMENT PROGRAM

(TRIBALLY CONTROLLED COLLEGES & UNIVERSITIES ASSISTANCE ACT, "TCU ACT")

*This update of the TCU Act would:*

- Direct the Department of the Interior to report on TCU facilities
- Help support new libraries, classrooms, student and faculty housing
- Fund renovation and expansion of existing facilities
- Support equipment, broadband improvements, library collections
- \$35 million in competitive grant funding per year

In 1978, Congress directed the U.S. Department of the Interior to conduct a study of the facilities needs of TCUs. Forty-one years later, the study still has not been completed, nor has the construction program ever been funded. In 2018, AIHEC 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. The goal of TCU Act's facilities provisions remains important, but the existing language is outdated. The Department needs to be held accountable for completing a meaningful study of TCU facilities. The existing program needs to be updated to support the 21st century needs of *all* TCUs, including technology-enabled facilities; campus renovations; IT infrastructure; and facilities necessary for career, technical, and pipeline programs.

## FEDERAL E-RATE PROGRAM SHOULD INCLUDE TCUS (COMMUNICATIONS ACT OF 1934)

The federal E-Rate program, known as the School and Library Program of the Universal Services Fund and authorized by the Telecommunications Act of 1996, provides discounts to help schools and libraries secure affordable telecommunications and internet access. The program is particularly important for rural America. In 2016, the E-Rate program helped connect 53.6 million students to the internet and provided discounts for Wi-Fi connections and high-speed data lines to 120,000 school buildings and more than 4,000 library systems nationwide. TCUs, as rural, community-based, and under-resourced institutions, should be designated eligible to participate in the E-Rate program.



College of Menominee Nation

### Why do TCUs need E-Rate?

- 32 TCUs are located in rural or remote areas. For these TCUs, few choices of internet service providers exist, driving up costs.
- 68 percent of Americans on rural Tribal lands lack access to fixed broadband, according to a 2016 FCC Broadband Progress Report.
- 31 of 35 accredited TCUs serve as community libraries.
- TCUs have more expensive and, on average, much slower internet connectivity than other U.S. institutions of higher education. Average TCU connectivity speed is 336 mbps, compared to 513 mbps (2-year IHE) and 3.5 gbps (4-year IHE). **Iḷisaḡvik College, a TCU, has the most expensive and slowest internet connectivity in the entire U.S. higher education system.**
- Industry standard for IT equipment replacement is 3-5 years. At TCUs, the average IT equipment replacement timeline is 8.29 years.
- Bandwidth is critical to the success of hardware initiatives providing ubiquitous access to learning, such as Bring Your Own Device (BYOD) and 1:1 laptop and tablet programs.
- Reliable broadband is essential to making the most of online resources and opportunities for faculty professional development.

FOR MORE INFORMATION, CONTACT PATRESE ATINE, [patine@aihec.org](mailto:patine@aihec.org)



## TRIBAL COLLEGES & UNIVERSITIES: THE FUTURE OF HIGHER EDUCATION

Tuesday, February 4, 2020

2:00 pm – 3:00 p.m.

**188 Russell Senate Office Building**

The American Indian Higher Education Consortium (AIHEC) invites you to a conversation with four leaders in American Indian, Alaska Native, and Native Hawaiian higher education. Join us to learn more about innovative strategies, programs, and ideas they have developed to address some of the key challenges impacting Native higher education today –  
**and how policy can support this work!**

Engage with Native education leaders from across the nation:

- ***Native Language & Native Teacher Preparation***  
**Walter Kahumoku, III**  
Executive Assistant to the Chancellor, University of Hawai'i West O'ahu  
Co-Director, University of Hawai'i at Mānoa, College of Education, Educational Doctorate in Professional Educational Practice (EdD) Program  
Honolulu, HI
- ***Building Tribal Economies: Job Creation***  
**Sandra Boham**  
President, Salish Kootenai College  
Pablo, MT
- ***Infrastructure Challenges & Solutions***  
**Pearl Brower**  
President, Iḷisaḡvik College  
Barrow, AK
- ***Tribal Graduate & Professional Programs***  
**Laurel Vermillion**  
President, Sitting Bull College  
Fort Yates, ND

## **AIHEC Applauds Senate Passage of the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act**

**December 5, 2019**

**Washington, D.C.** – The American Indian Higher Education Consortium (AIHEC), which comprises the nation’s 37 Tribal Colleges and Universities (TCUs), applauds Senate Health, Education, Labor, & Pensions Chairman Lamar Alexander (R-TN), Ranking Member Patty Murray (D-WA), Senator Tim Scott (R-SC), Senator Richard Burr (R-NC), Senator Doug Jones (D-AL), and Senator Chris Coons (D-DE) for their leadership in gaining Senate passage of legislation to permanently reauthorize \$50 million in vitally-needed, annual support for TCUs and other Native-serving institutions of higher education under Title III Part F of the Higher Education Act of 1965.

“The permanent reauthorization of this program is a lifeline for TCUs. It will support their efforts to ensure educational access and opportunity for American Indian and Alaska Native students across the country – generations of young people who will be our future Tribal leaders, teachers, entrepreneurs, and scientists,” said Carrie L. Billy, AIHEC’s President & CEO. “It will allow TCUs to continue critical student support services such as mentoring and retention programs, faculty development, and library services. Now, we urge the U.S. House of Representatives to swiftly pass the Senate bill and provide reassurance to students that TCU opportunities will be available next fall.”

Since mid-September, the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act (H.R. 2486), had been stalled in the Senate after passing the House. Because of the Senate’s inaction, new funding under the Title III Part F program expired on September 30 – threatening a \$30 million annual cut to TCUs alone. With today’s action, TCUs, Alaska Native-serving institutions, Native Hawaiian-serving institutions, and Native American Serving non-tribal institutions are a significant step closer to securing long-term financial stability for key programs. In addition, the Senate-approved amendment takes an important step toward streamlining and simplifying the Free Application for Federal Student Aid (FAFSA) form and eliminating cumbersome program duplication.

“These two pieces – Title III Part F and FAFSA streamlining – are key parts of a strategy for Native student success in postsecondary education. Whether a student is seeking a short-term certificate or a 4-year degree, an affordable, place-based and culturally-grounded TCU is the best place for most AI/AN students to start, and a fundamental part of his or her success will be having the financial resources to stay in school. We have a lot more work to do – beginning with House passage – but the importance of today’s bipartisan action cannot be understated,” said Ms. Billy.

The amended FUTURE Act permanently extends mandatory funding at current levels: Tribal Colleges and Universities at \$30 million, Alaska Native-Serving Institutions and Native Hawaiian-Serving Institutions at \$15 million, and Native American-Serving Non-tribal Institutions at \$5 million. The bill, as passed by the Senate, will now be referred back to the House for consideration.

###

**Contact:** Patrese Atine or Carrie Billy, [patine@aihec.org](mailto:patine@aihec.org); [cbilly@aihec.org](mailto:cbilly@aihec.org)







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

**(2<sup>ND</sup> SESSION: 2020)**

# **GENERAL CONGRESSIONAL INFORMATION**



## AIHEC CONGRESSIONAL DELEGATION LIST 116<sup>TH</sup> CONGRESS (Updated: January 2020)

State Delegation	Office Location	Phone Number
<b>ALASKA:</b> Ilisagvik College		
<b>Senate:</b>		
Lisa Murkowski (R)	522 Hart Senate Office Bldg.	(202) 224-6665
Dan Sullivan (R)	302 Hart Senate Office Bldg.	(202) 224-3004
<b>House:</b>		
Don Young (R-AK-AL)	2314 Rayburn House Office Bldg.	(202) 225-5765
<b>ARIZONA:</b> Diné College (1); Tohono O'odham Community College (3); <i>San Carlos Apache College (1); NTU AZ satellite (1)</i>		
<b>Senate:</b>		
Martha McSally (R)	404 Russell Senate Office Bldg.	(202) 224-2235
Kyrsten Sinema (D)	317 Hart Senate Office Bldg.	(202) 224-4521
<b>House:</b>		
Raúl Grijalva (D-AZ 3)	1511 Longworth House Office Bldg.	(202) 225-2435
Tom O'Halleran (D-AZ 1)	324 Cannon House Office Bldg.	(202) 225-3361
<i>Ann Kirkpatrick (D-AZ 2)</i>	<i>309 Cannon House Office Bldg.</i>	<i>(202) 225-2542</i>
<b>IOWA:</b> Little Priest Tribal College - <i>Sioux City, IA satellite</i>		
<b>Senate:</b>		
Joni Ernst (R)	730 Hart Senate Office Bldg.	(202) 224-3254
Chuck Grassley (R)	135 Hart Senate Office Bldg.	(202) 224-3744
<b>House:</b>		
Steve King (R-IA 4)	2210 Rayburn House Office Bldg.	(202) 225-4426
<b>KANSAS:</b> Haskell Indian Nations University (2)		
<b>Senate:</b>		
Jerry Moran (R)	521 Dirksen Senate Office Bldg.	(202) 224-6521
Pat Roberts (R)	109 Hart Senate Office Bldg.	(202) 224-4774
<b>House:</b>		
Steve Watkins (R-KS 2)	1205 Longworth House Office Bldg.	(202) 225-6601
<i>Sharice Davids (D-KS 3)</i>	<i>1541 Longworth House Office Bldg.</i>	<i>(202) 225-2865</i>
<b>MICHIGAN:</b> Bay Mills Community College (1); Keweenaw Bay Ojibwa CC (1); Saginaw Chippewa (4)		
<b>Senate:</b>		
Gary Peters (D)	724 Hart Senate Office Bldg.	(202) 224-6221
Debbie Stabenow (D)	731 Hart Senate Office Bldg.	(202) 224-4822
<b>House:</b>		
Jack Bergman (R-MI1)	414 Cannon House Office Bldg.	(202) 225-4735
John Moolenaar (R-MI 4)	117 Cannon House Office Bldg.	(202) 225-3561
<i>Dan Kildee (D-MI 5)</i>	<i>203 Cannon House Office Bldg.</i>	<i>(202) 225-3611</i>
<b>MINNESOTA:</b> Fond du Lac T&CC (8); Leech Lake TC (8); Red Lake Nation College (7); White Earth T&CC (7)		
<b>Senate:</b>		
Amy Klobuchar (D)	425 Dirksen Senate Office Bldg.	(202) 224-3244
Tina Smith (D)	720 Hart Senate Office Bldg.	(202) 224-5641
<b>House:</b>		
Collin Peterson (D-MN 7)	2204 Rayburn House Office Bldg.	(202) 225-2165
Pete Stauber (R-MN 8)	126 Cannon House Office Bldg.	(202) 225-6211
<i>Betty McCollum (D-MN 4)</i>	<i>2256 Rayburn House Office Bldg</i>	<i>(202) 225-6631</i>

**AIHEC Congressional Delegation - 116<sup>TH</sup> CONGRESS**  
**(Updated: January 2020)**

State Delegation	Office Location	Phone Number
<b>MONTANA:</b> Aaniiih; Blackfeet; Chief Dull Knife; Fort Peck; Little Big Horn College; SKC; and Stone Child		
<b>Senate:</b>		
Steve Daines (R)	320 Hart Senate Office Bldg.	(202) 224-2651
Jon Tester (D)	311 Hart Senate Office Bldg.	(202) 224-2644
<b>House:</b>		
Greg Gianforte (R-MT-AL)	1222 Longworth House Office Bldg.	(202) 225-3211
<b>NEBRASKA:</b> Little Priest Tribal College (1); Nebraska Indian Community College (1)		
<b>Senate:</b>		
Ben Sasse (R)	107 Russell Senate Office Bldg.	(202) 224-4224
Deb Fischer (R)	454 Russell Senate Office Bldg.	(202) 224-6551
<b>House:</b>		
Jeff Fortenberry (R-NE 1)	1514 Longworth House Office Bldg.	(202) 225-4806
<i>Adrian Smith (S. Sioux City) (R-NE 3)</i>	502 Cannon House Office Bldg.	(202) 225-6435
<i>Don Bacon (R-NE 2)</i>	1024 Longworth House Office Bldg.	(202) 225-4155
<b>NEW MEXICO:</b> SIPI (1); IAIA (3); Navajo Technical University (3); <i>Diné (Shiprock) (3)</i>		
<b>Senate:</b>		
Martin Heinrich (D)	303 Hart Senate Office Bldg.	(202) 224-5521
Tom Udall (D)	531 Hart Senate Office Bldg.	(202) 224-6621
<b>House:</b>		
Debra Haaland (D-NM 1)	1237 Longworth House Office Bldg.	(202) 225-6316
Ben Ray Lujan (D-NM 3)	2323 Rayburn House Office Bldg.	(202) 225-6190
<i>Xochitl Torres Small (D-NM 2)</i>	430 Cannon House Office Bldg.	(202) 225-2365
<b>NORTH DAKOTA:</b> CCCC, NHSC; SBC; TMCC; and UTTC		
<b>Senate:</b>		
John Hoeven (R)	338 Russell Senate Office Bldg.	(202) 224-2551
Kevin Cramer (R)	400 Russell Senate Office Bldg.	(202) 224-2043
<b>House:</b>		
Kelly Armstrong (R-ND-AL)	1004 Longworth House Office Bldg.	(202) 225-2611
<b>OKLAHOMA:</b> College of the Muscogee Nation (2);		
<b>Senate:</b>		
James M. Inhofe (R)	205 Russell Senate Office Bldg.	(202) 224-4721
James Lankford (R)	316 Hart Senate Office Bldg.	(202) 224-5754
<b>House:</b>		
Markwayne Mullin (R-OK 2)	2421 Rayburn House Office Bldg.	(202) 225-2701
<i>Tom Cole (R-OK 4)</i>	2207 Rayburn House Office Bldg.	(202) 225-6165
<b>SOUTH DAKOTA:</b> OLC; Sinte; Sisseton Wahpeton; and Sitting Bull		
<b>Senate:</b>		
Mike Rounds (R)	502 Hart Senate Office Bldg.	(202) 224-5842
John Thune (R)	511 Dirksen Senate Office Bldg.	(202) 224-2321
<b>House:</b>		
Dusty Johnson (R-SD-AL)	1508 Longworth House Office Bldg.	(202) 225-2801

**AIHEC Congressional Delegation - 116<sup>TH</sup> CONGRESS**  
**(Updated: January 2020)**

State Delegation	Office Location	Phone Number
<b>WASHINGTON/IDAHO:</b> Northwest Indian College (1); (satellites: WA-2, 6, 8, 10, & ID-1)		
<b>WASHINGTON</b>		
<b>Senate:</b>		
Maria Cantwell (D)	511 Hart Senate Office Bldg.	(202) 224-3441
Patty Murray (D)	154 Russell Senate Office Bldg.	(202) 224-2621
<b>House:</b>		
Suzan DelBene (D-WA 1) (Main)	2330 Rayburn House Office Bldg.	(202) 225-6311
Rick Larsen (D-WA 2) (La Conner & Tulalip)	2113 Rayburn House Office Bldg.	(202) 225-2605
Derek Kilmer (D-WA 6) (Kingston)	1410 Longworth House Office Bldg.	(202) 225-5916
Kim Schrier (D-WA 8) (Auburn)	1123 Longworth House Office Bldg.	(202) 225-7761
Denny Heck (D- WA 10) (Olympia)	2452 Rayburn House Office Bldg.	(202) 225-9740
<b>IDAHO:</b> Northwest Indian College: satellite in Lapwai (1)		
<b>Senate:</b>		
Mike Crapo (R)	239 Dirksen Senate Office Bldg.	(202) 224-6142
James Risch (R)	483 Russell Senate Office Bldg.	(202) 224-2752
<b>House:</b>		
Russ Fulcher (R-ID 1)	1520 Longworth House Office Bldg.	(202) 225-6611
<i>Mike Simpson (R-ID 2)</i>	<i>2084 Rayburn House Office Bldg.</i>	<i>(202) 225-5531</i>
<b>WISCONSIN:</b> College of Menominee Nation (8); Lac Courte Oreilles Ojibwa Community College (7)		
<b>Senate:</b>		
Tammy Baldwin (D)	709 Hart Senate Office Bldg.	(202) 224-5653
Ron Johnson (R)	328 Hart Senate Office Bldg.	(202) 224-5323
<b>House:</b>		
Sean Duffy (R-WI 7)	1714 Longworth House Office Bldg.	(202) 225-3365
Mike Gallagher (R-WI 8)	1230 Longworth House Office Bldg.	(202) 225-5665
<b>CALIFORNIA:</b> California Tribal College (3)		
<b>Senate:</b>		
Dianne Feinstein (D)	331 Hart Senate Office Bldg.	(202) 224-3841
Kamala Harris (D)	112 Hart Senate Office Bldg.	(202) 224-3553
<b>House:</b>		
John Garamendi (D-CA 3) (Yolo)	2368 Rayburn Office Bldg.	(202) 225-1880
<b>COLORADO:</b> American Indian College Fund (7)		
<b>Senate:</b>		
Michael Bennet (D)	261 Russell Senate Office Bldg.	(202) 224-5852
Cory Gardner (R)	354 Russell Senate Office Bldg.	(202) 224-5941
<b>House:</b>		
Ed Perlmutter (D-CO 7)	1226 Longworth House Office Bldg.	(202) 225-2645
<i>Diana DeGette (D-CO 1)</i>	<i>2111 Rayburn House Office Bldg.</i>	<i>(202) 225-4431</i>
<b>UTAH:</b> <i>Diné College</i>		
<b>Senate:</b>		
<i>Mitt Romney (R)</i>	<i>124 Russell Senate Office Bldg.</i>	<i>(202) 224-5251</i>
<i>Mike Lee (R)</i>	<i>361A Russell Senate Office Bldg.</i>	<i>(202) 224-5444</i>
<b>House:</b>		
<i>John Curtis (R-UT 3)</i>	<i>125 Cannon House Office Bldg.</i>	<i>(202) 225-7751</i>

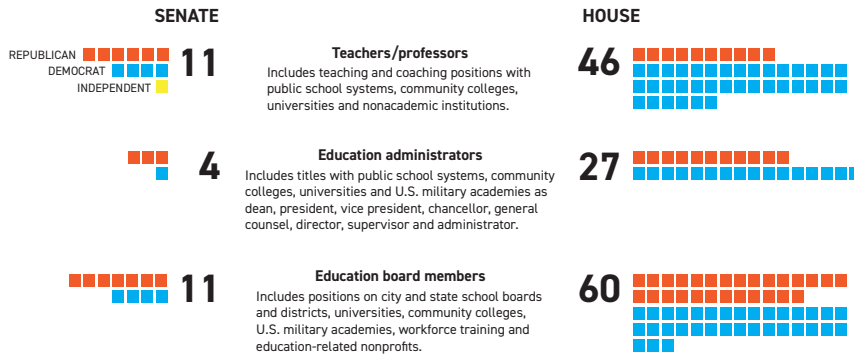
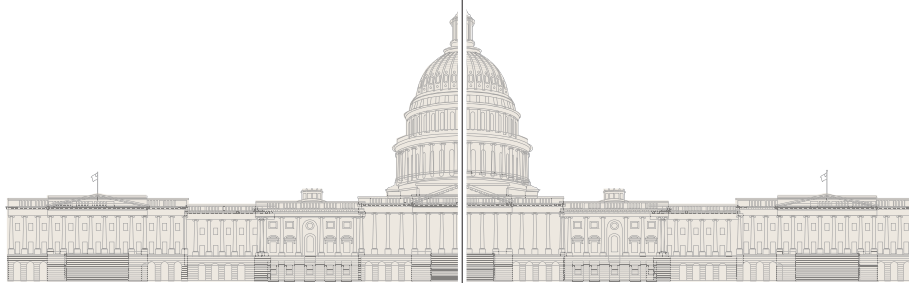
Jan. 7, 2020

## 116th Congress members with education backgrounds

BY CRISTINA RIVERO, POLITICO PRO DATAPOINT

More than 150 legislators serving in the 116th U.S. Congress have held jobs and/or positions in the education field, according to a POLITICO analysis of biographical information available in the POLITICO Pro Congressional Directory as of January 2020.

Several senators and representatives with backgrounds in teaching, education administration or education board membership are on congressional committees overseeing education legislation, including two 2020 Democratic presidential candidates – Sens. Bernie Sanders (Vt.) and Elizabeth Warren (Mass.).



### ■ Congressional education committee members with backgrounds in teaching, education administration or education board membership



#### Senate Health, Education, Labor and Pensions Committee

- REPUBLICANS (Majority members)**
- Alexander, Lamar (Tenn.) *Chairman*
  - Enzi, Mike (Wyo.)
  - Burr, Richard (N.C.)
  - Paul, Rand (Ky.)
  - Collins, Susan (Maine)
  - Cassidy, Bill (La.)
  - Roberts, Pat (Kan.)
  - Murkowski, Lisa (Alaska)
  - Scott, Tim (S.C.)
  - Romney, Mitt (Utah)
  - Braun, Mike (Ind.)
- DEMOCRATS (Minority members)**
- Murray, Patty (Wash.) *Ranking member*
  - Sanders, Bernie (I-Vt.)
  - Casey, Bob (Pa.)
  - Baldwin, Tammy (Wis.)
  - Murphy, Chris (Conn.)
  - Warren, Elizabeth (Mass.)
  - Kaine, Tim (Va.)
  - Hassan, Maggie (N.H.)
  - Smith, Tina (Minn.)
  - Jones, Doug (Ala.)
  - Rosen, Jacky (Nev.)

#### House Education and Labor Committee

- REPUBLICANS (Minority members)**
- Foy, Virginia (N.C.) *Ranking member*
  - Roe, Phil (Tenn.)
  - Thompson, Glenn "G.T." (Pa.)
  - Walberg, Tim (Mich.)
  - Guthrie, Brett (Ky.)
  - Byrnie, Bradley (Ala.)
  - Grothman, Glenn (Wis.)
  - Stefanik, Elise (N.Y.)
  - Allen, Rick (Ga.)
  - Smucker, Lloyd (Pa.)
  - Banks, Jim (Ind.)
  - Walker, Mark (N.C.)
  - Comer, James (Ky.)
  - Cline, Ben (Va.)
  - Fulcher, Russ (Idaho)
  - Taylor, Van (Texas)
  - Watkins, Steve (Kan.)
  - Wright, Ron (Texas)
  - Meuser, Dan (Pa.)
  - Johnson, Dusty (S.D.)
  - Keller, Fred (Pa.)
  - Murphy, Greg (N.C.)
- DEMOCRATS (Majority members)**
- Scott, Bobby (Va.) *Chairman*
  - Davis, Susan (Calif.)
  - Grijalva, Raúl M. (Ariz.)
  - Courtney, Joe (Conn.)
  - Fudge, Marcia (Ohio)
  - Sablan, Del. Gregorio Kilili Camacho (N. Mariana I.)
  - Wilson, Frederica (Fla.)
  - Bonamici, Suzanne (Ore.)
  - Takano, Mark (Calif.)
  - Adams, Alma (N.C.)
  - Desaulnier, Mark (Calif.)
  - Norcross, Donald (N.J.)
  - Jayapal, Pramila (Wash.)
  - Morelle, Joe (N.Y.)
  - Wild, Susan (Pa.)
  - Harder, Josh (Calif.)
  - McBath, Lucy (Ga.)
  - Schrier, Kim (Wash.)
  - Underwood, Lauren (Ill.)
  - Hayes, Jahana (Conn.)
  - Shalala, Donna (Fla.)
  - Levin, Andy (Mich.)
  - Omar, Ilhan (Minn.)
  - Trone, David (Md.)
  - Stevens, Haley (Mich.)
  - Lee, Susan (Nev.)
  - Trahan, Lori (Mass.)
  - Castro, Joaquin (Texas)

Note: Congressional members may be included in more than one category. Scholarship fund founders, fellowship positions and residencies with medical schools are not included in the education background categories. Education committee members are shown in order of seniority.

# 2020 CONGRESSIONAL CALENDAR



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

**January\*** \*These dates are for the HOUSE ONLY. The Senate has not yet released its January schedule due to uncertainty regarding the impeachment inquiry.

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

## February

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

## March

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

## April

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
5	6	7	8 Passover (begins)	9	10 Good Friday	11
12 Easter Sunday	13	14	15	16	17	18
19 Orthodox Easter	20	21	22 House GOP retreat	23 Ramadan (begins) House GOP retreat	24 House GOP retreat	25
26	27	28	29	30		

## May

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

## June

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

## July

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

## August

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

## September

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

## October

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

## November

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3 *ELECTION DAY*	4	5	6	7
8	9	10	11 Veterans Day	12	13	14 Diwali
15	16	17	18	19	20	21
22	23	24	25	26 Thanksgiving Day	27	28
29	30					

## December

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







## CAPITOL ETIQUETTE

To ensure that everyone has an enjoyable visit to the Capitol, we ask that you share these guidelines with your students and chaperones. We need everyone's cooperation to help us preserve the building and its collections for future visitors. Adherence to security and safety requirements is important.

### When entering the Capitol Visitor Center:

- Everyone will be asked to present all carried items for inspection upon entering the Capitol Visitor Center. We ask that students leave their backpacks or large bags and metal jewelry behind on the bus to help expedite the security check.
- Food, beverages (including bottled water) are prohibited in the building. [Click here](#) for a complete list of items prohibited in the Capitol.
- The Capitol is a working office building. Therefore, you are expected to dress appropriately and behave in a respectful manner in this business environment.

### While in the Capitol Visitor Center and the historic Capitol:

- As a courtesy to those around you, please silence your cell phone or other electronic devices during the orientation film and while touring the Capitol.
- Use your quiet voice when walking through the Capitol and exploring the Capitol Visitor Center's Exhibition Hall.
- Please **DO NOT TOUCH** art objects including sculptures, statues, walls, and cases. The oils and acids even in clean hands can cause irreparable damage to works of art.

- Refrain from leaning on the walls or using the walls, display cases, or pedestals for note-taking.
- Do not sit on displays or sculptures for picture-taking.
- Do not block doorways or aisles or sit on stairs or floors. Seating is provided throughout the buildings.
- Stay together as a group. Be attentive to your guide's instructions at all times and especially when moving from one area to another in the Capitol. Watch your step, always use handrails when on the stairs, and use escalators with caution.
- Respect any areas that are roped off.
- Please don't run, push, shove, or take any other actions that may endanger other visitors or the works of art and the items in the Exhibition Hall.

Following these requests ensures that everyone will have a fun and memorable experience.



# Prohibited Items

Capitol visitor policies are designed to keep visitors and staff safe and secure and to preserve the collections, facilities, and historic building and grounds for generations to come.

Before entering the **Capitol Visitor Center**, all visitors are screened by a magnetometer and all items that are permitted inside the building are screened by an x-ray device. The following items are strictly prohibited in the Capitol, including the Capitol Visitor Center:



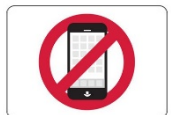
- **Liquid of any kind, including water**
- Chewing gum or breath mints
- **Food or beverages of any kind**, including fruit and unopened packaged food/candy
- Aerosol containers
- Non-aerosol spray (Prescriptions for medical needs are permitted.)
- **Any pointed object**, e.g. knitting needles, letter openers, toothpicks, non-medical needles (Pens and pencils are permitted.)
- Any bag larger than 18" wide x 14" high x 8.5" deep
- Electric stun guns, martial arts weapons or devices
- Guns, replica guns, ammunition, and fireworks
- Knives of any size
- Mace, pepper spray, and cigarette lighters/matches
- Razors and box cutters

Please note that the U.S. Capitol Police are authorized to make exceptions if a prohibited item is determined to be necessary and required to serve child care, medical or other special needs. If you have questions, please call the Office of Congressional Accessibility Services at 202.224.4048.

**The following items are NOT permitted in the House and Senate Galleries.**

However, each Gallery operates a checkstand where you may store these items securely **in your AIHEC provided "backpack"** while visiting that Gallery.

- **Battery-operated electronic devices** (e.g. electronic key fob, cell phones) Medical devices are allowed.
- **Smart Phones, Smart Watches, and "Fit Bits"/other electronic trackers**
- **Cameras**
- **Cans and bottles**
- **Creams, lotions, hand sanitizer, make-up, lip balm/gloss, and perfume**
- **Hairbrush or (large) comb**
- **Packages, briefcases, backpacks or suitcases**
- **Strollers**
- **Printed materials**
- **Video recorders, USB/thumb drive, and any type of recording device**



Also, note that smoking is not permitted anywhere in the Capitol, and food and drink are only allowed in the Capitol Cafe.



# **NATIONAL TCU WEEK**



116TH CONGRESS  
2D SESSION

# S. RES.

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Designating the week beginning February 2, 2020, as “National Tribal Colleges and Universities Week”.

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## IN THE SENATE OF THE UNITED STATES

Mr. TESTER (for himself, Mr. DAINES, and Ms. CANTWELL) submitted the following resolution; which was referred to the Committee on

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# RESOLUTION

Designating the week beginning February 2, 2020, as  
“National Tribal Colleges and Universities Week”.

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

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

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

Whereas Tribal Colleges and Universities offer students access to knowledge and skills grounded in cultural traditions and values, including indigenous languages, which—

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

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

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

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

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

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

1       *Resolved*, That the Senate—

2               (1) designates the week beginning February 2,  
3       2020, as “National Tribal Colleges and Universities  
4       Week”; and

5               (2) calls on the people of the United States and  
6       interested groups to observe National Tribal Colleges  
7       and Universities Week with appropriate activities  
8       and programs to demonstrate support for Tribal  
9       Colleges and Universities.

# SHARE YOUR EXPERIENCE!



## AIHEC Social Media:

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

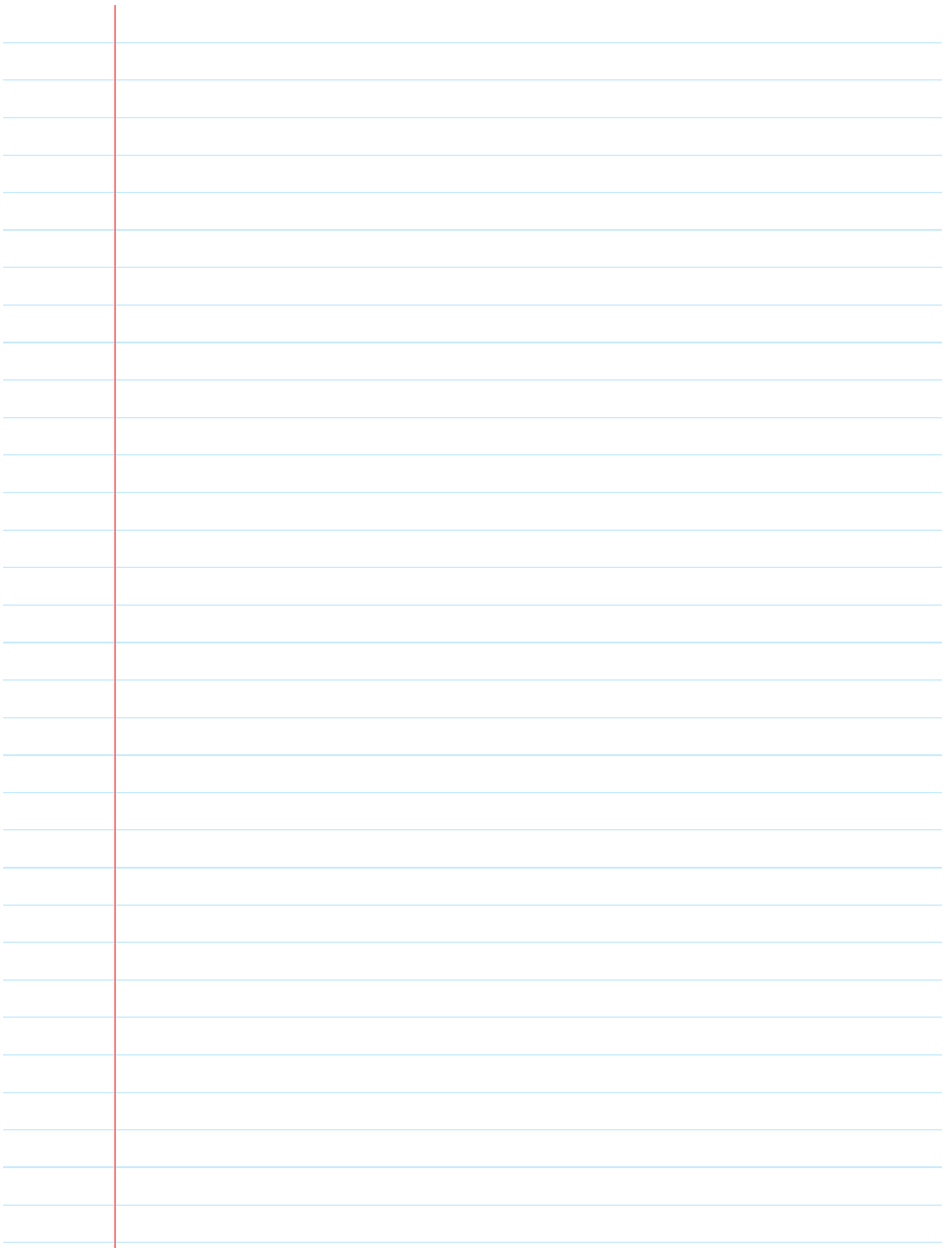
**#tribalcollegeweek #aihec**

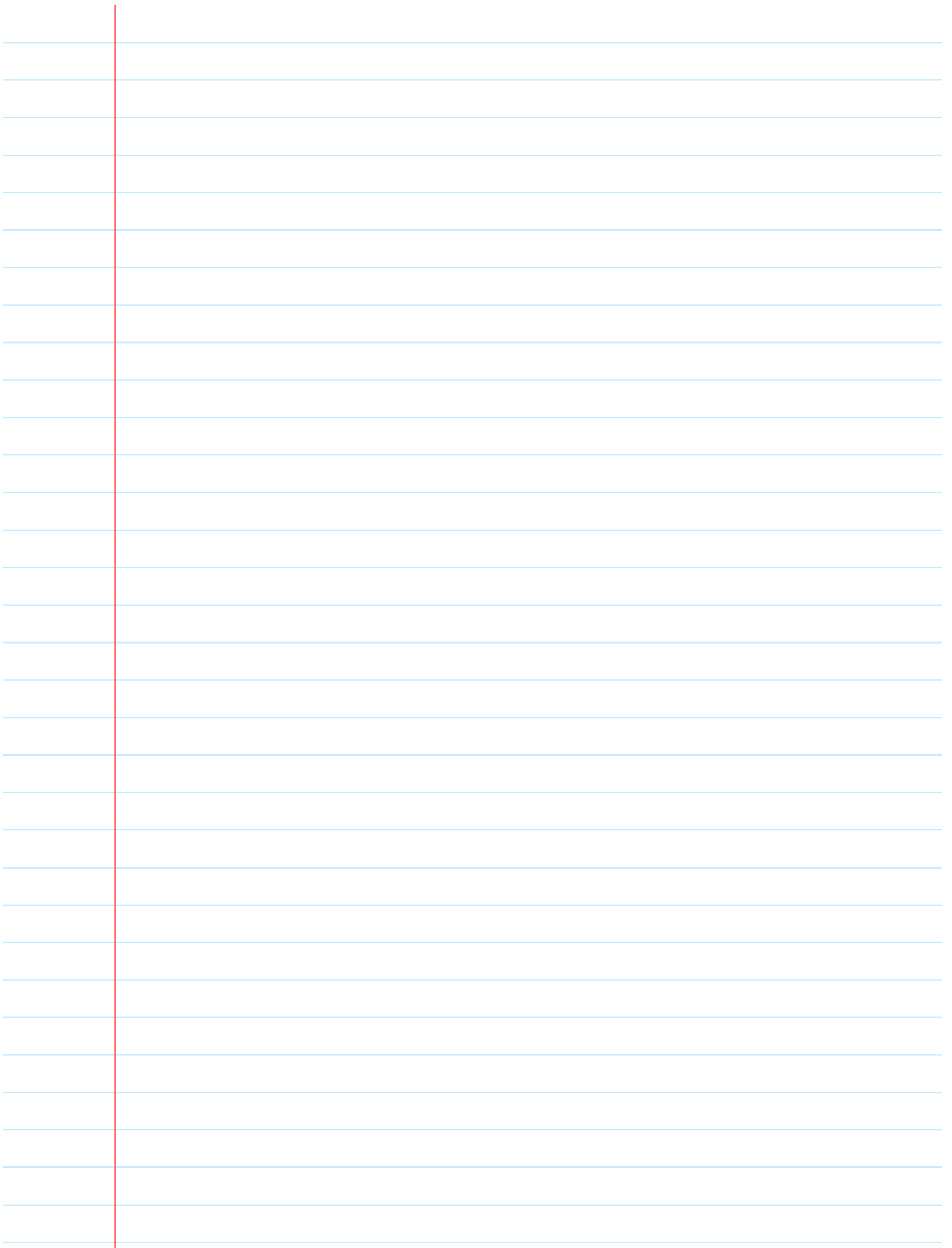
**#aihec2020 #aihecsummit**

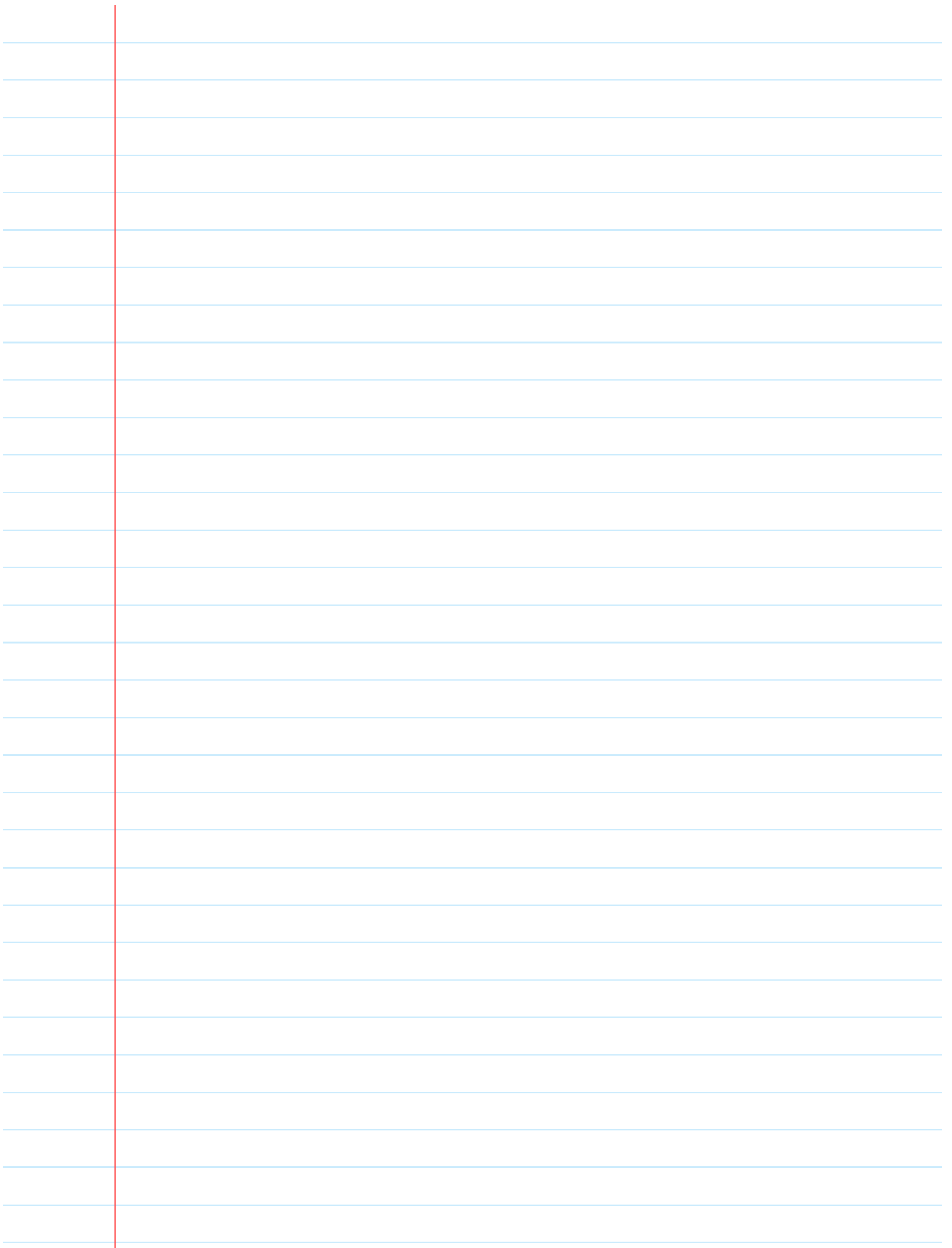


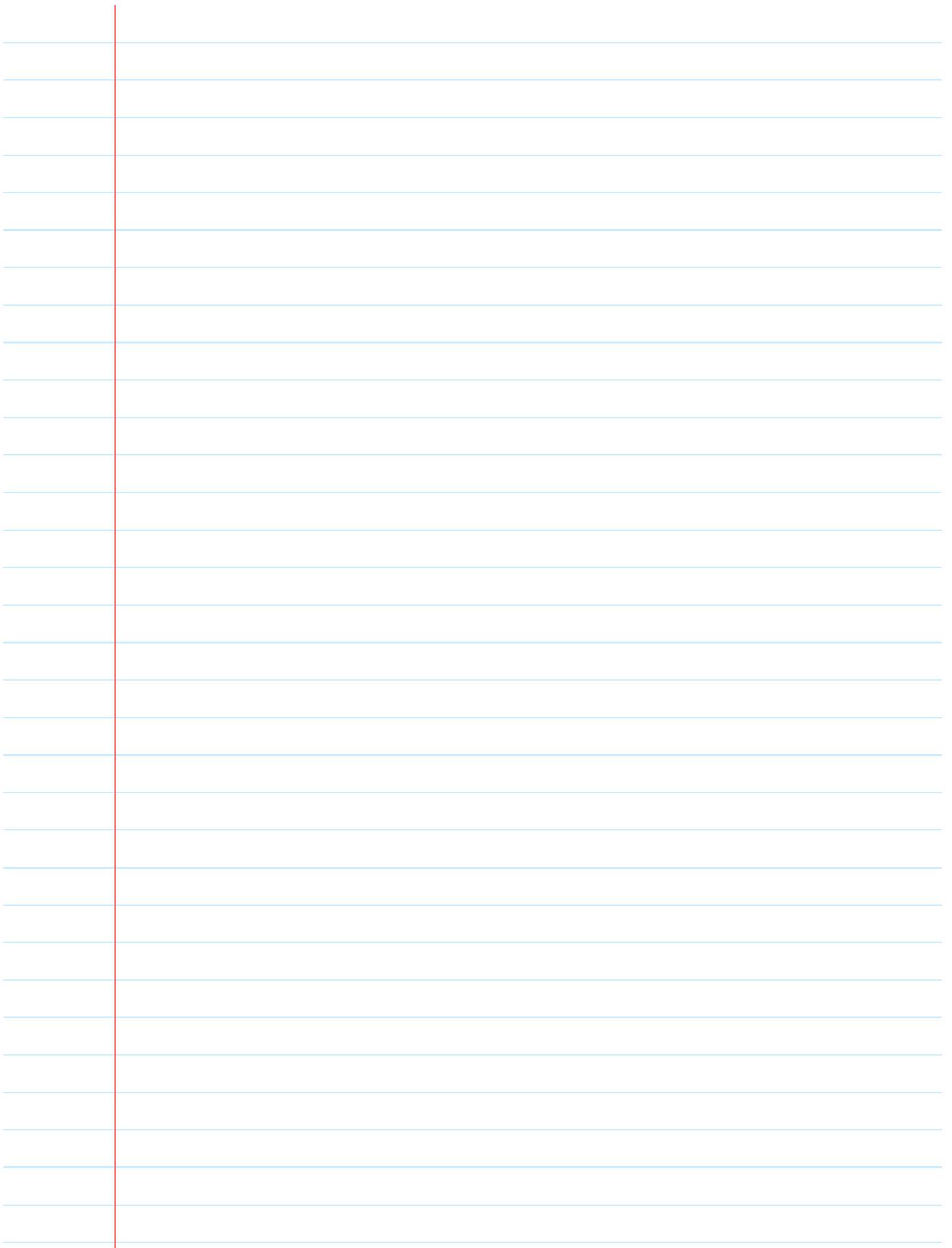














Sovereign Nations through Excellence  
in Tribal Higher Education.

# CAPITOL HILL

**Union Station Metro**

**Capitol South Metro**

Barrier-free entrances for Handicapped

\* Visitor's Entrances

**Capitol Hill Metro Stops**

SENATE side:  
Red line (Union Station)

HOUSE side:  
Blue line (Capitol South)

