



2021 Spring AIHEC Meeting

Zoom Web Conference

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

AIHEC BOARD OF DIRECTORS

April 23, 2021



AGENDA

AIHEC SPRING 2021 BOARD OF DIRECTORS MEETING

Friday, April 23 -- 1:30 PM (EDT)

via Zoom Web Conference

- I. **Call to Order:** David Yarlott, Chair
 - Opening Prayer and Welcome
- II. **Memorial for President Robert Bible,** College of the Muscogee Nation
Final Farewell From AIHEC, American Indian College Fund, and College of the Muscogee Nation
- III. **Roll Call and Meeting Agenda Review:** President Yarlott
 - A. Roll Call: Treasure Dunlap, AIHEC Executive Assistant
 - B. Review and Approval of Agenda
- IV. **Secretary's Report:** Leander McDonald, Secretary
 - A. Review & Approval of Fall 2020 Meeting Minutes
 - B. Presentation of Executive Committee Minutes
- V. **Treasurer's Report:** Justin Guillory, Treasurer
 - A. Auditor's Report to the Board: AIHEC FY 2020 Final Audit
 - B. FY 2022 AIHEC Draft Budget
 - C. Other
- VI. **Reports and Presentations to the Board:** *All written reports are included in the board book.*
 - A. **American Indian College Fund:** Cheryl Crazy Bull, President & CEO
 - B. **White House Initiative on AI/AN Education:** Ron Lessard, Acting Exec. Dir.
 - C. **Interior-Bureau of Indian Education:** Katherine Campbell, Program Analyst
 - D. **USDA-1994 Land-grant**
 - E. **AIHEC Tribal College and Universities Librarian Association**
 - F. **FALCON-Land Grant**
- VII. **AIHEC Board Report:** Carrie Billy, AIHEC President & CEO
 - A. **Legislative & Executive Branch Update:** Carrie Billy & Patrese Atine
 - B. **AIHEC Central Office Report & Update**
See the board book for the complete AIHEC report.
 - C. **Upcoming AIHEC Meetings**
 - 2021 Summer Meeting (virtual): July 13-15, 2021

- 2021 TCU Meeting at SKC (virtual): July 26-29, 2021
- 2021 AIHEC Fall Meeting (virtual): October 7-8, 2021
- 2022 AIHEC Legislative Summit (in-person; DC): February 7-10, 2022

D. Announcements

- Retirement of President Allison
- Other

VIII. Committee Business

- A. **Research Committee:** Leander R. McDonald, Chair
- B. **Tribal College Journal Advisory Board:** Raymond Burns, Chair
- C. **Student Activities Committee:** Robert Martin, Chair
- D. **Membership and Accreditation:** Election of Chair
- E. **Executive Committee:** David Yarlott

IX. New Business: David Yarlott

- X. Adjournment:** David Yarlott
- **Closing Prayer**

2021 Spring BoD Meeting

AIHEC Board Minutes:

Fall 2020

**DRAFT MINUTES OF THE AIHEC FALL 2020 BOARD OF DIRECTORS MEETING
ZOOM WEB CONFERENCE
OCTOBER 16, 2020**

- I. **CALL TO ORDER & OPENING PRAYER:** AIHEC Board Chair, David E. Yarlott, Jr., called the 2020 AIHEC Fall Board of Directors meeting to order at 12:35 p.m. ET. President Leander McDonald offered an opening prayer.

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

Regular Members Present

Aaniiih Nakoda College
Bay Mills Community College
Blackfeet Community College
Cankdeska Cikana Community College
Chief Dull Knife College
College of Menominee Nation
College of the Muscogee Nation
Diné College
Fond du Lac Tribal & Community College
Fort Peck Community College
Haskell Indian Nations University
Iłisaḡvik College
Institute of American Indian Arts
Keweenaw Bay Ojibwa Community College
Lac Courte Oreilles Community College
Leech Lake Tribal College
Little Big Horn College
Little Priest Tribal College
Navajo Technical University
Nebraska Indian Community College
Northwest Indian College
Nueta Hidatsa Sahnish 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 & Community College

President (Voting) or Representative

Sean Chandler
Michael Parish
Karla Bird
Cynthia Lindquist
Richard Littlebear
Christopher Caldwell
Robert Bible
Charles M. Roessel
Stephanie Hammitt
Haven Gourneau
Ronald Graham (joined after roll call)
Justina Wilhelm
Robert Martin
Lori Ann Sherman
Amber Marlow
Raymond Burns
David Yarlott
Manoj Patil
Elmer Guy
Michael Oltrogge
Justin Guillory
Twyla Baker
Thomas Shortbull
Carla Sineway
Sandra Boham
Lionel Bordeaux
Lane Azure
Laurel Vermillion
Sherry Allison
Cory Sangrey-Billy (joined after roll call)
Paul Robertson
Wanda Laducer
Leander R. McDonald
Lorna LaGue

Regular Members Absent

Red Lake Nation College

Dan King

34 Regular Members being present, a quorum was established.

Other members:

California Tribal College:

Cammeron Hodson

San Carlos Apache Tribe College

None

II. REVIEW AND APPROVE OF THE MEETING AGENDA

Chair Yarlott reviewed the proposed agenda for the 2020 AIHEC Fall Board of Directors meeting.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

III. HONORING THE LEGACY OF THOMAS ATCITY AND DAVID GIPP

President McDonald and President Roessel shared memories and a few words honoring the late Thomas Atcity and David Gipp, both of whom were earlier and stalwart leaders in the Tribal College Movement. Mr. Atcity served as the third president of Navajo Community College (now Diné College) from 1972 to 1977 and was one of small group of leaders who came together to establish the American Indian Higher Education Consortium in the early 1970s. Mr. Gipp served as president of United Tribes Technical College from 1977 to 2015, and he served as executive director of AIHEC in the 1970s and chaired the AIHEC board of directors four times from the late 1970s to 2003.

President Bordeaux also provided remarks and shared a prayer and song in their honor.

President Yarlott declared the meeting in recess at 1:42 pm. The meeting resumed at 1:57 p.m.

IV. SECRETARY'S REPORT

President McDonald briefly reviewed the 2020 Summer Board of Directors meeting minutes, as well as the final 2020 September Executive Committee meeting minutes.

MOTION:

President McDonald moved [seconded by President Guy] to approve the 2020 Summer Board of Directors meeting minutes.

OUTCOME:

The motion was agreed to by voice vote.

MOTION:

President McDonald moved [seconded by President Vermillion] to accept the 2020 September Executive Committee meeting minutes.

OUTCOME:

The motion was agreed to by voice vote.

V. TREASURER’S REPORT

Tina Cooper, Vice President of Finance & Administration, on behalf of the Finance and Audit Committee Chair, President Guillory, provided a brief overview of the AIHEC fiscal year (FY) 2019 draft audit report (PowerPoint presentation), which had been sent to all board members via email previously. The draft audit includes a “clean and unmodified opinion” of AIHEC’s strong financial health, according to the audit firm.

Due to an increase in federal and private sector grants and contracts between FY18 and FY19, AIHEC realized a gain of \$280,000. AIHEC President & CEO Carrie Billy directed that 30 percent of this gain be deposited in the AIHEC Board Directed Fund, which brought the balance of this fund to \$509,000. The Board Directed Fund, together with the AIHEC Student Congress Endowment and the AIHEC Operating Fund compose the AIHEC investment portfolio, which is invested with Sovereign Finance according to the board approved investment strategy.

MOTION:

President Oltrogge moved [seconded by President McDonald] that the AIHEC Board of Directors accepts the draft fiscal year 2019 audit for the American Indian Higher Education Consortium (AIHEC), as reviewed by the Finance and Audit Committee.

OUTCOME:

The motion was agreed to by voice vote.

Todd Early, Chief Investment Officer, Sovereign Finance, presented a report on AIHEC’s investments, covering April 27, 2018 to October 14, 2020, with the following totals:

ACCOUNT REPORTS	MARKET VALUE
ASC ENDOWMENT	\$297,040.92
AIHEC BOARD DIRECTED FUND	\$480,419.05
AIHEC OPERATING RESERVE FUND	\$970,297.70
ALL ACCOUNTS	\$1,747,757.67

Mr. Early’s detailed report is included in the board book on pages 32-58.

Ms. Cooper noted that AIHEC pays organizational membership dues on behalf of the TCUs for a handful of organizations, including the Association of Public and Land-grant Universities, the American Council on Education, and the World Indigenous Nations Higher Education Consortium (non-WINHEC accredited members).

An AIHEC grants management report, outlining current grants and contracts, is included in the board book on pages 76-77.

Lastly, the Finance and Audit Committee welcomes President Burns, Leech Lake Tribal College (LLTC), as a new member of the committee.

VI. REMINDER ANNUAL REVIEW OF THE AIHEC CODE OF CONDUCT

Ms. Billy provided a brief review of the AIHEC Code of Conduct. Pursuant to board motion (Fall 2016), all board members and AIHEC staff must review the Code of Conduct annually and provide written acknowledgement of such review. In preparation of the board meeting, the Code of Conduct was sent via email to all members for their signature. A copy of the Code of Conduct is included in the board book on pages 79-81.

VII. PRESENTATIONS TO THE BOARD

AMERICAN INDIAN COLLEGE FUND

Cheryl Crazy Bull, American Indian College Fund (College Fund) President, provided a PowerPoint presentation along with a written report, which is included in the board book on pages 87-91. Ms. Crazy Bull's report focused on four key areas:

- Scholarships and resources to students to support persistence and completion.
- Mission-focused resources for TCUs that promote student success.
- Sustainability of AICF so that it can continue to meet its priorities.
- Public awareness and education.

President Crazy Bull noted that the College Fund has a variety of resources to support students, faculty, and TCUs on their website, www.collegefund.org, including covid-19 pandemic resources.

The College Fund will be supporting several virtual TCU tours, due to the pandemic. These tours will allow TCU students to participate in mentoring and internship opportunities.

The College Fund anticipates issuing about \$2.7 million in Full Circle scholarships this fall to TCU students and is providing TCUs with emergency aid to TCUs and students for basic needs and technology needs. AICF has a new "Transformative Response Aid" program for TCUs to support student enrollment and persistence, through which TCUs will be eligible for between \$25,000 and \$150,000 in funding. TCUs are encouraged to apply for this funding.

President Crazy Bull provided an update on the College Fund's work in early childhood education, which is a priority areas. Over the next few months, College Fund staff will be developing a strategic plan with the input of TCU presidents, to support child and family engagement during the covid-19 pandemic. Additionally, a new project will support five to ten TCU located in the northern Great Plains supporting environmental stewardship.

The College Fund encourages TCUs to apply for all available funding and resources, particularly in student retention.

BUREAU OF INDIAN EDUCATION (BIE)

Dr. Katherine Campbell, BIE Program Analyst, provided an update of Bureau activities, including:

- Monitoring of CARES Act, Higher Education Emergency Relief Funding: Per the agreement between the Assistant Secretary-Indian Affairs and the Department of Education, BIE is developing a plan to monitor BIE TCU CARES Act funding. A draft plan, which includes a budget template for CARES Act expenditures is currently under review by leadership. Once approved, the additional budget report will be required along with the TCU annual report to BIE.
- Reporting deadlines and forms: Dr. Campbell will send a reminder to TCUs regarding third-week enrollment reporting deadlines. Only two of 29 TCUs have submitted the required report. Additionally, BIE TCU annual reports are due at the end of December (2020 and BIE ISC Form 22 reports are due January 4, 2021).

Dr. Campbell will email all TCUs to solicit input on a standard continuing education unit (CEU) reporting form. The final CEU reporting form must be submitted to the Office of Management and Budget for standardization and finalization.

- Scholarship partnership: Under an existing partnership between the American Indian Graduate Center (AIGC) and BIE for scholarship administration, Dr. Campbell is discussing the development of a resource guide for career exploration and college pathways for K-12 students. AIGC is exploring the development of an app to serve as this resource guide which will be made available to BIE K-12 schools. Ms. Billy and President Crazy Bull said the College Fund has developed an informative and eye-catching student guide that could be used in this effort.
- BIE Strategic Plan, Goal 4: Dr. Campbell, along with Freda Gipp (Haskell Indian Nations University) and President Allison are proposing funding to support “reaching back” to students from middle schools through high school as part a “Postsecondary and Career Readiness” initiative.
- BIE Website: The BIE has a new website. Dr. Gipp will serve as the webmaster to upload resources for TCUs and students.

WHITE HOUSE INITIATIVE ON AMERICAN INDIAN AND ALASKAN NATIVE EDUCATION WHIAIANE
 Ron Lessard, Acting Director of the WHIAIANE, was unable to join the meeting to provide an update. An update will be given during the 2021 AIHEC Spring Board of Directors meeting.

FALCON-LAND GRANT

A written report was included in the board book on pages 98-99.

AIHEC TRIBAL COLLEGES AND UNIVERSITIES LIBRARIANS’ ASSOCIATION

A written report was included in the board book on pages 100-105.

President Yarlott declared the meeting in recess at 2:59 pm. The meeting resumed at 3:10 p.m.

VIII. AIHEC CENTRAL OFFICE REPORT

AIHEC QUARTERLY REPORT, ANNOUNCEMENTS AND NEW GRANTS

Ms. Billy provided a brief update on AIHEC activities and initiatives, beginning with a review of the

2021- 2026 strategic plan, which was distributed to all board members prior to the meeting. The new plan expands AIHEC’s strategic goals to six goals, with 23 sub-goals. Board members were invited to provide feedback. Ms. Billy noted that the plan will be discussed in greater detail during the next bi-weekly TCU presidents webinar.

During the opening plenary session, Patrese Atine, AIHEC Director of Congressional and Federal Relations, provided a legislative update with an overview of legislative initiatives, reauthorizations, and ongoing federal funding requests. A summary of legislative issues is included in the board book on pages 107-11 and 128-167.

In addition to specific funding requests in federal covid-19 relief legislation and AIHEC’s extensive work with several federal agencies on funding distribution, pandemic-related funding uses and reporting, and existing program implementation, another pandemic-related priority is the AIHEC Cyberinfrastructure (CI) Initiative. Before the onset of the pandemic, the AIHEC CI team had conducted a majority of TCU sight visits and conducted one TCU-wide comprehensive survey. Based on this work, the team made several recommendations, which AIHEC is sharing with Congress and the administration. Recently, the AIHEC CI team received additional funding from the National Science Foundation (NSF) to do further strategic planning, data review, and research. Shortly after the board meetings TCUs will receive an additional CI survey, which will assist with advocacy and next steps in the overall initiative. A report on the AIHEC CI initiative and study is included in the board book on pages 111-112.

AIHEC is continuing to build its internal capacity as part of the “Intermediaries for Scale” project funded by the Bill and Melinda Gates Foundation. The goal of this multi-year initiative is Native student success and completion – at scale -- at TCUs, Alaska Native and Native Hawaiian Serving Institutions, and Native American Serving non-Tribal Institutions. The foundation of this work is a Native student success research project, funded by the Lumina Foundation. Regina Sievert is leading the Intermediaries for Scale initiative, and Daphne Littlebear is leading the student success research project.

Ms. Billy provided additional updates on Native health research projects, land-grant programs, virtual summer internships for TCU students, and VISTA placements.

AIHEC welcomed two new staff members: Frans Klinkenbergh, Manager of Finance & Accounting, and Kathy DePalma, Operations Specialist.

The AIHEC Board Report is included in the board book on pages 107-171.

B. UPCOMING MEETINGS AND GENERAL INFORMATION

2021 AIHEC Legislative Summit *(February 23 to March 12)*

The annual 2021 AIHEC Legislative Summit will be held virtually from late February to mid-March. General sessions, which are open to all TCU participants, will take place February 23 to 25, with a closing session on March 12. Delegation meetings will be scheduled from March 1 to March 12.

2021 Annual Student Conference and Basketball Tournament

The Annual Student Conference and Basketball Tournament have been canceled for 2021. The next AIHEC Student Conference is scheduled to take place in Albuquerque, NM in 2022. The 2022 AIHEC National Basketball Tournament has not been announced.

C. ANNOUNCEMENTS

There were no announcements.

IX. COMMITTEE REPORTS & MOTIONS

A. EXECUTIVE COMMITTEE: Elmer Guy, Vice-Chair

MOTION:

President Guy moved [seconded by President Martin] that the AIHEC Board of Directors amends the Mission Statement of the American Indian Higher Education Consortium to state:

AIHEC is the collective spirit and unifying voice of our nation's Tribal Colleges and Universities (TCUs). AIHEC provides leadership and influences public policy on American Indian and Alaska Native higher education issues through advocacy, research, and programmatic initiatives; promotes and strengthens Indigenous languages, cultures, communities, lands, and tribal nations; and through its unique position, serves member institutions and emerging TCUs.

OUTCOME:

The motion was agreed to by voice vote.

B. GOVERNANCE COMMITTEE: Elmer Guy

MOTION:

President Guy moved [seconded by President Bible] that the Board of Directors amends the AIHEC Bylaws as follows: "Insert the following new section 7.07 and redesignate the bylaws accordingly:

"Section 7.07. CONTINUITY WAIVER DURING NATIONAL EMERGENCY. In the case of a national natural or man-made emergency occurring during a board election year, the Board may waive a term limitation, if any, imposed on a sitting officer under section 6.02."

DISCUSSION: Ms. Billy stated that per AIHEC bylaws, the AIHEC board elects officers in every even-numbered year at the fall board meeting. All officers may serve an unlimited number of terms, except for the chair, who is limited to two consecutive terms under AIHEC's bylaws.

Although stable leadership is important for continuity and peace of mind during disruptive and chaotic times, the AIHEC bylaws prohibit either an extension of the current term or the re-election of a chair who is ending his second term. Further, the bylaws do not contain a provision allowing a waiver of certain provisions during an emergency. Colorado law, the state in which AIHEC is incorporated, allows a board to adopt or change bylaws during a national emergency, or waive certain provisions.

The relevant section of the AIHEC bylaws is **Section 6.02. ELECTION OF OFFICERS.**, which states that "officers of AIHEC shall be elected for a term of two years by the board of directors at the regular

fall meeting of each even-numbered year. In electing the officers of AIHEC, if not by acclamation, the board of directors may vote by secret ballot. The officers of AIHEC shall hold office and serve at the pleasure of the board of directors. Officers may be eligible for immediate re-election, except that the Chair shall serve no more than two consecutive terms.”

OUTCOME:

The motion was agreed to by voice vote.

C. RESEARCH COMMITTEE: Leander McDonald, Chair

Chair Election: The Research Committee re-elected Chairman Leander McDonald to serve as chair for an additional two-year term.

MOTION:

President McDonald moved [seconded by President Roessel] that the AIHEC Board of Directors directs the AIHEC Research and Innovation Team to explore the feasibility of a system of shared Tribal College and University courses, programs, degrees, faculty, and opportunities.

DISCUSSION: President McDonald said, “with the goal of furthering the development of the concept of a TCU-wide National Tribal University, AIHEC staff will identify and evaluate models for addressing the financial, accreditation, student management, transferability, and other issues associated with the coordinated delivery of online instructional and student support services to maximize the number and quality of programs and services available to students at every TCU.”

OUTCOME:

The motion was agreed to by voice vote.

MOTION:

President McDonald moved [seconded by President Gourneau] that the AIHEC Board of Directors approves the Memorandum of Agreement (MOA) on Data Sharing, for use between AIHEC and the individual Tribal Colleges and Universities and directs AIHEC staff to forward the MOA on Data Sharing to individual TCUs for approval and signing.

DISCUSSION: President McDonald said, “the original AIHEC AIMS data sharing MOA between AIHEC and the TCUs has expired. To protect the data provided by the TCUs to AIHEC via the TCUs' annual report (AIHEC AIMS) as well as supplemental surveys conducted by AIHEC and specify its use, a new MOA has been drafted. The new draft reflects updates to how AIHEC AIMS data is transferred to AIHEC and the addition of general data collected by AIHEC via methods such as e-mail and Survey Monkey surveys. It also includes a provision for increased AIHEC AIMS data sharing between TCUs. There have been increased requests made to AIHEC by TCUs for other TCUs' data. The new draft MOA requests that each TCU designate data from AIHEC AIMS that can be shared internally between TCUs solely to benchmark.”

OUTCOME:

The motion was agreed to by voice vote.

D. TRIBAL COLLEGE ADVISORY BOARD COMMITTEE: Raymond Burns, Chair

Chair Election: The Advisory Board elected Raymond Burns, Leech Lake Tribal College, to be the new Chairman of the TCJ Advisory Board and thanked outgoing chair Pearl Brower, Iḷisaḡvik College, for her tireless years of service.

MOTION:

President Burns moved [seconded by President Vermillion] that the AIHEC Board of Directors approves the following resolution honoring Rachael Marchbanks, retired Tribal College Journal Publisher, for her years of service:

**Resolution Honoring Longtime *Tribal College Journal* Employee and Former Publisher
Rachael Marchbanks**

WHEREAS, Rachael Marchbanks dutifully served *Tribal College Journal* and the American Indian Higher Education Consortium for more than 20 years;

WHEREAS, Rachael displayed insight, creativity, leadership, collegiality, and a strong work ethic, going above and beyond her stated duties;

WHEREAS through her tireless work on behalf of the *Tribal College Journal* and AIHEC, Rachael progressed from office assistant to the publisher, helping shape TCJ into the media organization it is today;

WHEREAS, her colleagues and friends in the Tribal College family wish her all the best in future endeavors; and

WHEREAS, the COVID-19 pandemic and cancellation of all in-person meetings inhibited TCJ and AIHEC from recognizing Rachael's service at the time of her retirement in February 2020;

NOW, THEREFORE, BE IT RESOLVED, that the AIHEC Board of Directors recognizes and honors Rachael Marchbanks for her service to *Tribal College Journal* and tribally controlled higher education.

OUTCOME:

The motion was agreed to by voice vote.

E. STUDENT ACTIVITIES COMMITTEE: Robert Martin, Chair

Chair Election: The Student Activities Committee re-elected Chairman Robert Martin to serve as chair for an additional two-year term.

MOTION:

President Martin moved [seconded by President Roessel] that the Board of Directors approves of the nomination of Melissa Peters, Institute of American Indian Arts, as the Southwest Region Representative on the AIHEC Student Conference Commission.

DISCUSSION: President Martin stated that "to maintain institutional knowledge and equality in the rules and coordination of the AIHEC Student Conference, the AIHEC Student Conference Commission must have a representative from each of the five regions that host the conference."

OUTCOME:

The motion was agreed to by voice vote.

MOTION:

President Martin moved [seconded by President Bible] that the Board of Directors commends and thanks retiring AIHEC Athletic Commissioner Gerald Stiffarm, Aaniiih Nakoda College, for his ten years of service on the AIHEC Athletic Commission.

DISCUSSION: President Martin stated that “after serving on the AIHEC Athletic Commission for ten years, Mr. Stiffarm will retire from Aaniiih Nakoda College in December 2020. Commissioner Stiffarm worked tirelessly with both his student-athletes at Aaniiih Nakoda College and the student-athletes at every TCU. He was integral in the inclusion of the spiritual and ethical aspects of the AIHEC Athletic Commission Constitution and Bylaws.”

OUTCOME:

The motion was agreed to by voice vote.

F. MEMBERSHIP & ACCREDITATION COMMITTEE:

The Committee has no motions to forward to the full Board. Three items are of note:

1. The Committee re-elected Chairman Robert Bible to serve as chair for an additional two-year term.
2. **Denali College (Fairbanks Alaska):** Earlier this year, AIHEC received an application for AIHEC membership as a Developing/Emerging Member from Denali College (Tanana Chiefs Council, on behalf of 41 regional tribes).

The Committee has deferred consideration of the application to the Spring 2021 meeting of the Membership & Accreditation Committee and is extending an invitation to Denali College leadership to meet with the Committee at that time, in person or virtually, to discuss its desire to be a Developing/Emerging Member of AIHEC.

3. **Bacone College (Muscogee, Oklahoma):** In October 2019, AIHEC received an application for AIHEC membership as a Regular Member from Bacone College.

Committee Motion (no board action needed): Pursuant to the AIHEC bylaws and processes set forth in the AIHEC Membership Handbook, the Membership and Accreditation Committee declines to advance to the full Board of Directors the Regular Member Application of Bacone College and refers the application back to Bacone College leadership for consideration, with an offer to provide technical assistance from AIHEC.

Statement of Purpose: Bacone College, a private liberal arts college located in Muskogee, Oklahoma, is an accredited institution of higher education, currently on probation with the Higher Learning Commission (HLC). Bacone College’s membership application was received by AIHEC on October 15, 2019.

Based on a review of the AIHEC criteria, application materials, site visit report, staff research, and follow-up information requests and discussions, the Membership & Accreditation Committee has determined that while Bacone College fully meets three of the six requirements for regular membership within AIHEC, compliance with key AIHEC criteria has not been demonstrated. Therefore, the Membership & Accreditation Committee declines the Bacone College application.

Overview of Application Consideration: The AIHEC bylaws state that a regular member shall be a tribally controlled institution of higher education that meets six essential criteria:

- **Criterion 1:** Is a subdivision of a government of a federally recognized American Indian tribe, Alaska Native Village, or Alaska Native corporation or has been chartered, sanctioned, or formally established by a federally recognized tribal government or Alaska Native village, or Alaska Native corporation (*not achieved*);
- **Criterion 2:** Has a governing composed solely of American Indian or Alaska Native members, except in those cases where the charter of the Tribal College authorizes a majority of such members (*achieved*);
- **Criterion 3:** Primarily serves an American Indian or Alaska Native community or communities (*partially evidenced*);
- **Criterion 4:** Has a majority of full-time equivalent American Indian or Alaska Native students (*achieved for the academic year 2019-2020*);
- **Criterion 5:** Demonstrates that it is fulfilling the goals and purposes for which it has been established, sanctioned, or chartered and is adhering to an educational plan of operation, including sound strategic and educational planning, management systems, and financial systems; (*partially evidenced*); and
- **Criterion 6:** Is accredited or a candidate for accreditation by a regional institutional accrediting association recognized by the U.S. Secretary of Education (*achieved – on probation*).

Criterion 1 (Tribal Authority and Control) is of paramount concern to the committee: Neither Bacone College nor a tribal government has demonstrated that the college has the Tribal support and control required for regular membership (e.g. subdivision of a tribal government, accountable to tribal council, full tribal control over governing board, tribal college charter). However, Bacone has received five tribal resolutions expressing the desire to “charter” Bacone College or stating that the tribe is chartering the college. The five tribes issuing the resolutions are federally recognized:

- United Keetoowah Band of Cherokee Indians in Oklahoma
- Osage Nation
- Otoe-Missouria Tribe of Indians
- Cheyenne and Arapaho Tribes
- Kiowa Tribe.

The five resolutions fall short of an institution of higher education charter and do not demonstrate ownership or control. Several of the charters specifically state that the tribe is making no financial commitment to the college and that a primary purpose of the “charter” is to receive federal operating funding as a tribal college.

The tribe on whose land Bacone College is located, the Muscogee Creek Nation, has not issued a charter or passed a resolution regarding Bacone College.

In addition to the fundamental issue of tribal control, Bacone College must address financial and accreditation issues and should more fully align its programs and services to the needs of local or regional tribal nations.

X. ELECTION OF AIHEC OFFICERS

As required under AIHEC bylaws, the Election of Officers occurred with the following results:

NOMINATION:

President Martin moved [seconded by President Roessel] that the Board of Directors re-elects David Yarlott Jr., as the Chair of the Board.

CLOSE:

President McDonald moved [seconded by President Bible] that nominations for Chair are closed.

David Yarlott Jr. was re-elected as Chair of the Board by acclamation.

NOMINATION:

President Roessel moved [seconded by President Bible] that the Board of Directors re-elects Elmer Guy, as the Vice-Chair of the Board.

CLOSE:

President McDonald moved [seconded by President Burns] that nominations for Vice-Chair are closed.

Elmer Guy was re-elected as Vice-Chair of the Board by acclamation.

NOMINATION:

President Martin moved [seconded by President Guy] that the Board of Directors re-elects Leander McDonald, as the Secretary of the Board.

CLOSE:

President Roessel moved [seconded by President Robertson] that nominations for Secretary are closed.

Leander McDonald was re-elected as Secretary of the Board by acclamation.

NOMINATION:

President Oltrogge moved [seconded by President Robertson] that the Board of Directors re-elects Justin Guillory, as the Treasurer of the Board.

CLOSE:

President Roessel moved [seconded by President Guy] that nominations for Treasurer are closed.

Justin Guillory was re-elected as Treasurer of the Board by acclamation.

Votes for Member-at-Large were not needed. Cynthia Lindquist remains in this position.

XI. NEW BUSINESS

There were no action items for New Business.

XII. ADJOURNMENT

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

President Guy offered a closing prayer.

Accordingly, the meeting adjourned at 4:19 pm EDT.

Minutes prepared by AIHEC staff.

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

2021 Spring BoD Meeting

Executive Committee Minutes:

October - November 2020
&
January - March 2021

DRAFT:

**MINUTES OF THE AIHEC 2020 OCTOBER EXECUTIVE COMMITTEE MEETING
Wednesday, October 14, 2020**

I. CALL TO ORDER

AIHEC Vice-Chair, President Elmer Guy, called the October 2020 meeting of the AIHEC Executive Committee to order at 12:06 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 (joined after the roll call)

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 October 2020 executive committee meeting.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW & APPROVAL OF THE SEPTEMBER 2020 COMMITTEE MINUTES

MOTION:

President McDonald moved [seconded by President Guy] to approve the September 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 opening plenary session for the upcoming board of directors meeting, scheduled for tomorrow, Thursday, October 15, 2020.

V. AIHEC Fall BoD Meeting Overview & Review of Issues to Discuss

SCHEDULE OF EVENTS

All committee meetings have been successfully concluded. The opening plenary session will be held tomorrow, with one guest speaker, Director Micker Richardson, National American Indian/Alaska Native Head Start Collaboration Office. The board of directors meeting will be held the following day, Friday, October 16. Agendas for both meetings are included in the meeting packet.

AIHEC OFFICER ELECTIONS

Under the AIHEC bylaws (section 6.02), the election of AIHEC officers is to occur during the regular fall meeting of each even numbered year. Officers may be immediately reelected, except that the Chair may serve no more than two consecutive terms. As discussed during previous committee meetings, the change from in-person meetings to virtual meetings and the pressures of the ongoing COVID-19 pandemic on Tribal Colleges and the AIHEC organization make leadership changes particularly challenging at this time. However, because Chair Yarlott's second 2-year term ends this year, he is ineligible for re-election under the current bylaws. AIHEC staff have consulted with other national organizations and AIHEC's attorney regarding this issue and propose amending the bylaws in one of two ways:

- (a) Remove the term limit on the chair's term. (Ms. Billy favors this approach, as a vote on an officer's position every two years has been proven to be an effective means of limiting officer terms.)
- (b) Add an "emergency clause" to the bylaws, which allows the limited waiver of officer term limits during a pandemic or other national emergency.

The committee discussed the critical need for continuity and stability in leadership during this unprecedented global pandemic. President Yarlott stated that he would agree to serve another term if re-elected by the Board, but the decision on this issue must be entirely the Board's decision. He recused himself from voting on this issue.

MOTION:

President Martin moved [seconded by President McDonald] to forward a recommendation to the AIHEC Governance Committee that the AIHEC bylaws be amended to allow the board chair to stand for re-election to serve another term, notwithstanding any term limit specified in the bylaws, due to the global pandemic.

OUTCOME:

The motion was agreed to by voice vote. Subsequently, the AIHEC Governance Committee discussed the matter and approved the motion to amend the AIHEC bylaws to include a limited emergency waiver of officer term limits in the case of a national emergency or pandemic.

PRESIDENTIAL TRANSITION DOCUMENT

Ms. Atine presented the AIHEC Priorities for Presidential Transition document, which includes TCU priorities for federal funding and executive branch action, from "Day One" proposals to longer term strategies. The presidential election is scheduled for November 3, 2020 following a contentious campaign season between President Donald Trump and former Vice President Joe Biden. The document will be presented to during the board meeting. The document is in the meeting packet beginning on page 9.

DRAFT AIHEC STRATEGIC PLAN

Ms. Billy briefly explained that the draft AIHEC Strategic Plan for 2020-2025 has been reviewed and refined extensively by AIHEC staff. Updates include minor changes and clarifications to the AIHEC mission statement, refinement of several plan subgoals, deletion of repetitive subgoals (and integration of similar subgoals), technical corrections, staff position and responsibilities, timelines and metrics for each goal, and the addition of several subgoals including Land-grant specific subgoals. Overall, the six goals of the strategic plan remain the same. There are 23 subgoals within the plan.

MOTION:

President Lindquist moved [seconded by President Bible] to approve the changes to the AIHEC mission statement and draft strategic plan and to forward the mission statement and a summary of the strategic plan to the Board for approval.

OUTCOME:

The motion was agreed to by voice vote.

VI. TCU and AIHEC Central Office Updates & Issues
MENTORS FOR THE NEW PRESIDENTS

Ms. Billy noted that over the past three years, TCU governing boards have appointed 22 new acting and permanent TCU presidents. With so many new presidents, Ms. Billy discussed the difficulty of identifying TCU presidents to serve as assigned mentors for the new presidents, as had been done previously. However, informal conversations with new presidents demonstrate an interest in mentoring and advice. Committee members discussed the issue and determined that because the TCU presidents have a solid network within the AIHEC system, which allows presidents to email, call, and chat with one another at any time, formally assigning mentors to new TCU presidents is not necessary at this time. However, the offer for mentorship could be discussed during future new TCU presidents meetings.

VII. Miscellaneous & New Business

VIII. ADJOURNMENT

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 1:14 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

April 20, 2021

Date

MINUTES OF THE AIHEC 2020 NOVEMBER EXECUTIVE COMMITTEE MEETING
Tuesday, November 24, 2020

I. CALL TO ORDER

AIHEC Chair, President Yarlott, called the November 2020 meeting of the AIHEC Executive Committee to order at 2:04 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 (joined after the roll call)

No members were absent, and 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 November 2020 Executive Committee meeting.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW & APPROVAL OF THE OCTOBER 2020 COMMITTEE MINUTES

President McDonald presented the draft minutes for the October 2020 committee meeting.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES
PRESIDENTIAL TRANSITION TEAM OUTREACH & MEETINGS

Ms. Billy and Ms. Atine informed the committee that they have been in touch with members of the Biden-Harris transition team regarding Tribal College and University (TCU) priorities and have meetings scheduled with the Education, Interior, and Native American Cross-cutting teams. They also have reached out to the Agriculture team. Ms. Billy asked the North Dakota TCUs to contact former Senator Heidi Heitkamp, a potential nominee for USDA Secretary, and share TCU/1994 Land-grant priorities with a focus on funding inequities within the national Land-grant system.

1994 LAND-GRANT ADVOCACY: APLU FY2022 APPROPRIATIONS REQUESTS

Ms. Atine stated that through AIHEC, all TCUs are members of the Association of Public & Land-Grant Universities (APLU). APLU develops annual Land-grant appropriation requests through an internal

process of review and approval by several APLU committees. In past years, APLU appropriations requests did not match AIHEC targeted funding levels for 1994 Land-grant programs. This was a key factor in AIHEC's decision to forgo APLU membership for several years; however, at the beginning of 2019, AIHEC rejoined APLU with a collaborative spirit. AIHEC participated in the development of the APLU FY2021 funding requests, in which APLU considered a uniform 5 percent increase for all Land-grant programs, including 1994 programs. During the internal APLU discussions, AIHEC Land-grant Director, John Phillips, urged APLU to include targeted funding requests developed by AIHEC for the 1994 Land-grant programs rather than a minimal 5 percent increase. APLU approved the request and agreed to include AIHEC-developed funding requests in the FY2021 advocacy efforts.

In developing FY2022 funding requests this year, APLU is again considering an across-the-board increase of 5 percent for all Land-grant programs. Additionally, APLU is using a "unified ask" approach that consolidates funding for most Land-grant programs into a set of targeted top line requests. APLU believes that Congressional staff may find a small set of "asks" more acceptable than a long list of requests for dozens of individual programs. During the internal APLU development process for FY2022, Mr. Phillips again explained that a uniform 5 percent increase will not benefit 1994 Land-grant institutions due to historic and chronic underfunding of their programs. APLU leadership requested that Mr. Phillips present the APLU proposal to the AIHEC Executive Committee for consideration. After a brief discussion, the committee agreed that a 5 percent increase would undermine the growth of 1994 Land-grant programs and directed AIHEC staff to go back to APLU with a request that the organization adopt the AIHEC-developed funding requests. If this failed, the overall APLU request would be silent on 1994 programs, leaving AIHEC to advocate for separate 1994 program requests.

COVID-19 FUNDING & REPORTING ISSUES

The Department of Education (ED) has developed a draft annual reporting format for COVID-19/CARES Act funding and has requested feedback on the document. Ms. Billy will email the draft reporting document to TCU presidents to share with staff responsible for reporting and that staff send any comments or concerns to AIHEC. AIHEC will consolidate TCU comments and share them with ED. The draft document is included in the meeting packet.

V. TCU AND AIHEC CENTRAL OFFICE UPDATES & ISSUES

TWO NSF GRANT PROPOSAL PARTNERSHIP REQUESTS

Recently, AIHEC received two requests to participate in two large National Science Foundation (NSF) INCLUDES grant applications. The request for AIHEC involvement apparently stems from NSF staff recommendations, rather than the grant applicants themselves. The requests are:

- *University of Arizona & University of California Berkeley: "Broadening Career Pathways in Food, Energy, and Water Systems (FEWS) with and within Native American communities – Native FEWS Alliance."*
- *American Indian Science & Engineering Society (AISES) INCLUDES full proposal (following an AISES INCLUDES planning grant).*

AIHEC staff are not in agreement on a recommendation for AIHEC involvement in the grant applications; however, AIHEC will continue working with AISES and the two universities with the goal of ensuring that TCUs are equitably included in the proposals. Should negotiations proceed favorably, AIHEC staff will inform the committee and request a motion of support.

WINHEC ANNUAL MEETING

The 2020 annual meeting of the World Indigenous Nations Higher Education Consortium (WINHEC) is currently underway. The meeting, which is being held virtually, began on November 23, and concludes

on November 27. Australia is hosting this year's meeting, and Canada is scheduled to organize next year's meeting (2021). President Guy continues to serve as the WINHEC Executive Co-Chair.

Yesterday, Ms. Billy participated in sessions regarding the establishment of research standards for the World Indigenous Nations University (WINU) and WINHEC publications. AIHEC prepared the TCU presentation for the WINHEC opening ceremony, which President Guy co-led, and Ms. Billy will provide the annual TCU report with Ms. Roxanne DeLille from Fond du Lac Tribal and Community College. During the WINHEC accreditation meeting, Ms. Billy learned of an issue regarding lapsed TCU accreditation. Four TCUs have obtained WINHEC accreditation, which is granted for a 10-year period, but accreditation has expired for two TCUs. Additionally, the two TCUs have not paid WINHEC dues for the past several years. Ms. Billy believes turnover in TCU leadership and lack of historical knowledge regarding WINHEC may have caused this lapse. She will follow-up with these TCUs individually.

VI. MISCELLANEOUS & NEW BUSINESS

AMICUS BRIEF REQUEST

AIHEC has been asked to submit an amicus brief to an appeal of a federal lawsuit brought by former Havasupai Elementary School students against the Bureau of Indian Education. Students' attorneys said by email (included in the meeting packet) that AIHEC could provide a perspective on the need for American Indian/Alaska Native students to "matriculate well-prepared for postsecondary education."

While AIHEC has submitted and joined other amicus briefs, the cases were centered on issues specific to higher education. Each amicus brief involves a significant financial commitment in addition to substantial staff work. Ms. Billy and Ms. Atine recommended that AIHEC remain focused on higher education issues, as involvement in one K-12 issue could lead to involvement in a continuously growing list of other K-12 issues. President Yarlott shared concerns that AIHEC staff resources may not allow for AIHEC involvement at this time. Since this is an education issue potentially impacting many tribes, President McDonald suggested that AIHEC contact the National Congress of American Indians (NCAI) to ask whether they are planning to be involved. Instead of submitting a separate amicus brief, AIHEC may be able to provide supportive information to be included in an NCAI brief. AIHEC will consult with NCAI and the National Indian Education Association (NIEA) regarding this issue.

VII. ADJOURNMENT

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 3:20 pm ET.

Minutes prepared by AIHEC staff.

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

Leander McDonald Digitally signed by Leander McDonald
Date: 2021.03.18 12:49:30 -05'00'

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

MINUTES OF THE AIHEC 2021 JANUARY EXECUTIVE COMMITTEE MEETING
Thursday, January 21, 2020

I. CALL TO ORDER

AIHEC President & CEO, Carrie Billy, called the January 2021 meeting of the AIHEC Executive Committee to order at noon ET. The roll was called with the following results:

Members Present:

Leander R. McDonald, Secretary & Research Committee Chair

Justin Guillory, Treasurer

Robert Martin, Student Activities Committee Chair

Members Absent:

David Yarlott, Jr., Chair

Elmer Guy, Vice-Chair

Cynthia Lindquist, Member-at-Large

Vacant, Membership & Accreditation (Position previously held by Robert Bible)

A quorum was not established.

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

117th Congress Priorities: Review & Discuss

Since all members were not present, and a quorum was not established, Ms. Billy led a quick discussion with the committee members present to make them aware of a few important items.

Ms. Billy reviewed the TCU Priorities for the 117th Congress for the upcoming 2021 AIHEC Virtual Legislative Summit. The priorities are as follows:

- 1) Equitable Funding for Tribal Higher Education (TCUs)
- 2) Separate TCU Executive Order, Permanently Authorized by Congress
- 3) Enact TCCUA & HEA Amendments
- 4) TCU "Build Better" Infrastructure Fund

For more details, please refer to pages 5 – 7 of the meeting packet.

COVID-19 Relief Funding: Inclusion of FDLTCC and IAIA

President Thomas Shortbull, Oglala Lakota College (OLC), has disputed the inclusion of several TCUs for COVID relief funding. An attorney for OLC has submitted several letters to the Bureau of Indian Education (BIE) claiming that CARES Act funding should only be provided to tribally controlled colleges funded by the BIE, which excludes: Fond du Lac Tribal and Community College (FDLTCC) and the Institute of American Indian Arts (IAIA). The Department of Interior, Officer of the Solicitor, is withholding all BIE funding for TCUs under the recently passed Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) until a decision is made regarding the eligibility of IAIA and FDLTCC. Once this is resolved, the \$163 million (estimated) provided through the BIE portion of the Education Stabilization Fund will be released.

COVID-19 Relief Funding: Availability of Department of Education "89 percent fund"

The Department of Education recently announced the availability of CRRSAA COVID relief funding. Ms. Billy and Ms. Atine provided a brief overview of authorized uses and spending timelines for these funds which are categorized as institutional aid and student aid. President McDonald and President Guillory shared some of the challenges encountered in planning and budgeting to effectively use funding before the expiration of funds. Ms. Billy and Ms. Atine will provide more information regarding all forthcoming CRRSAA funds for TCUs during the Bi-Weekly TCU Presidents COVID call scheduled to occur after this EC meeting.

Appointment of New Membership & Accreditation Committee Chair

Following the untimely passing of President Robert Bible, the members present briefly discussed the need to appoint a new chair for the Membership & Accreditation Committee. Several TCU presidents were discussed as potential individuals to serve in this role; however, the committee decided to revisit this topic at the next Executive Committee meeting.

2021 AIHEC Virtual Legislative Summit

Ms. Billy quickly reviewed page 9 of the meeting packet, which provides the schedule for the upcoming 2021 AIHEC Virtual Legislative Summit. TCUs will be asked to prepare TCU-specific advocacy materials for the upcoming meetings with congressional offices. The details of the advocacy materials will be discussed during the upcoming Bi-Weekly TCU President's COVID calls.

AIHEC Central Office Renovation: 2nd Floor

Ms. Billy mentioned that the AIHEC Central Office is currently undergoing construction to add an office to the 2nd floor for the growing AIHEC staff.

ADJOURNMENT

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

Minutes prepared by AIHEC staff.

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

Leander McDonald Digitally signed by Leander McDonald
Date: 2021.03.18 12:47:39 -05'00'

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

MINUTES OF THE AIHEC 2021 FEBRUARY EXECUTIVE COMMITTEE MEETING
Thursday, February 18, 2021

I. CALL TO ORDER

AIHEC Chair, David Yarlott Jr., called the February 2021 meeting of the AIHEC Executive Committee to order at 12:08 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

Cynthia Lindquist, Member-at-Large

Vacant, Membership & Accreditation (Position previously held by Robert Bible)

No members were absent, a quorum was established.

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

II. REVIEW & APPROVAL OF THE MEETING AGENDA

President Yarlott presented the agenda for the February 2021 executive committee meeting.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW & APPROVAL OF NOVEMBER 2020 MEETING MINUTES

President McDonald presented the meeting minutes for the November 2020 executive committee meeting.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

President McDonald presented the meeting minutes for the January 2021 and January special executive committee meetings.

MOTION:

President McDonald moved [seconded by President Lindquist] to approve the January 2021 meeting notes and the January Special executive 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 AIHEC bi-weekly TCU presidents' call, which will follow this meeting at 2:00 p.m. ET. The following items were briefly discussed:

- **Fiscal Year 2021 Reconciliation Bill**

Congress is working on a reconciliation bill that will fund the next COVID-19 relief package. The House recently passed its version of the bill. The Senate is beginning to draft its version now. AIHEC submitted specific requests for TCU funding and TCU-related program clarifications. Several of our requests were included in the House bill.

- **BIE Stabilization Fund:** Under the House version of the bill (which was negotiated with the Senate, according to staff), the BIE will receive \$850 million to be available “until expended,” which will provide up to five years for recipients to spend the funding. This was a top request of AIHEC. However, the bill does not specify a funding split between BIE K-12 schools and TCUs, as was done under CRRSAA (TCUs: 40 percent; K-12: 60 percent). Reports to AIHEC indicate that the 40/60 split language would not be included due to concerns regarding increasing BIE administrative cost and the desire of Congress to give the new Biden Administration flexibility in program administration. .
- **ED HEERF:** TCUs will receive funding from two programs under the Higher Education Emergency Relief Fund. The “91 percent fund” provides direct grants to institutions of higher education according to a nationwide formula based on student enrollment. The “MSI fund” provides additional funding to Higher Education Act-Title III and Title V institutions, with a specific portion for TCUs. AIHEC is advocating for an extended spend out period for MSI TCU funds; however, this language is not included in the bill at this time, due to limitations imposed by the rules governing the reconciliation process.

- **FY2022 AIHEC Appropriations Requests**

An overview of the status of AIHEC’s TCU FY2022 appropriations requests, along with funding request levels, is provided in the meeting packet. A summary of this information will be provided during the AIHEC bi-weekly TCU presidents’ call, which will follow this meeting. (Pages 14-16 in the meeting packet.)

- **National TCU Week Resolution (March 1-5, 2021)**

AIHEC is working with members of the Senate and House of Representatives to introduce resolutions declaring the first week of March as “National Tribal Colleges and Universities Week.” More information regarding the dates of introduction will be sent by email.

- **BIE CRRSAA Listening Sessions**

The Bureau of Indian Education (BIE) is hosting two listening sessions to receive tribal leader and stakeholder input regarding the use of a BIE 10 percent set aside (\$40.94 million) of the BIE portion of CRRSAA funds (\$409.4 million). AIHEC is requesting that TCU presidents participate in one of the listening sessions (February 24 or February 25). (Pages 8-10 in the meeting packet.)

- **National Telecommunications and Information Administration (NTIA) Tribal Broadband Program Listening Sessions**

Under CRRSAA, \$1 billion is provided for Tribal broadband needs through NTIA. AIHEC participated in the NTIA listening session on February 5, 2021 and met with NTIA staff to request a TCU set aside to support TCU-specific broadband needs. The new program covers only installation of hardware and does not include ongoing service costs. To meet these ongoing service needs of all TCUs, AIHEC is requesting an annual \$24 million TCU IT Service Fund from USDA.

V. 2021 VIRTUAL AIHEC LEGISLATIVE SUMMIT & OVERVIEW OF SCHEDULE

An overview of the 2021 Virtual AIHEC Legislative Summit will be provided during the AIHEC bi-weekly TCU presidents’ call, which will follow this meeting.

VI. TCU & AIHEC CENTRAL OFFICE UPDATES & ISSUES

- **Native American Rights Fund (NARF) Amicus Brief**

In follow-up to the November 2020 committee meeting, the Native American Rights Fund (NARF) has offered to serve as AIHEC counsel in submitting an amicus brief in an appeal of a federal lawsuit involving former Havasupai Elementary School students against the BIE. Ms. Billy is working with Melody McCoy, NARF Staff Attorney, on this matter, which NARF will handle on a pro bono basis. NARF will forward drafts of the amicus brief to AIHEC as they are developed. AIHEC is pleased to be able to submit an amicus brief in this case involving the federal government's negligence in funding K-12 American Indian and Alaska Native education.

Ms. Billy shared that staff are exploring the possibility of a different type of lawsuit against the federal government, which would involve disproportionate funding by the U.S. Department of the Interior to TCUs. Recently, a group of historically black colleges and universities (HBCUs) in Maryland settled a lawsuit with the state alleging funding inequities, and more specifically, state support for duplicative programs at the state's "mainstream" institutions of higher education, which syphoned away students from HBCUs and diverted funding from existing (and therefore potentially more cost-effective) HBCU programs. This matter is at the early exploratory stages, and staff will update the committee as developments warrant.

- **2021 AIHEC Spring Board of Directors Meeting**

The draft schedule of the 2021 AIHEC Spring Board of Directors meeting is included in the meeting packet on page 17. A final schedule will be posted online and disseminated when all committee meeting dates and times are confirmed. The committee approved the meeting dates during our January meeting, but a quorum was not present.

- **Presenter Applications**

AIHEC received presentation applications from four firms involved in higher education. A review of the applications determined all presentation applications were for the purposes of marketing and sales. The committee declined all presenter requests and recommended the presenters reach out to TCUs individually to introduce their products.

- **Appointment of New Membership & Accreditation Committee Chair**

During the January meeting, committee members recommended that President Sandra Boham, Salish Kootenai College (SKC), be asked to serve as the new chair of the AIHEC Membership and Accreditation Committee. Ms. Billy will follow-up on this request.

- **AIHEC Staff Updates**

Regina Sievert, Executive Director of Innovation and Research, recently resigned from her position at AIHEC to return to the National Science Foundation (NSF) as the new NSF TCUP Program Director. Prior to Dr. Sievert's departure, Natasha LaRose was hired as a Project Assistant within AIHEC's Bill and Melinda Gates Foundation's Intermediaries for Scale initiative. AIHEC is recruiting to fill Dr. Sievert's position and will be challenged to find someone of her caliber and commitment.

VII. **ADJOURNMENT**

MOTION:

President Martin moved [seconded by President McDonald] that the February 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 ET.

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

Leander McDonald Digitally signed by Leander McDonald
Date: 2021.03.18 12:50:35 -05'00'

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

MINUTES OF THE AIHEC 2021 MARCH EXECUTIVE COMMITTEE MEETING
Thursday, March 18, 2021

I. CALL TO ORDER

AIHEC Chair, David Yarlott Jr., called the March 2021 meeting of the AIHEC Executive Committee to order at 12:05 pm ET. The roll was called with the following results:

Members Present:

David Yarlott, Jr., Chair

Leander R. McDonald, Secretary & Research Committee Chair

Justin Guillory, Treasurer

Robert Martin, Student Activities Committee Chair

Cynthia Lindquist, Member-at-Large

Vacant, Membership & Accreditation (Position previously held by Robert Bible)

Member Absent:

Elmer Guy, Vice-chair

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

II. REVIEW & APPROVAL OF THE MEETING AGENDA

President Yarlott presented the agenda for the March 2021 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 FEBRUARY 2021 MEETING MINUTES President McDonald, Secretary, presented the meeting minutes for the February 2021 executive committee meeting.

MOTION:

President McDonald moved [seconded by President Lindquist] to approve the February 2021 committee minutes.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

Ms. Atine provided an update on upcoming legislation specific to MSIs and TCUs.

Updates included:

- Reintroduction of the Native VetSuccess at Tribal Colleges and Universities Pilot Program, which was introduced by Rep. Gallego (D-AZ) and endorsed by AIHEC during the 116th Congress.
- House Committee on Science, Space, and Technology leadership is preparing to introduce legislation to reauthorize National Science Foundation programs, including the Tribal College and Universities Program. AIHEC has been working with committee staff on TCU-related issues, including working to expand authorized activities and funding levels.
- Senator Smith (D-MN) is developing legislation to support strategies for inclusion of American Indians and Alaska Natives histories and cultures being taught in the nation's K-12 schools.
- Senator Roger Wicker (R-MS) introduced the Improving Participation and Careers in Telecommunication (IMPACT) Act, with input from AIHEC. The bill will create a \$100 million

competitive grant program for Historically Black Colleges and Universities, TCUs, and Minority-Serving Institutions to develop job training programs to educate and train students to participate in the telecommunication workforce.

MOTION:

President McDonald moved [seconded by President Martin] to support the Improving Participation and Careers in Telecommunications (IMPACT) Act.

OUTCOME:

The motion was agreed to by voice vote.

Regarding the various covid-19 relief funds provided by the Department of Education (ED), ED plans to release information soon to help institutions of higher education document lost revenue expense and make other clarifications. During a meeting between ED officials and MSI organizations (AIHEC, HACU, and APIA Scholar), the question was asked whether relief funds could be used for construction, a point of clarification on which AIHEC has advocated vigorously. ED officials said relief funding cannot be used for construction purposes; however, AIHEC will continue advocating for the allowance of construction with relief funds.

AIHEC continues to work with BIE on the administration of \$15 million in construction funding for TCUs provided through FY 2021 appropriations. From AIHEC's viewpoint, the BIE's interpretation does not fully align with Congress's intent in providing the funds. AIHEC believes the funds were made available for construction purposes. However, the BIE is interpreting the bill's accompanying report language to indicate that the funding is solely for facilities operations and maintenance, not new construction. AIHEC is working with Congressional staff and the BIE to resolve this issue.

V. TCU & AIHEC CENTRAL OFFICE UPDATES & ISSUES

2021 AIHEC SPRING BOARD OF DIRECTORS MEETING

The upcoming 2021 AIHEC Spring Board of Directors meeting was scheduled for April 14, 2021. However, the committee determined that due to multiple scheduling conflicts, the date of the board meeting will be changed to April 23, 2021. The accompanying committee meetings will be held on various dates prior to the April 23 board meeting.

2021 AIHEC SUMMER BOARD OF DIRECTORS MEETING

The 2021 AIHEC Summer Board of Directors meeting will be held in July. The committee will further discuss specific July dates after the Spring Board of Directors meeting.

VI. MISCELLANEOUS & NEW BUSINESS

Dr. Monte Randall has assumed the position of President of the College of Muscogee Nation as of March 8, 2021. An official announcement from the college will be released soon.

VII. ADJOURNMENT

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 1:40 pm ET.

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

2021 Spring BoD Meeting

Treasurer's Report



AUDIT REPORT

**FINANCIAL AND FEDERAL AWARD
COMPLIANCE EXAMINATION**

FOR THE YEAR ENDED SEPTEMBER 30, 2020

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

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CONSOLIDATED FINANCIAL STATEMENTS



**AMERICAN INDIAN HIGHER EDUCATION
CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**FOR THE YEAR ENDED SEPTEMBER 30, 2020
WITH SUMMARIZED FINANCIAL
INFORMATION FOR 2019**

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
American Indian Higher Education Consortium
Alexandria, Virginia

To the Board of Trustees
American Indian Higher Education Consortium Real Estate Investment Trust
Alexandria, Virginia

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of the American Indian Higher Education Consortium (AIHEC) and the American Indian Higher Education Consortium Real Estate Investment Trust (the Trust), collectively, "the Entities", which comprise the consolidated statement of financial position as of September 30, 2020, and the related consolidated statements of activities and change in net assets, functional expenses and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of the Entities as of September 30, 2020, and the consolidated change in their net assets and their consolidated cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Entities' consolidated 2019 financial statements, and we expressed an unmodified audit opinion on those audited consolidated financial statements in our report dated December 30, 2020. In our opinion, the consolidated summarized comparative information presented herein as of and for the year ended September 30, 2019, is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The Consolidating Schedule of Financial Position, Consolidating Schedule of Activities and Consolidating Schedule of Change in Net Assets on pages I-(20 - 23), are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. The Schedule of Expenditures of Federal Awards on pages I-(24 - 26), as required by *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated , on our consideration of AIHEC's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of AIHEC's internal control over financial reporting or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering AIHEC's internal control over financial reporting and compliance.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS OF SEPTEMBER 30, 2020
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2019**

ASSETS		2020	2019
CURRENT ASSETS			
Cash and cash equivalents	\$	3,449,741	\$ 2,375,715
Investments		1,415,144	941,143
Accounts receivable		102,928	54,259
Grants receivable		1,053,561	1,226,245
Prepaid expenses		<u>47,760</u>	<u>53,495</u>
Total current assets		<u>6,069,134</u>	<u>4,650,857</u>
BUILDING, LAND AND EQUIPMENT			
Land		335,204	335,204
Buildings		541,296	541,296
Equipment		<u>71,454</u>	<u>71,454</u>
		947,954	947,954
Less: Accumulated depreciation		<u>(491,251)</u>	<u>(477,751)</u>
Net building, land and equipment		<u>456,703</u>	<u>470,203</u>
OTHER ASSETS			
Cash held for endowment		6,272	5,063
Investments held for endowment		<u>284,008</u>	<u>258,403</u>
Total other assets		<u>290,280</u>	<u>263,466</u>
TOTAL ASSETS	\$	<u>6,816,117</u>	\$ <u>5,384,526</u>
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Loan payable	\$	129,769	\$ -
Accounts payable		615,639	692,826
Accrued salaries and related benefits		256,615	246,028
Deferred revenue:			
Member dues		804,886	655,816
Contract		787,440	712,989
Subscription and advertising		115,290	47,939
Refundable advance		<u>25,703</u>	<u>2,370</u>
Total current liabilities		2,735,342	2,357,968
LONG-TERM LIABILITIES			
Loan payable, net of current		<u>83,191</u>	<u>-</u>
Total liabilities		<u>2,818,533</u>	<u>2,357,968</u>
NET ASSETS			
Without donor restrictions:			
Undesignated		1,901,095	1,808,629
Board designated		572,796	572,796
Non-controlling interest		<u>132,686</u>	<u>132,686</u>
Total without donor restrictions		2,606,577	2,514,111
With donor restrictions		<u>1,391,007</u>	<u>512,447</u>
Total net assets		<u>3,997,584</u>	<u>3,026,558</u>
TOTAL LIABILITIES AND NET ASSETS	\$	<u>6,816,117</u>	\$ <u>5,384,526</u>

See accompanying notes to consolidated financial statements.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS
FOR THE YEAR ENDED SEPTEMBER 30, 2020
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2019**

	2020			2019
	Without Donor Restrictions	With Donor Restrictions	Total	Total
SUPPORT AND REVENUE				
Federal grants	\$ 6,109,489	\$ -	\$ 6,109,489	\$ 4,113,428
Member dues	934,990	-	934,990	915,748
Contributions	106,690	1,624,043	1,730,733	500,332
Tribal Journal income	387,045	-	387,045	369,535
Registration and sponsorship	11,458	18,200	29,658	62,723
Investment income, net	82,141	27,728	109,869	47,877
Net assets released from donor restrictions	<u>791,411</u>	<u>(791,411)</u>	<u>-</u>	<u>-</u>
Total support and revenue	<u>8,423,224</u>	<u>878,560</u>	<u>9,301,784</u>	<u>6,009,643</u>
EXPENSES				
Program Services:				
BIA Technical Assistance	715,479	-	715,479	662,886
NASA Programs	-	-	-	136
Other Federal Programs	4,978,540	-	4,978,540	2,375,010
National Science Foundation Programs	184,912	-	184,912	523,800
Indian Health Service Program	-	-	-	249,541
National Endowment for Humanities	25,000	-	25,000	-
Private and Other Contracts	<u>1,107,875</u>	<u>-</u>	<u>1,107,875</u>	<u>693,019</u>
Total program services	7,011,806	-	7,011,806	4,504,392
Administrative and General	<u>1,318,952</u>	<u>-</u>	<u>1,318,952</u>	<u>1,050,501</u>
Total expenses	<u>8,330,758</u>	<u>-</u>	<u>8,330,758</u>	<u>5,554,893</u>
Change in net assets	92,466	878,560	971,026	454,750
Net assets at beginning of year	<u>2,514,111</u>	<u>512,447</u>	<u>3,026,558</u>	<u>2,571,808</u>
NET ASSETS AT END OF YEAR	<u>\$ 2,606,577</u>	<u>\$ 1,391,007</u>	<u>\$ 3,997,584</u>	<u>\$ 3,026,558</u>

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED SEPTEMBER 30, 2020
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2019**

	<u>2020</u>		
	<u>Program Services</u>		
	<u>BIA Technical Assistance</u>	<u>Other Federal Programs</u>	<u>National Science Foundation Programs</u>
Salaries and fringe benefits	\$ 561,136	\$ 330,010	\$ 118,741
Consultants and sub-contractors	4,742	56,518	81,533
Advertising and promotion	-	-	-
Contracts	-	4,238,614	-
Occupancy	-	-	-
Professional services and insurance	25,030	7,628	3,799
Depreciation	-	-	-
Telecommunications	2,212	5,913	-
Travel	23,763	14,636	2,597
Administrative expenses	27,626	32,146	(17,890)
Equipment and software	3,701	14,849	-
Meetings	23,545	2,075	-
Participants costs	43,724	272,255	-
Taxes	-	-	-
Other expenses	-	-	28
Grants	-	-	-
TOTAL	<u>\$ 715,479</u>	<u>\$ 4,978,540</u>	<u>\$ 184,912</u>

						2019
National Endowment for Humanities	Private and Other Contracts	Total Program Services	Administrative and General	Total Expenses	Total Expenses	
\$ -	\$ 620,270	\$ 1,630,157	\$ 684,951	\$ 2,315,108	\$ 1,823,542	
-	56,132	198,925	274,795	473,720	721,973	
-	17,658	17,658	-	17,658	17,333	
-	212,500	4,451,114	(300)	4,450,814	1,528,741	
-	9,097	9,097	20,500	29,597	25,113	
-	29,800	66,257	95,129	161,386	156,907	
-	-	-	13,500	13,500	13,501	
-	10,041	18,166	10,073	28,239	30,029	
-	19,795	60,791	16,048	76,839	189,976	
-	101,820	143,702	52,997	196,699	247,875	
-	7,924	26,474	10,112	36,586	89,221	
-	5,280	30,900	3,344	34,244	42,953	
-	(9,525)	306,454	15,515	321,969	552,617	
-	-	-	18,269	18,269	28,580	
-	27,083	27,111	104,045	131,156	86,532	
25,000	-	25,000	-	25,000	-	
<u>\$ 25,000</u>	<u>\$ 1,107,875</u>	<u>\$ 7,011,806</u>	<u>\$ 1,318,952</u>	<u>\$ 8,330,758</u>	<u>\$ 5,554,893</u>	

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
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**CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED SEPTEMBER 30, 2020
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2019**

	<u>2020</u>	<u>2019</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 971,026	\$ 454,750
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	13,500	13,501
Unrealized gain on investments	(76,614)	(8,648)
(Increase) decrease in:		
Accounts receivable	(48,669)	(20,675)
Grants receivable	172,684	(281,540)
Prepaid expenses	5,735	(25,955)
(Decrease) increase in:		
Accounts payable	(77,187)	277,384
Accrued salaries and related benefits	10,587	411
Deferred revenue	290,872	156,519
Refundable advance	<u>23,333</u>	<u>2,370</u>
Net cash provided by operating activities	<u>1,285,267</u>	<u>568,117</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of investments	<u>(422,992)</u>	<u>(81,924)</u>
Net cash used by investing activities	<u>(422,992)</u>	<u>(81,924)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds from loan payable	<u>212,960</u>	<u>-</u>
Net cash provided by financing activities	<u>212,960</u>	<u>-</u>
Net increase in cash and cash equivalents	1,075,235	486,193
Cash and cash equivalents, including restricted cash at beginning of year	<u>2,380,778</u>	<u>1,894,585</u>
CASH AND CASH EQUIVALENTS, INCLUDING RESTRICTED CASH AT END OF YEAR	<u>\$ 3,456,013</u>	<u>\$ 2,380,778</u>

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2020**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION

Organizations -

The American Indian Higher Education Consortium (AIHEC) was established in 1972 to maintain commonly held standards of quality in American Indian education; to support the development of new tribally controlled colleges; to promote and assist in the development of legislation to support American Indian higher education; and to encourage greater participation by American Indians in the development of higher education policy.

The American Indian Higher Education Consortium Real Estate Investment Trust (the Trust) is a business trust established under the Virginia Business Trust Act. It was formed for the purpose of purchasing and investing in real property. The Trust owns the building occupied by AIHEC.

The accounts of AIHEC have been consolidated with the Trust (collectively, the Entities) pursuant to the criterion established by FASB ASC 958-810, Not-for-Profit Entities Consolidation. Under FASB ASC 958-810, consolidation is required if a separate not-for-profit organization has control (i.e., major voting interest) and significant economic interest in that other organization. All significant inter-company accounts and transactions have been eliminated in consolidation.

Basis of presentation -

The accompanying consolidated financial statements are presented on the accrual basis of accounting, and in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. As such, net assets are reported within two net asset classifications: without donor restrictions and with donor restrictions. Descriptions of the two net asset categories are as follows:

- **Net Assets Without Donor Restrictions** - Net assets available for use in general operations and not subject to donor restrictions are recorded as "net assets without donor restrictions". Assets restricted solely through the actions of the Board are referred to as Board Designated and are also reported as net assets without donor restrictions.
- **Net Assets With Donor Restrictions** - Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in "net assets with donor restrictions", depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the Consolidated Statement of Activities and Change in Net Assets as net assets released from donor restrictions. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as revenue without donor restrictions when the assets are placed in service.

The consolidated financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with AIHEC's consolidated financial statements for the year ended September 30, 2019, from which the summarized information was derived.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2020**

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION
(Continued)**

New accounting pronouncements adopted -

During 2020, the Entities adopted ASU 2018-08, Not-for-Profit Entities (Topic 958): *Clarifying the Scope and Accounting Guidance for Contributions Received and Contributions Made*. This guidance is intended to clarify and improve the scope and the accounting guidance for contributions received and contributions made. Key provisions in this guidance include clarification regarding the accounting for grants and contracts as exchange transactions or contributions, and improved guidance to better distinguish between conditional and unconditional contributions. The Entities adopted the ASU using a modified prospective basis.

Cash and cash equivalents -

The Entities consider all cash and other highly liquid investments with initial maturities of three months or less to be cash equivalents.

Bank deposit accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000. At times during the year, the Entities maintain cash balances in excess of the FDIC insurance limits. Management believes the risk in these situations to be minimal.

The Entities hold restricted cash for the endowment which is recorded as an other asset within the Consolidated Statement of Financial Position. As of September 30, 2020, restricted cash was in the amount of \$6,272.

Investments -

Investments are recorded at their readily determinable fair value. Realized and unrealized gains and losses are included in investment income, which is presented net of investment expenses paid to external investment advisors in the accompanying Consolidated Statement of Activities and Change in Net Assets.

Building, land and equipment -

Building, land and equipment in excess of \$5,000 are capitalized and stated at cost. Building and equipment are depreciated on a straight-line basis over the estimated useful lives of the related assets, generally five to thirty-five years. The cost of maintenance and repairs is recorded as expenses as incurred. Depreciation expense for the year ended September 30, 2020 totaled \$13,500. AIHEC's policy is to expense all property and equipment acquired with U.S. Government funding and charge it to the corresponding grant award. Title to the property and equipment vests to AIHEC.

Accounts and grants receivable -

Accounts and grants receivable approximate fair value. Management considers all amounts to be fully collectible within one year. Accordingly, an allowance for doubtful accounts has not been established.

Deferred revenue -

Deferred revenue consists of member dues, contract revenue, subscriptions and advertising. The Entities recognize member dues on a pro-rata basis over the annual membership period. The Entities recognize contract and other revenues when earned.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2020**

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION
(Continued)**

Income taxes -

AIHEC is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. AIHEC is not a private foundation.

The Trust is not formed as a "Real Estate Investment Trust" as that term is defined in the Internal Revenue Code. For tax purposes, the Trust files a partnership return, whereby the income or losses from the trust flow through to the Trust's equity shareholders in accordance with their ownership percentage. Consequently, there is no provision for income taxes for the Trust.

Uncertain tax positions -

For the year ended September 30, 2020, the Entities have documented their consideration of FASB ASC 740-10, *Income Taxes*, that provides guidance for reporting uncertainty in income taxes and have determined that no material uncertain tax positions qualify for either recognition or disclosure in the consolidated financial statements.

Revenue -

The majority of the Entities' activities are supported by grants and contributions from the U.S. Government and other private entities. These awards are for various activities performed by the Entities. Grants and contributions are recognized in the appropriate category of net assets in For grants and contributions qualifying under the contribution rules, revenue is recognized upon notification of the award and satisfaction of all conditions, if applicable. Contributions and grants qualifying as contributions that are unconditional and have donor restrictions are recognized as "without donor restrictions" only to the extent of actual expenses incurred in compliance with the donor-imposed restrictions and satisfaction of time restrictions. Funds in excess of expenses incurred are shown as net assets with donor restrictions in the accompanying consolidated financial statements.

Contributions or grants qualifying as conditional contributions contain a right of return from obligation provision that limits AIHEC on how funds transferred should be spent. Additionally, a barrier is present that is related to the purpose of the agreement. Revenue is recognized when the condition or conditions on which they depend are substantially met. Most grant awards from the United States Government and other entities are for direct and indirect program costs. These transactions are nonreciprocal and classified as conditional and are therefore recognized as contributions when the revenue becomes unconditional. AIHEC recognizes revenue for these conditional contributions when the related barrier has been overcome (generally, when qualifying expenditures are incurred). Funds received in advance of the incurrence of qualifying expenditures are recorded as refundable advances.

Revenue received for registration fees is recorded as revenue when the related event has occurred. The transaction price is determined based on sales price. Revenue received in advance for registration fees is recorded as deferred revenue within the accompanying Consolidated Statement of Financial Position.

Membership dues includes general member benefits that are a series of distinct obligations. The revenue is recognized ratably over the membership period.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2020**

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION
(Continued)**

Revenue (continued) -

There are several benefits received that are individual distinct obligations such as discounted rates to conferences and meetings; however, they are immaterial in nature to the contract and thus are included with the general member benefits.

Use of estimates -

The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Functional allocation of expenses -

The costs of providing the various programs and other activities have been summarized on a functional basis in the Consolidated Statement of Activities and Change in Net Assets. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Expenses directly attributed to a specific functional area of the Entities are reported as direct expenses to the programmatic area and those expenses that benefit more than one function are allocated on a basis of estimated time and effort or other reasonable basis.

Economic uncertainties -

On March 11, 2020, the World Health Organization declared the Coronavirus disease (COVID-19) a global pandemic. As a result of the spread of COVID-19, economic uncertainties have arisen which may negatively impact the Entities' operations. The overall potential impact is unknown at this time.

New accounting pronouncements (not yet adopted) -

FASB issued Accounting Standards Update (ASU) 2014-09, *Revenue from Contracts with Customers* (Topic 606), as amended. The ASU provides a framework for recognizing revenue and is intended to improve comparability of revenue recognition practices across for-profit and non-profit entities. During 2020, the FASB delayed the implementation date under ASU 2020-05 for an additional year. Organizations may elect to adopt the guidance for annual reporting periods beginning after December 15, 2019 and for interim periods within annual reporting periods beginning after December 15, 2020. Early adoption is still permitted.

FASB issued ASU 2019-01, *Leases* (Topic 842). The ASU changes the accounting treatment for operating leases by recognizing a lease asset and lease liability at the present value of the lease payments in the Consolidated Statement of Financial Position and disclosing key information about leasing arrangements. During 2020, the FASB issued ASU 2020-05 and delayed the implementation date by one year. The ASU is effective for non public entities beginning after December 15, 2021. Early adoption is still permitted. The ASU can be applied at the beginning of the earliest period presented using a modified retrospective approach or applied at the beginning of the period of adoption recognizing a cumulative-effect adjustment.

The Entities plan to adopt the new ASUs at the required implementation dates and management is currently in the process of evaluating the adoption method and the impact of the new standard on its accompanying consolidated financial statements.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2020**

2. INVESTMENTS

Investments consisted of the following at September 30, 2020:

	<u>Market Value</u>
Equity securities	\$ 415,560
Exchange traded funds	217,408
Fixed income	<u>1,066,184</u>
TOTAL INVESTMENTS	\$ <u>1,699,152</u>

Included in the total are investments to be held in perpetuity in the amount of \$284,008.

Included in investment income are the following at September 30, 2020:

Interest and dividends	\$ 40,057
Unrealized gain	76,614
Management fees	<u>(6,802)</u>
TOTAL INVESTMENT INCOME, NET	\$ <u>109,869</u>

3. BOARD DESIGNATED NET ASSETS

On October 20, 2008, the Finance and Audit Committee members came to a consensus that AIHEC should establish a Reserve Fund with the goal of building a reserve equal to 15-20 percent of AIHEC's annual general revenue.

In 2013, the Board of Directors amended the policy to ensure a minimum of 25% of any income on unrestricted funds are made available each year. In 2020, 25% of unrestricted funds were added to the Reserve Fund.

It was determined that the reserve should be built with surplus funds. The Reserve Fund is intended to provide a safety net in times of economic downturn. The amount of the Board designated reserve at September 30, 2020 was \$572,796.

4. NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions consist of the following at September 30, 2020:

Subject to expenditure for specified purpose:	
TCS Contribution	\$ 35,668
American Indian Higher Education Consortium Student Congress	60,584
Lumina	111,544
Wells Fargo	44,591
Cumulative earnings on endowment	40,438
NAAF	50,692
Bill and Melinda Gates	792,490
Endowment to be invested in perpetuity	<u>255,000</u>
NET ASSETS WITH DONOR RESTRICTIONS	\$ <u>1,391,007</u>

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**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2020**

4. NET ASSETS WITH DONOR RESTRICTIONS (Continued)

The following net assets with donor restrictions were released from donor restrictions by incurring expenses (or through the passage of time) which satisfied the restricted purposes specified by the donors:

Purpose restrictions accomplished:	
American Indian Higher Education Consortium Student Congress	\$ 10,341
Lumina	4,970
Wells Fargo	95,239
NAAF	75,808
Bill and Melinda Gates	<u>605,053</u>
NET ASSETS RELEASED FROM DONOR RESTRICTIONS	<u>\$ 791,411</u>

5. LOAN PAYABLE

On April 22, 2020, the Entities received loan proceeds in the amount of \$212,960 under the Paycheck Protection Program. The promissory note calls for monthly principal and interest payments amortized over the term of the promissory note with a deferral of payments for the first six months. Under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), the promissory note may be forgiven by the Small Business Administration in whole or in part. The Entities intend to use the proceeds for purposes consistent with the Paycheck Protection Program and believes that its use of the loan proceeds will meet the conditions for forgiveness of the loan. The Entities intend to apply for forgiveness after completing the 24-week period. If forgiveness is granted, the Entities will record revenue from debt extinguishment during the period that forgiveness was approved.

Principal payments as stated in the promissory note are due as follows unless otherwise forgiven:

<u>Year Ending September 30,</u>	
2021	\$ 129,769
2022	<u>83,191</u>
	<u>\$ 212,960</u>

6. LEASE COMMITMENT

On January 1, 2016, the Entities entered into a three year lease agreement ending December 31, 2018 for office space in Colorado. Payments of \$800 per month are required. Under the terms of the lease agreement, the Entities are also responsible for all utilities used in or on the premises.

The Entities entered into a lease agreement commencing January 1, 2019 and will remain active indefinitely, unless otherwise terminated by the Entities or landlord. Payments of \$800 per month plus water and sewer.

Rent expense, including utilities and janitorial expenses, for the year ended September 30, 2020 totaled \$29,597.

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**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2020**

7. CONTINGENCY

AIHEC receives grants from various agencies of the United States Government. Beginning for fiscal year ended December 31, 2015, such grants are subject to audit under the provisions of *Title 2 U.S. Code of Federal Regulations (CFR) Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. The ultimate determination of amounts received under the United States Government grants is based upon the allowance of costs reported to and accepted by the United States Government as a result of the audits. Audits in accordance with the applicable provisions have been completed for all required fiscal years through 2020. Until such audits have been accepted by the United States Government, there exists a contingency to refund any amount received in excess of allowable costs. Management is of the opinion that no material liability will result from such audits.

8. RETIREMENT PLAN

The Entities sponsor a defined contribution retirement plan under IRS Code Section 403(b), which covers substantially all full-time salaried employees. Under a salary reduction agreement, eligible employees may contribute a portion of their compensation to the Plan, on a tax-deferred basis. The Entities match employee contributions up to 6% of annual compensation. The Entities' contributions to the Plan for the year ended September 30, 2019 totaled \$68,386.

9. ENDOWMENT

AIHEC's endowment consists of donor-restricted endowment funds and funds designated by the governing Board to function as endowments. As required by GAAP, net assets associated with endowment funds, including funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions. The Board of Directors is subject to the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and, thus classifies amounts in its donor-restricted endowment funds as net assets with donor restrictions because those assets are time restricted until the governing Board appropriates such amounts for expenditures. Most of those net asset also are subject to purpose restrictions that must be met before reclassifying those net assets to net assets without donor restrictions. The governing Board has interpreted UPMIFA as not requiring the maintenance of purchasing power of the original gift amount contributed to an endowment fund, unless a donor stipulates the contrary. As a result of this interpretation, when reviewing its donor-restricted endowment funds, AIHEC considers a fund to be underwater if the fair value of the fund is less than the sum of (a) the original value of initial and subsequent gift amounts donated to the fund and (b) any accumulations to the fund that are required to be maintained in perpetuity in accordance with the direction of the applicable donor gift instrument. AIHEC has interpreted UPMIFA to permit spending from underwater funds in accordance with the prudent measures required under the law.

Additionally, in accordance with UPMIFA, AIHEC considers the following factors in making a determination to appropriated or accumulate donor-restricted endowment funds:

- The duration and preservation of the fund;
- The purpose of the organization and the donor-restricted endowment fund;
- General economic conditions and the possible effect of inflation and deflation;
- The expected total return from income and the appreciation of investments; and
- Investment policies of the organization.

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**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2020**

9. ENDOWMENT (Continued)

Endowment net asset composition by type of fund as of September 30, 2020:

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
American Indian Higher Education Consortium Student Congress	\$ <u>-</u>	\$ <u>295,438</u>	\$ <u>295,438</u>

Changes in endowment net assets for the year ended September 30, 2020:

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
Endowment net assets, beginning of year	\$ -	\$ 267,710	\$ 267,710
Investment income	-	28,947	28,947
Appropriation of endowment assets for expenditure	<u>-</u>	<u>(1,219)</u>	<u>(1,219)</u>
ENDOWMENT NET ASSETS, END OF YEAR	\$ <u>-</u>	\$ <u>295,438</u>	\$ <u>295,438</u>

Funds with Deficiencies -

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor or UPMIFA requires the organization to retain as a fund of perpetual duration. There were no funds with deficiencies.

Return Objectives and Risk Parameters -

AIHEC has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the organization must hold in perpetuity or for a donor-specified period(s) as well as Board designated funds. Under this policy, as approved by the Board of Directors, the endowment assets are invested in a manner that is intended to produce results that exceed the price and yield results of the S&P 500 index while assuming a moderate level of investment risk. Actual returns in any given year may vary from this amount.

Strategies Employed for Achieving Objectives -

To satisfy its long-term rate-of-return objectives, AIHEC relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). AIHEC targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

Spending Policy and How the Investment Objectives Relate to Spending Policy -

AIHEC has a policy of appropriating for distribution each year 5% of its endowment fund's average fair value over the prior 12 quarters through the calendar year-end preceding the fiscal year in which the distribution is planned.

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**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2020**

9. ENDOWMENT (Continued)

Spending Policy and How the Investment Objectives Relate to Spending Policy (continued) -

In establishing this policy, AIHEC considered the long-term expected return on its endowment. Accordingly, over the long-term, AIHEC expects the current spending policy to allow its endowment to grow at an average of 5% annually. This is consistent with AIHEC's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.

10. LIQUIDITY AND AVAILABILITY

Financial assets available for use for general expenditures within one year of the Consolidated Statement of Financial Position date comprise the following:

Cash and cash equivalents	\$ 3,449,741
Investments	1,415,144
Accounts receivable	102,928
Grants receivable	<u>1,053,561</u>
Subtotal financial assets available within one year	6,021,374
Less: Donor restricted funds	(1,391,007)
Less: Board-designated funds	(572,796)
Less: Non-controlling interest	<u>(132,686)</u>

FINANCIAL ASSETS AVAILABLE TO MEET CASH NEEDS FOR GENERAL EXPENDITURES WITHIN ONE YEAR	<u>\$ 3,924,885</u>
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AIHEC has a policy to structure its financial assets to be available and liquid as its obligations become due. As of September 30, 2020, AIHEC has financial assets equal to approximately six months of operating expenses.

11. CONSORTIUM REAL ESTATE INVESTMENT TRUST

AIHEC has an 84.6% interest in the Consortium Real Estate Investment Trust (Trust). The total amount of the Trust is at September 30, 2020 was \$1,147,785. The change in net assets for the year ended September 30, 2020 was attributable to:

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
American Indian Higher Education Consortium (AIHEC)	<u>\$ 92,466</u>	<u>\$ 878,560</u>	<u>\$ 971,026</u>

12. FAIR VALUE MEASUREMENT

In accordance with FASB ASC 820, *Fair Value Measurement*, AIHEC has categorized its financial instruments, based on the priority of the inputs to the valuation technique, into a three-level fair value hierarchy.

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**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2020**

12. FAIR VALUE MEASUREMENT (Continued)

The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). If the inputs used to measure the financial instruments fall within different levels of hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement of the instrument.

Investments recorded in the Consolidated Statement of Financial Position are categorized based on the inputs to valuation techniques as follows:

Level 1. These are investments where values are based on unadjusted quoted prices for identical assets in an active market AIHEC has the ability to access.

Level 2. These are investments where values are based on quoted prices for similar instruments in active markets, quoted prices for identical or similar instruments in markets that are not active, or model-based valuation techniques that utilize inputs that are observable either directly or indirectly for substantially the full-term of the investments.

Level 3. These are investments where inputs to the valuation methodology are unobservable and significant to the fair value measurement.

Following is a description of the valuation methodology used for investments measured at fair value. There have been no changes in the methodologies used at September 30, 2020.

- *Equities, exchange traded funds and closed-end funds (ETF & CEFs)* - Valued at the closing price reported on the active market in which the individual securities are traded.
- *Fixed income, U.S. Government obligations* - Fair value is based upon current yields available on comparable securities of issuers with similar ratings, the security's terms and conditions, and interest rate and credit risk.

The table below summarizes, by level within the fair value hierarchy, AIHEC's investments as of September 30, 2020:

Asset Class:	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Equity securities	\$ 415,560	\$ -	\$ -	\$ 415,560
Exchange traded funds	217,408	-	-	217,408
Fixed income	<u>1,066,184</u>	<u>-</u>	<u>-</u>	<u>1,066,184</u>
TOTAL	<u>\$ 1,699,152</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,699,152</u>

Included in the total are investments to be held in perpetuity in the amount of \$284,008.

13. SUBSEQUENT EVENTS

In preparing these consolidated financial statements, AIHEC has evaluated events and transactions for potential recognition or disclosure through , the date the financial statements were issued.

SUPPLEMENTAL INFORMATION

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATING SCHEDULE OF FINANCIAL POSITION
AS OF SEPTEMBER 30, 2020**

ASSETS

	AIHEC	The Trust	Non- Controlling Interest	Eliminations	Total
CURRENT ASSETS					
Cash and cash equivalents	\$ 3,449,741	\$ -	\$ -	\$ -	\$ 3,449,741
Investments	1,415,144	-	-	-	1,415,144
Accounts receivable	102,928	-	-	-	102,928
Grants receivable	1,053,561	-	-	-	1,053,561
Prepaid expenses	47,760	-	-	-	47,760
Total current assets	6,069,134	-	-	-	6,069,134
BUILDING, LAND AND EQUIPMENT					
Land	-	335,204	-	-	335,204
Buildings	-	541,296	-	-	541,296
Equipment	-	71,454	-	-	71,454
	-	947,954	-	-	947,954
Less : Accumulated depreciation	-	(491,251)	-	-	(491,251)
Net building, land and equipment	-	456,703	-	-	456,703
OTHER ASSETS					
Investment in affiliate	337,506	-	-	(337,506)	-
Permanently restricted cash	6,272	-	-	-	6,272
Permanently restricted investments	284,008	-	-	-	284,008
Total other assets	627,786	-	-	(337,506)	290,280
TOTAL ASSETS	\$ 6,696,920	\$ 456,703	\$ -	\$ (337,506)	\$ 6,816,117

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUSTCONSOLIDATING SCHEDULE OF FINANCIAL POSITION
AS OF SEPTEMBER 30, 2020

LIABILITIES AND NET ASSETS

	AIHEC	The Trust	Non- Controlling Interest	Eliminations	Total
CURRENT LIABILITIES					
Loan payable	\$ 129,769	\$ -	\$ -	\$ -	\$ 129,769
Accounts payable	615,639	-	-	-	615,639
Accrued salaries and related benefits	256,615	-	-	-	256,615
Deferred revenue:					
Member dues	804,886	-	-	-	804,886
Contract	787,440	-	-	-	787,440
Subscription and advertising	115,290	-	-	-	115,290
Refundable advance	25,703	-	-	-	25,703
Total current liabilities	2,735,342	-	-	-	2,735,342
LONG-TERM LIABILITIES					
Loan payable, net of current	83,191	-	-	-	83,191
TOTAL LIABILITIES	2,818,533	-	-	-	2,818,533
NET ASSETS					
Net assets without donor restrictions:					
Undesignated	1,914,584	456,703	(132,686)	(337,506)	1,901,095
Board designated	572,796	-	-	-	572,796
Non-controlling interest	-	-	132,686	-	132,686
Total net assets without donor restrictions	2,487,380	456,703	-	(337,506)	2,606,577
Net assets with donor restrictions	1,391,007	-	-	-	1,391,007
Total net assets	3,878,387	456,703	-	(337,506)	3,997,584
TOTAL LIABILITIES AND NET ASSETS	\$ 6,696,920	\$ 456,703	\$ -	\$ (337,506)	\$ 6,816,117

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATING SCHEDULE OF ACTIVITIES
FOR THE YEAR ENDED SEPTEMBER 30, 2020**

	AIHEC	The Trust	Eliminations	Total
SUPPORT AND REVENUE WITHOUT DONOR RESTRICTIONS				
Federal grants	\$ 6,109,489	\$ -	\$ -	\$ 6,109,489
Member dues	934,990	-	-	934,990
Contributions	106,690	-	-	106,690
Tribal Journal income	387,045	-	-	387,045
Registration and sponsorship	11,458	-	-	11,458
Investment income, net	82,141	-	-	82,141
Net assets released from donor restrictions	791,411	-	-	791,411
	<u>8,423,224</u>	<u>-</u>	<u>-</u>	<u>8,423,224</u>
EXPENSES				
Program Services:				
BIA Technical Assistance	715,479	-	-	715,479
Other Federal Programs	4,978,540	-	-	4,978,540
National Science Foundation Programs	184,912	-	-	184,912
National Endowment for Humanities	25,000	-	-	25,000
Private and Other Contracts	1,107,875	-	-	1,107,875
	<u>7,011,806</u>	<u>-</u>	<u>-</u>	<u>7,011,806</u>
Administrative and General	1,305,452	13,500	-	1,318,952
	<u>8,317,258</u>	<u>13,500</u>	<u>-</u>	<u>8,330,758</u>
Change in net assets without donor restrictions before AIHEC's equity loss in the Trust and non-controlling interest	105,966	(13,500)	-	92,466
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	<u>\$ 105,966</u>	<u>\$ (13,500)</u>	<u>\$ -</u>	<u>\$ 92,466</u>
SUPPORT AND REVENUE WITH DONOR RESTRICTIONS				
Contributions	\$ 1,624,043	\$ -	\$ -	\$ 1,624,043
Registration and sponsorship	18,200	-	-	18,200
Investment income	27,728	-	-	27,728
Net assets released from donor restrictions	(791,411)	-	-	(791,411)
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS	<u>\$ 878,560</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 878,560</u>

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**CONSOLIDATING SCHEDULE OF CHANGE IN NET ASSETS
FOR THE YEAR ENDED SEPTEMBER 30, 2020**

	AIHEC	The Trust	Non- Controlling Interest	Eliminations	Total
NET ASSETS WITHOUT DONOR RESTRICTIONS					
Net assets at beginning of year	\$ 2,381,425	\$ 598,829	\$ 132,686	\$ (598,829)	\$ 2,514,111
Change in net assets without donor restrictions	105,966	(13,500)	-	-	92,466
NET ASSETS WITHOUT DONOR RESTRICTIONS AT END OF YEAR					
	\$ 2,487,391	\$ 585,329	\$ 132,686	\$ (598,829)	\$ 2,606,577
NET ASSETS WITH DONOR RESTRICTIONS					
Net assets at beginning of year	\$ 512,447	\$ -	\$ -	\$ -	\$ 512,447
Change in net assets with donor restrictions	878,560	-	-	-	878,560
NET ASSETS WITH DONOR RESTRICTIONS AT END OF YEAR					
	\$ 1,391,007	\$ -	\$ -	\$ -	\$ 1,391,007

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
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**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED SEPTEMBER 30, 2020**

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Passed-Through to Subrecipients</u>	<u>Total Federal Expenditures</u>
U.S. Department of Interior:				
Indian Education Higher Education TA Grant Funding	15.028	N/A	\$ 2,475,838	\$ 3,077,133
Records Management Course Development	15.114	N/A	<u>200,000</u>	<u>222,760</u>
Subtotal U.S. Department of Interior			<u>2,675,838</u>	<u>3,299,893</u>
U.S. Department of the Interior Bureau of Indian Affairs:				
Climate Change Adaption Tribal Liaison	15.156	N/A	<u>-</u>	<u>171,129</u>
Subtotal U.S. Department of the Interior Bureau of Indian Affairs			<u>-</u>	<u>171,129</u>
U.S. Department of Defense:				
TCU Partnerships in Research and Education	12.461	N/A	262,660	373,072
Tribal Colleges and Universities Advanced Manufacturing Network Initiative	81.123	N/A	<u>1,156,215</u>	<u>1,474,906</u>
Subtotal U.S. Department of Energy			<u>1,418,875</u>	<u>1,847,978</u>
U.S. Department of Health and Human Services:				
Indian Health Service Program	93.933	N/A	21,350	39,249
National Institute of General Medical Sciences	93.859	N/A	<u>82,916</u>	<u>307,203</u>
Subtotal U.S. Department of Health and Human Services			<u>104,266</u>	<u>346,452</u>
U.S. Department of Agriculture:				
Growing Native American Agriculture	10.443	N/A	9,000	209,822
Natural Resources Conservation Service	10.902	N/A	<u>-</u>	<u>(7,176)</u>
Subtotal U.S. Department of Agriculture			<u>9,000</u>	<u>202,646</u>

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SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED SEPTEMBER 30, 2020

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Passed-Through to Subrecipients</u>	<u>Total Federal Expenditures</u>
National Science Foundation:				
TCU Cyberinfrastructure Partnership Meeting	47.076	N/A	\$ 1,490	\$ 29,971
TCU CI Planning Workshop Series	47.076	N/A	-	43
Indigenous Evaluation Framework	47.076	N/A	-	(25,703)
TCU STEM Student Success Collaborative	47.076	N/A	-	(100)
Building CI Strategies and Capacity	47.070	N/A	-	43
TCU Cyberinfrastructure Initiative	47.070	N/A	-	237,137
Subtotal National Science Foundation - Research and Development			<u>1,490</u>	<u>241,391</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>\$ 4,209,469</u>	<u>\$ 6,109,489</u>
REVENUE RECOGNITION				
U.S. Government Grants				\$ <u>6,109,489</u>
TOTAL REVENUE RECOGNIZED				<u>\$ 6,109,489</u>

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST****SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED SEPTEMBER 30, 2020****Note 1. Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the Federal award activity of AIHEC under programs of the Federal government for the year ended September 30, 2019. The information in this Schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Because the Schedule presents only a selected portion of the operations of AIHEC, it is not intended to and does not present the financial position, changes in net assets or cash flows of AIHEC.

Note 2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following, as applicable, either the cost principles in OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, or the cost principles contained in *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. AIHEC has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

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**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED SEPTEMBER 30, 2020**

Section I - Summary of Auditor's Results

Financial Statements

- 1). Type of auditor's report issued on whether the financial statements audited were prepared in accordance with GAAP on the accrual basis of accounting: **Unmodified**
- 2). Internal control over financial reporting:
- Material weakness(es) identified? Yes No
 - Significant deficiency(ies) identified that are not considered to be material weakness(es)? Yes None Reported
- 3). Noncompliance material to financial statements noted? Yes No

Federal Awards

- 4). Internal control over major programs:
- Material weakness(es) identified? Yes No
 - Significant deficiency(ies) identified that are not considered to be material weakness(es)? Yes None Reported
- 5). Type of auditor's report issued on compliance for major programs: **Unmodified**
- 6). Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? Yes No

7). Identification of major programs:

<u>Federal Program Title</u>	<u>CFDA Number</u>	<u>Expenditures</u>
U.S. Department of Interior:		
Indian Education Higher Education TA Grant Funding	15.028	\$ 3,077,133
National Science Foundation (NSF):		
Research and Development Cluster	47.070	\$ 241,391

- 8). Dollar threshold used to distinguish between Type A and Type B programs: **\$750,000**
- 9). Auditee qualified as a low-risk auditee? Yes No

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**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED SEPTEMBER 30, 2020**

Section II - Financial Statement Findings

There were no reportable deficiencies.

Section III - Federal Award Findings and Questioned Costs (2 CFR 200.516(a))

There were no reportable deficiencies.

Section IV - Prior Year Findings and Questioned Costs With Current Year Status

There were no reportable findings.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Independent Auditor's Report

To the Board of Directors
American Indian Higher Education Consortium
Alexandria, Virginia

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of the American Indian Higher Education Consortium (AIHEC) as of and for the year ended September 30, 2020, and the related notes to the consolidated financial statements, which collectively comprise AIHEC's basic consolidated financial statements, and have issued our report thereon dated .

Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered AIHEC's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances, for the purpose of expressing our opinions on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of AIHEC's internal control. Accordingly, we do not express an opinion on the effectiveness of AIHEC's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of AIHEC's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether AIHEC's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY TITLE 2 U.S. CODE OF FEDERAL
REGULATIONS (CFR) PART 200, UNIFORM ADMINISTRATIVE REQUIREMENTS, COST
PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS (UNIFORM GUIDANCE)**

Independent Auditor's Report

To the Board of Directors
American Indian Higher Education Consortium
Alexandria, Virginia

Report on Compliance for Each Major Federal Program

We have audited the American Indian Higher Education Consortium's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of AIHEC's major federal programs for the year ended September 30, 2020. AIHEC's major Federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of AIHEC's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (Uniform Guidance)*. Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about AIHEC's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of AIHEC's compliance.

Opinion on Each Major Federal Program

In our opinion, AIHEC complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended September 30, 2020.

Report on Internal Control Over Compliance

Management of AIHEC is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered AIHEC's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of AIHEC's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



CPAs & ADVISORS

American Indian Higher Education Consortium & AIHEC Real Estate Investment Trust





Consolidated Statement of Financial Position

	FY 2020	FY 2019	FY 2020 Highlights
Total Assets	<u>\$6,816,117</u>	<u>\$5,384,526</u>	Cash in the amount of \$3.4 M and current investments in the amount of \$1.4 represents 71% of total asset balance.
Total Liabilities	<u>\$2,818,533</u>	<u>\$2,357,968</u>	Liabilities include accounts payable of \$615K and deferred revenue of \$1.7M. PPP loan of \$130K
Net Assets Without Donor Restrictions	\$2,606,577	\$2,514,111	Increase in net assets for FY 20 due to release of Temporary Restricted funds \$878K and Income from operations \$92k total \$971K
Net Assets With Donor Restrictions	<u>1,391,007</u>	<u>512,447</u>	
TOTAL NET ASSETS	<u>\$ 3,997,584</u>	<u>\$3,026,558</u>	



Consolidated Statement of Activities and Changes in Net Assets

	FY 2020	FY 2019	FY 2020 Highlights
Total Revenue, including investment income	\$9,301,784	\$6,009,643	Increase in federal revenue and contributions
Total Expenses	8,330,758	5,554,893	Increase in expenses drove the increase in federal revenue.
Change in Assets	878,560	166,376	Release Temporary Restricted Funds
Net Income	<u>\$ 92,466</u>	<u>\$ 288,374</u>	



Governance Disclosures: AU-260

Highlights of Required Disclosures to the Board of Directors

1. Qualitative Aspects of Accounting:
 - Summary of significant accounting principles
 - Estimates
 - Disclosures
2. Difficulties Encountered in Performing the Audit - None
3. Discussions Prior to Retention - Planning
4. Disagreements with Management - None
5. Management Consultation with other Accountants - None
6. Planned Scope and Timing of the Audit Management Representations
7. Corrected (2) and Uncorrected (0)
8. Other – Supplemental information



AUDIT OPINION

Based on the auditor's audit, AIHEC received a clean and unmodified opinion. This means when looking at the financial statements you can trust that the statements are fairly stated.



AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM				
FY 2022 CENTRAL OFFICE, & TECHNICAL ASSISTANCE PROGRAM				
CONSOLIDATED BUDGET SUMMARY - Final Draft				
FY 2022 DRAFT BUDGET - SUMMARY				
		CENTRAL	BIE	
		OFFICE	T/A	TOTAL
Description	Acct			FY 2022
Combined Federal Campaign Pledges	402	\$ 7,000	\$ -	\$ 7,000
BIA Technical Assistance Grant	405	\$ -	\$ 601,000	\$ 601,000
AIHEC Membership Dues	410	\$ 946,790	\$ -	\$ 946,790
Interest Income	440	\$ 400	\$ -	\$ 400
2018 Carry over		\$ -	\$ -	\$ -
TOTAL REVENUE		\$ 954,190	\$ 601,000	\$ 1,555,190
Salaries & Wages	500	\$ 616,353	\$ 279,124	\$ 895,477
P/R Taxes & Fringe Benefits	502	\$ 147,925	\$ 67,290	\$ 215,214
Temporary Staff	504	\$ 20,000	\$ -	\$ 20,000
Consultant Fees	505	\$ 90,000	\$ 7,500	\$ 97,500
Honoraria & Speaker Gifts	508	\$ 2,500	\$ -	\$ 2,500
Professional Development				
Telecommunications - Office Phones	515	\$ 11,000		\$ 11,000
Telecommunications - Mobile Phones	516	\$ 5,000	\$ 3,000	\$ 8,000
Telecommunications - Internet	517	\$ 6,000	\$ 500	\$ 6,500
Telecommunications - Conference Calls	518	\$ 500	\$ 1,600	\$ 2,100
Meetings- Room Rental	522	\$ 1,500	\$ 5,000	\$ 6,500
Meetings - Equipment Rental	523	\$ 3,000	\$ 7,000	\$ 10,000
Meetings- Food & Beverage	524	\$ 10,000	\$ 35,000	\$ 45,000
Conference Fees	526	\$ 3,000	\$ 3,000	\$ 6,000
Staff Training	526	\$ 3,000	\$ 3,000	\$ 6,000
Photocopying	530	\$ 2,500	\$ 6,500	\$ 9,000
Supplies	535	\$ 10,000	\$ 30,000	\$ 40,000
Postage and Delivery	540	\$ 3,000	\$ 5,000	\$ 8,000
Publications & Subscriptions	543	\$ 500	\$ 2,000	\$ 2,500
Printing & Binding	544	\$ 7,500	\$ 5,000	\$ 12,500
Reimbursed Expenses - Consultants	545	\$ 2,500	\$ 1,500	\$ 4,000
Reimbursed Expenses - Non-Staff	549	\$ 2,500	\$ -	\$ 2,500
Travel - Staff Per Diem	550	\$ 5,000	\$ 5,000	\$ 10,000
Travel - Staff Lodging	551	\$ 8,000	\$ 10,000	\$ 18,000
Travel - Staff Local	552	\$ 3,000	\$ 2,500	\$ 5,500

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM				
FY 2022 CENTRAL OFFICE, & TECHNICAL ASSISTANCE PROGRAM				
CONSOLIDATED BUDGET SUMMARY - Final Draft				
FY 2022 DRAFT BUDGET - SUMMARY				
		CENTRAL	BIE	TOTAL
		OFFICE	T/A	
Description	Acct			FY 2022
Travel - Staff Airfare	553	\$ 10,000	\$ 15,000	\$ 25,000
Travel - Staff Mileage / Car Rental	554	\$ 1,500	\$ 2,500	\$ 4,000
Travel - Staff Other	555	\$ 3,000	\$ 5,000	\$ 8,000
Travel - TCU Presidents/Representatives	557	\$ 5,000	\$ -	\$ 5,000
Audit Fees & Taxes Services	559	\$ 50,000	\$ -	\$ 50,000
Design Services & Graphics	560	\$ 10,000	\$ 500	\$ 10,500
Legal Fees	561	\$ 1,500	\$ -	\$ 1,500
Payroll Services & Bank Fees	563	\$ 16,000	\$ -	\$ 16,000
IT & Website Support	564	\$ 15,000	\$ 18,000	\$ 33,000
Property Utilities, Repairs & Maintenance	568	\$ 60,000	\$ -	\$ 60,000
Insurance - Business	572	\$ 15,000	\$ -	\$ 15,000
Dues	574	\$ 37,500	\$ -	\$ 37,500
Archive Storage Fees	576	\$ 2,500	\$ -	\$ 2,500
Employee Recruitment Expense	577	\$ 2,500	\$ -	\$ 2,500
Advertising & Promotion	578	\$ 12,500	\$ -	\$ 12,500
AIHEC TCJ - Publication Expense	580		\$ -	\$ -
Entertainment/Miscellaneous	583	\$ 2,500	\$ -	\$ 2,500
Indirect Exp Alloc	589	\$ (262,000)	\$ 64,794	\$ (197,206)
Equipment (<\$5K) Expense	590	\$ 2,500	\$ 8,000	\$ 10,500
Equipment Repairs & Maintenance	591	\$ 2,412	\$ 3,513	\$ 5,925
Computer Software	593	\$ 2,500	\$ 4,179	\$ 6,679
TOTAL EXPENSE		\$ 954,190	\$ 601,000	\$ 1,555,189
NET REVENUE OR (EXPENSE)		\$ 0	\$ 0	

American Indian Higher Education Consortium									
Grants and Contracts									
Cost Code:	Funding Sources	Funding Type	Grants Titles/Purpose	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit
100	AIHEC Ops.	Private	AIHEC Membership	10/1/2020 - 9/30/2021	\$ 946,790.00	\$ 946,790.00	\$ 517,181.27	\$ 429,608.73	\$ (55,923.05)
130	AIHEC ASC	Private	AIHEC Student Congress	10/1/2020 - 9/30/2021	\$ 17,500.00	\$ 17,500.00	\$ 367.42	\$ 17,132.58	\$ -
131	AIHEC SLT	Private	AIHEC Student Leadership Training	10/1/2020 - 9/30/2021	\$ 45,000.00	\$ 45,000.00	\$ -	\$ 45,000.00	\$ -
140	TCJ	Private	Tribal College Journal	10/1/2020 - 9/30/2021	\$ 304,126.00	\$ 304,126.00	\$ 84,919.86	\$ 219,206.14	\$ -
200	Bureau of Indian Education (BIE)	Federal	TCU Technical Assistance	10/1/2020 - 9/30/2021	\$ 601,000.00	\$ 601,000.00	\$ 134,926.13	\$ 466,073.87	\$ 11,089.27
235	Department of the Interior	Federal	DOI Records Management Course Development Project: AIHEC, in coordination with DOI and selected TCUs will develop and offer two 16-week records management course for online and traditional classroom delivery.	7/1/2016 - 6/30/2021	\$ 650,000.00	\$ 129,235.00	\$ 2,987.06	\$ 126,247.94	\$ 281.87
415	IHS-Health and Human Services	Federal	Growing the AI/AN Research Community: An Native Research Network (NRN) and AIHEC Health Research Initiative.	2/1/2017 - 1/31/2021	\$ 287,500.00	\$ 50,478.31	\$ 30,777.81	\$ 19,700.50	\$ 1,343.72
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	\$ 1,855,800.00	\$ 583,474.82	\$ 54,418.91	\$ 529,055.91	\$ 2,528.32
424	DOD	Federal	AIHEC/DOD TCU Partnerships in Research and Education Program (TCUPREP)	2/1/2020 - 1/31/2021	\$ 2,998,439.75	\$ 395,722.16	\$ 17,235.43	\$ 378,486.73	\$ 1,375.51
426	Corporation for National and Community Service (CNCS)	Federal	VISTA-Corporation for National and Community Service	4/12/2020 - 6/19/2021	\$ 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	\$ 230,939.73	\$ 44,790.47	\$ 186,149.26	\$ 3,334.00

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
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.	10/1/2020 - 9/30/2021	\$ 2,921,074.03	\$ 1,446,167.41	\$ 855,441.11	\$ 590,726.30	\$ 2,704.14
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 - 9/30/2021	\$ 99,547.00	\$ 99,547.00	\$ 15,007.93	\$ 84,539.07	\$ 921.10
482	National Science Foundation (NSF)	Federal	CC*Team: Piloting a CI-Enabled Tribal College and University Research Collaboration: This grant will implement a Cyber Team project that will establish the socio-technical foundations of a North Dakota research infrastructure that will both support current STEM research and education programs and provide the framework for aggressive research program development. The project will enhance opportunities for economic development and enhance the design and delivery of health, education, and other services developed through cyberinfrastructure (CI) enabled pure and applied research.	10/1/2020 - 9/30/2022	\$ 1,399,997.00	\$ 763,620.00	\$ 21,950.26	\$ 741,669.74	\$ 1,699.95
483	National Science Foundation (NSF)	Federal	TCU CI Planning Workshop Series: This CI planning workshop series is intended to place the colleges on a pathway toward greater CI maturity. The workshop series will foster connections with national, regional, and fellow TCU expertise and resources as well as provide guidance and training in crafting competitive grant proposals submitted to the NSF CC* program and other relevant funding opportunities to support the colleges' CI implementation plans.	9/15/2020 - 8/31/2021	\$ 99,965.00	\$ 99,965.00	\$ 25,219.94	\$ 74,745.06	\$ 1,236.84
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	\$ 126,712.00	\$ 20,200.81	\$ 106,511.19	\$ 1,582.83
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	\$ 1,084,412.00	\$ 371,813.87	\$ 61,275.75	\$ 310,538.12	\$ 5,375.69
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 - 8/31/2021	\$ 207,000.00	\$ 167,373.84	\$ 15,909.97	\$ 151,463.87	\$ 1,659.62
664	Gates Foundation	Private	General Operating Support	7/25/2019 - 10/31/2021	\$ 470,000.00	\$ 211,682.23	\$ 12,395.23	\$ 199,287.00	\$ 524.97
680	Native American Agriculture Fund (NAAF)	Private	To support the success of Native farmers and ranchers	1/1/2020 - 06/30/2021	\$ 125,000.00	\$ 49,192.17	\$ 33,082.82	\$ 16,109.35	\$ 3,597.24
701	AIHEC AIMS Data Services (A*CF)	Private	AIHEC-AIMS	1/1/2021 - 6/30/2021	\$ 100,000.00	\$ 29,607.37	\$ 21,768.71	\$ 7,838.66	\$ -
709	Wells Fargo Foundation	Private	To Promote the public welfare	11/20/2018 - 5/1/2021	\$ 200,000.00	\$ 44,590.81	\$ 24,836.88	\$ 19,753.93	\$ 2,155.80
712	Gates Foundation	Private	To create a plan to support institutional transformations at scale	11/19/2019 - 10/31/2021	\$ 1,430,000.00	\$ 880,021.00	\$ 223,246.88	\$ 656,774.12	\$ 14,469.85

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
FY 2021 INVESTMENT ACTIVITY
As of February 28, 2021

	Invested Amount	Market Value	Net Change
A.S.C Endowment Fund	255,000.00	317,025.53	62,025.53
Board Directed Fund	419,000.00	506,006.19	87,006.19
Operating Reserve Fund	889,337.00	950,749.59	61,412.59
TCU Accrediting Body Fund	49,337.00	49,337.00	-
TOTAL	1,612,674.00	1,823,118.31	210,444.31



INVESTMENT ADVISORY PRESENTATION | MARCH 31, 2021

Jeffrey Lamb, Principal

Email: Jeffrey.Lamb@SovereignFinance.com

Todd Early, Chief Investment Officer

Email: Todd.Early@SovereignFinance.com

3930 E Ray Road, Suite 170

Phoenix, AZ 85044

(480) 385-2840



SUSTAINABILITY. SELF-SUFFICIENCY. SOVEREIGNTY.

- Sovereign Investment Advisors, LLC manages over **\$1.6 Billion in Assets** for:
 - Native American Tribes;
 - Tribal enterprises;
 - Tribal organizations;
 - Nonprofit organizations with a tribally-specific mission.

- The Firm is **100% Native-owned** and provides a comprehensive suite of investment advisory services customized to meet the needs of Indian Country.

- SIA is dedicated to helping tribal clients achieve their financial goals and objectives from a **tribal-centric perspective** that reflects our core values and Native American heritage.

- SIA is one of less than 1% of advisors nationally to be **certified by the Centre of Fiduciary Excellence (CEFEX)***; demonstrating our core emphasis on compliance with fiduciary best practices.

INVESTING IN INDIAN COUNTRY

SOVEREIGN INVESTMENT ADVISORS WAS CREATED TO ADDRESS THE UNIQUE INVESTMENT NEEDS OF TRIBAL GOVERNMENTS, TRIBAL ENTITIES, AND NONPROFITS WITH A STATED TRIBAL MISSION.

TRIBAL GOVERNEMENTS

We understand the unique complexities, opportunities and challenges faced by tribal governments. Our investment approach is designed to support near term funding needs as well as long term governmental priorities.

OST/ BTFA FUNDS

SIA assists tribes in removing assets from Federal constraints, giving direct management back to Tribal Leadership and enhancing the investment opportunities for those assets. SIA helps Tribes demonstrate clear fiduciary governance and disciplined portfolio oversight

SETTLEMENT FUNDS

We leverage our resources and expertise to maximize the positive impact of tribal settlement funds. To this end, we enable clients to directly invest assets to enhance return potential and to provide institutional level reporting of all settlement assets.

RETIREMENT PLANS

SIA provides retirement plan solutions that enable the long term success of tribal entities and the financial security of tribal employees. SIA's CEFEX-certified retirement program supports tribal fiduciary obligations and enables employees to build personal wealth.

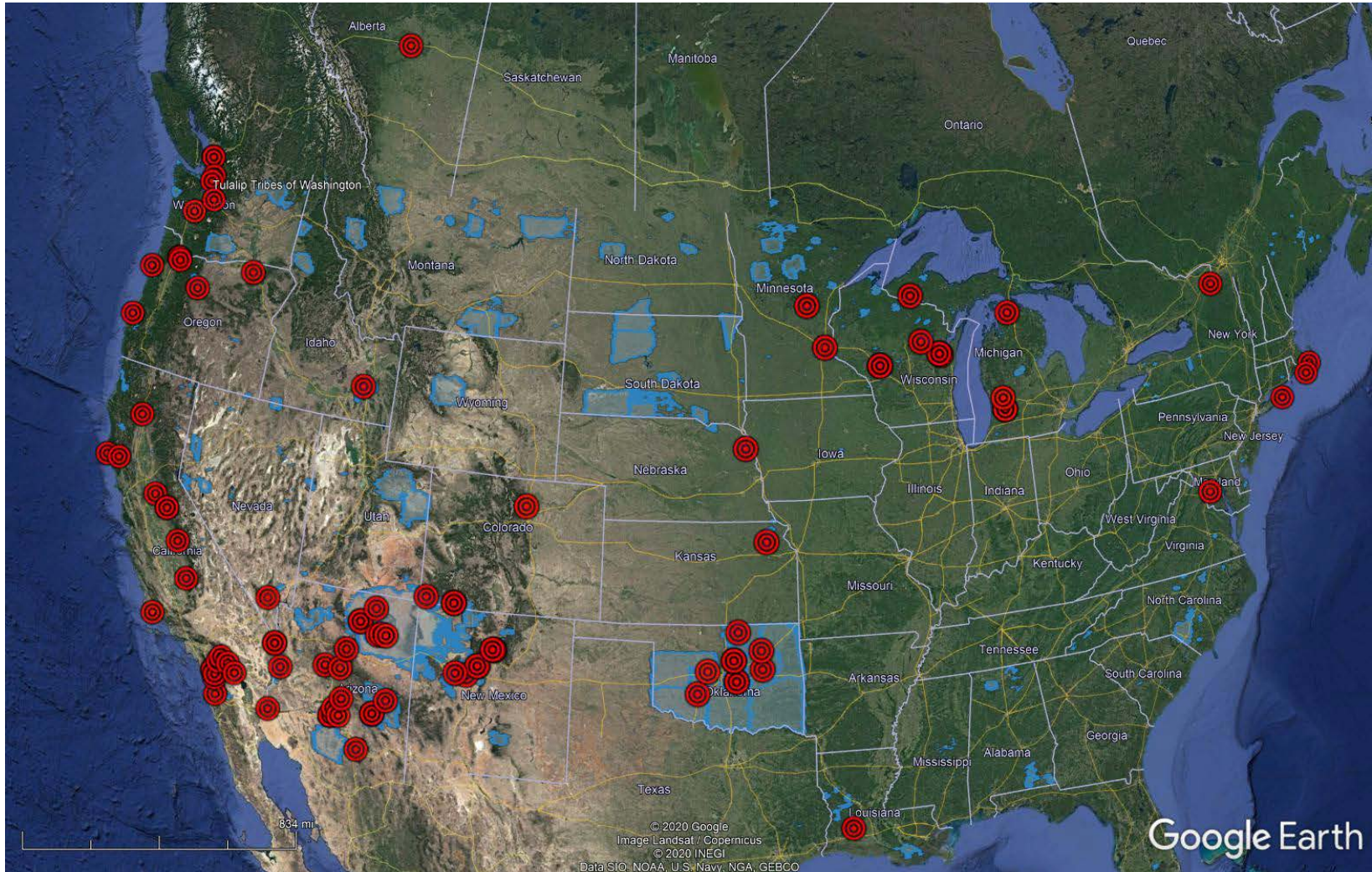
MINORS' TRUST ASSETS

Protecting and promoting the success of future generations is critical. We fully appreciate the value of minors trust assets and help structure institutional portfolio solutions that enable tribes to build and protect generational wealth.

NONPROFITS

Native based Nonprofit organizations play a vital role in supporting critical areas such as education & healthcare. The SIA team has decades of experience managing assets for nonprofit organizations and helping align investments with mission priorities.

SOVEREIGN'S NATIONAL RELATIONSHIP MAP



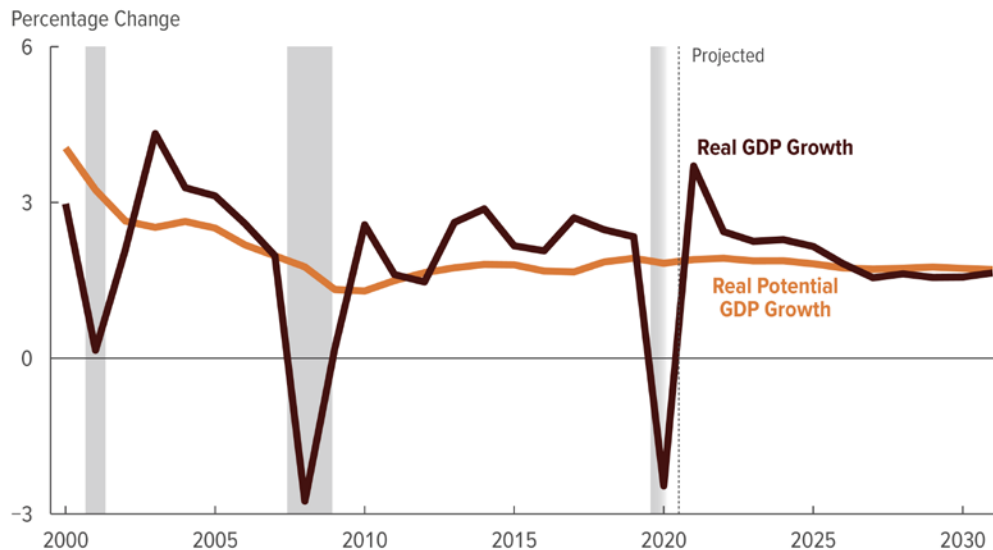
AIHEC INVESTMENT UPDATE

2021 MARKET OUTLOOK AND EXPECTATIONS

- **'Post Covid Boom'**: Expectation that following mass vaccination and the reduction of Covid related restrictions, the US economy will reopen and consumers will spend accumulated savings and stimulus checks.
- **'Reflation Trade'**: If consumers do rush back to post covid activities in areas like travel, entertainment and show general confidence, then we could see a large upswing in the economy and in the stock market. With that growth is the concern of increasing levels of prices and resulting inflation.
- **'Rate Hikes'**: The markets are showing signs of doubt that the Federal Reserve will in fact stick to its plan to keep interest rates at current levels through 2022.

Figure 1.

The Relationship Between GDP and Potential GDP



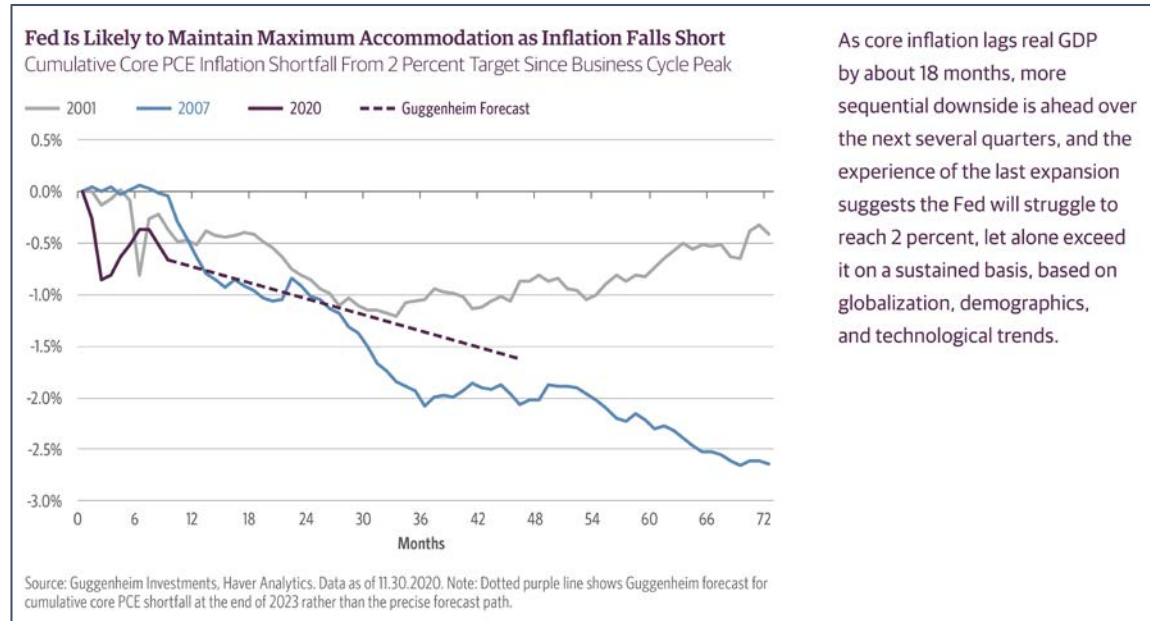
Data sources: Congressional Budget Office; Bureau of Economic Analysis. See www.cbo.gov/publication/56965#data.

The Economic Outlook for 2021 to 2025

In CBO's projections, which incorporate the assumptions that current laws governing federal taxes and spending (as of January 12) generally remain in place and that no significant additional emergency funding or aid is provided, the economy continues to strengthen during the next five years.

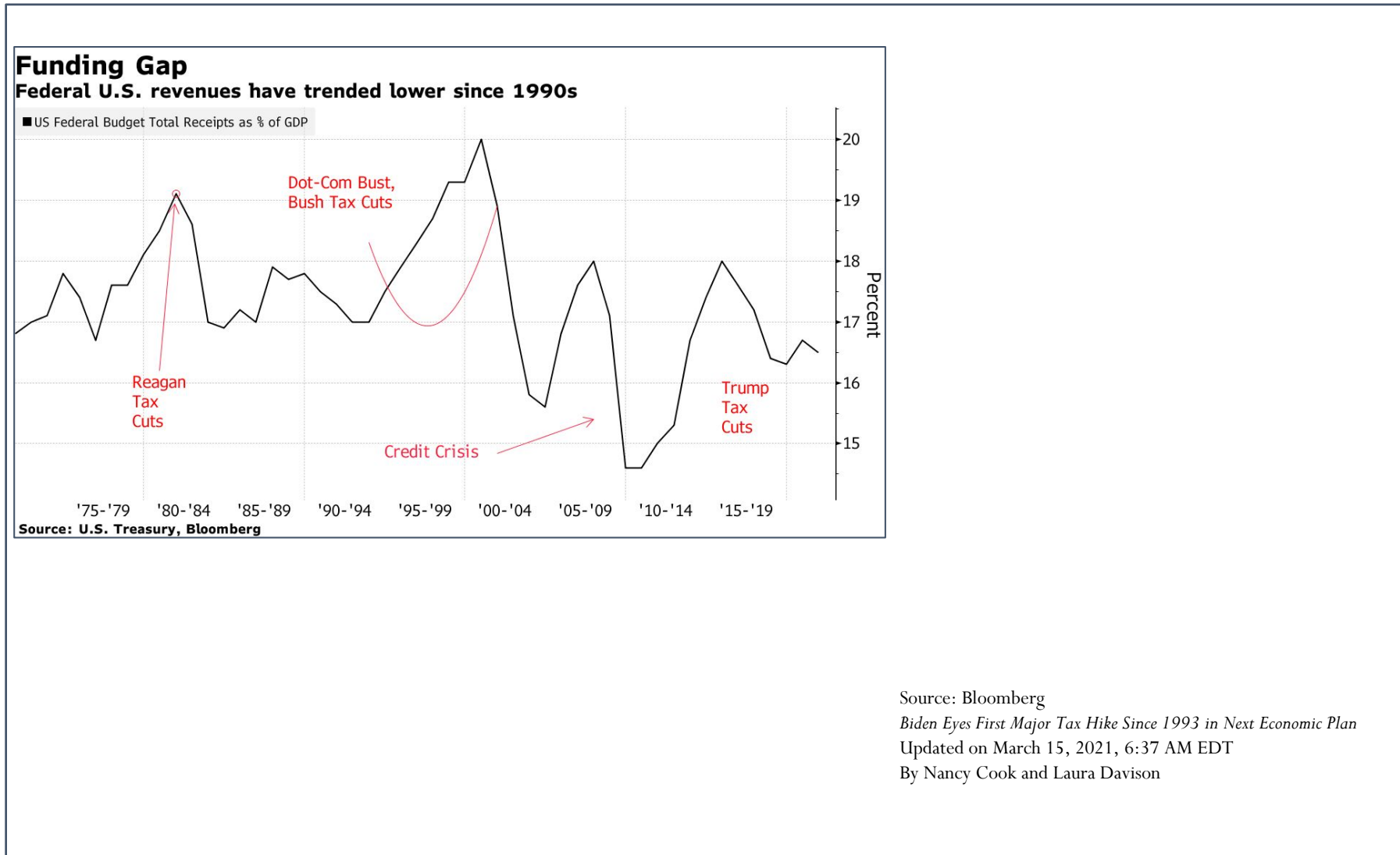
- Real GDP expands rapidly over the coming year, reaching its previous peak in mid-2021 and surpassing its potential level in early 2025. The annual growth of real GDP averages 2.6 percent during the five-year period, exceeding the 1.9 percent growth rate of real potential GDP (see Figure 1).
- Labor market conditions continue to improve. As the economy expands, many people rejoin the civilian labor force who had left it during the pandemic, restoring it to its prepandemic size in 2022.¹ The unemployment rate gradually declines throughout the period, and the number of people employed returns to its prepandemic level in 2024.
- Inflation, as measured by the price index for personal consumption expenditures, rises gradually over the next few years and rises above 2.0 percent after 2023, as the Federal Reserve maintains low interest rates and continues to purchase long-term securities.
- Interest rates on federal borrowing rise. The Federal Reserve maintains the federal funds rate (the rate that financial institutions charge each other for overnight loans of their monetary reserves) near zero through mid-2024 and then starts to raise that rate gradually.

- We agree with the expectation of rapid post covid growth, but disagree that inflation will continue to climb and that the Fed will be forced to raise interest rates sooner than planned.



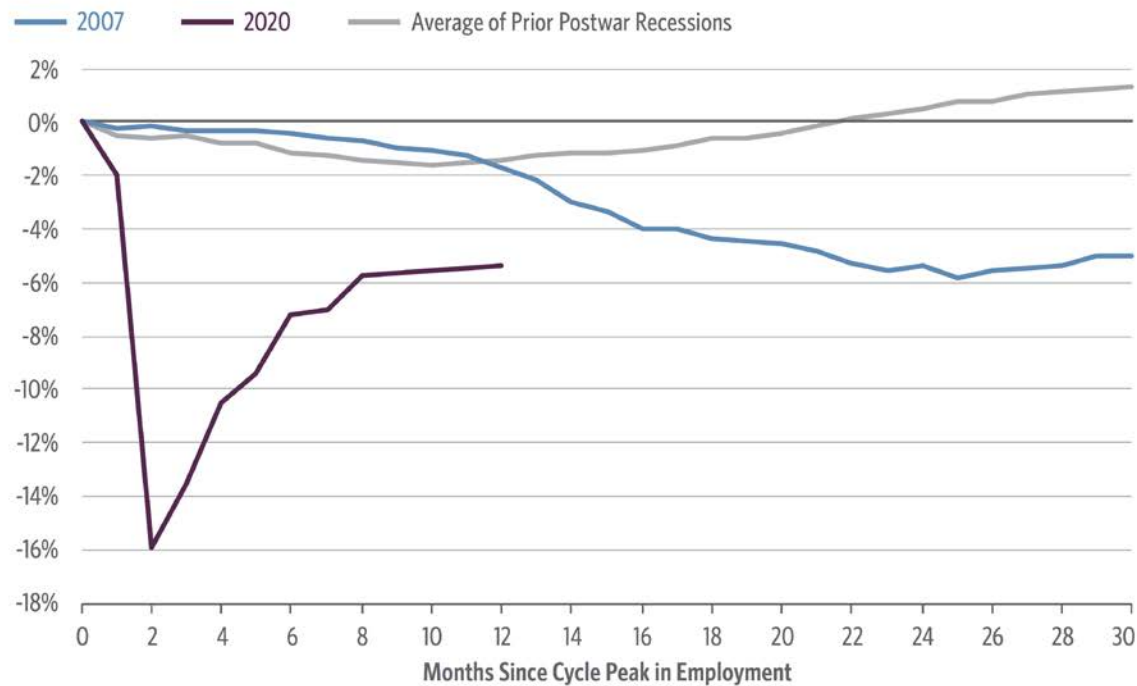
- Two key factors that will weigh on the market for years are the high levels of government debt that we will repay in **taxes**... and continued high **unemployment** that will remain above pre-covid levels for years.

TAX INCREASES: INEVITABLE REGARDLESS OF POLITICAL PARTY



Employment Remains Considerably Below Pre-Covid Levels

U.S. Employment During Recessions, Cumulative Change From Cycle Peak



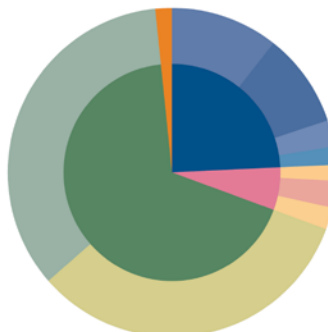
Source: Guggenheim Investments, Haver Analytics, BLS. Data as of 2.28.2021.

As of January 2021, U.S. real GDP had retraced 85 percent of the decline that occurred in March and April of 2020, while employment had retraced 67 percent of its decline through February. Nevertheless, output and employment remained 3.6 percent and 5.4 percent below their February peaks, respectively, much worse than during the first year of past downturns.

INVESTMENT PERFORMANCE OVERVIEW

2020 YEAR IN REVIEW & 2021 YEAR TO DATE UPDATE

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM		Data from Dec 31, 2019-Mar 31, 2020	
Aggregate Overview			
All Accounts			
Client Group Summary		Asset Allocation	
Custom Start Date	Dec 31, 2019		
Total Value	\$ 1,507,977.60		
Net Investment¹	\$ 1,654,702.97		
Performance²	This Quarter	Year-to-Date	From Custom Start Date
TWRR	-8.51 %	-8.51 %	-8.51 %



Equity	24.26 %
● Large-Cap Growth	10.62
● Large-Cap Core	9.25
● Large-Cap Value	2.60
● Small-Cap Core	1.78
International	6.35
● Int'l Emerging Mkts	1.55
● Foreign Large Cap Growth	2.63
● Foreign Small Mid Cap Growth	2.16
Fixed Income	67.77
● Intermediate Bond	32.95
● Short Bond	34.82
Cash	1.62
● Cash	1.62

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM				Data as of December 31, 2020		1																												
Aggregate Overview																																		
All Accounts																																		
Client Group Summary				Asset Allocation																														
Inception Date	Apr 27, 2018																																	
Total Value	\$ 1,821,342.62																																	
Accrued Income	23.90																																	
Net Investment ¹	\$ 1,563,337.00																																	
Performance ²	This Quarter	Year-to-Date	Incp to Date																															
TWRR	5.78 %	10.50 %	6.74 %																															
				<table border="0"> <tr> <td>Equity</td> <td>29.17 %</td> </tr> <tr> <td>● Large-Cap Growth</td> <td>14.00</td> </tr> <tr> <td>● Large-Cap Core</td> <td>9.63</td> </tr> <tr> <td>● Large-Cap Value</td> <td>3.10</td> </tr> <tr> <td>● Small-Cap Core</td> <td>2.44</td> </tr> <tr> <td>International</td> <td>8.52</td> </tr> <tr> <td>● Int'l Emerging Mkts</td> <td>1.67</td> </tr> <tr> <td>● Foreign Large Cap Growth</td> <td>4.12</td> </tr> <tr> <td>● Foreign Small Mid Cap Growth</td> <td>2.72</td> </tr> <tr> <td>Fixed Income</td> <td>61.10</td> </tr> <tr> <td>● Intermediate Bond</td> <td>30.45</td> </tr> <tr> <td>● Short Bond</td> <td>30.65</td> </tr> <tr> <td>Cash</td> <td>1.21</td> </tr> <tr> <td>● Cash</td> <td>1.21</td> </tr> </table>			Equity	29.17 %	● Large-Cap Growth	14.00	● Large-Cap Core	9.63	● Large-Cap Value	3.10	● Small-Cap Core	2.44	International	8.52	● Int'l Emerging Mkts	1.67	● Foreign Large Cap Growth	4.12	● Foreign Small Mid Cap Growth	2.72	Fixed Income	61.10	● Intermediate Bond	30.45	● Short Bond	30.65	Cash	1.21	● Cash	1.21
Equity	29.17 %																																	
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Cash	1.21																																	
● Cash	1.21																																	

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

Data as of March 22, 2021

1

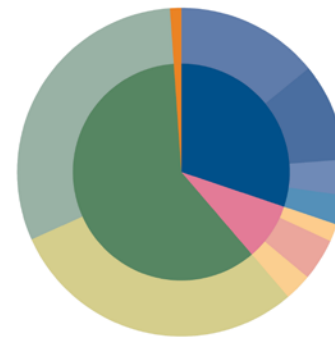
Aggregate Overview

All Accounts

Client Group Summary

Inception Date	Apr 27, 2018		
Total Value	\$ 1,829,016.90		
Net Investment ¹	\$ 1,563,337.00		

Asset Allocation



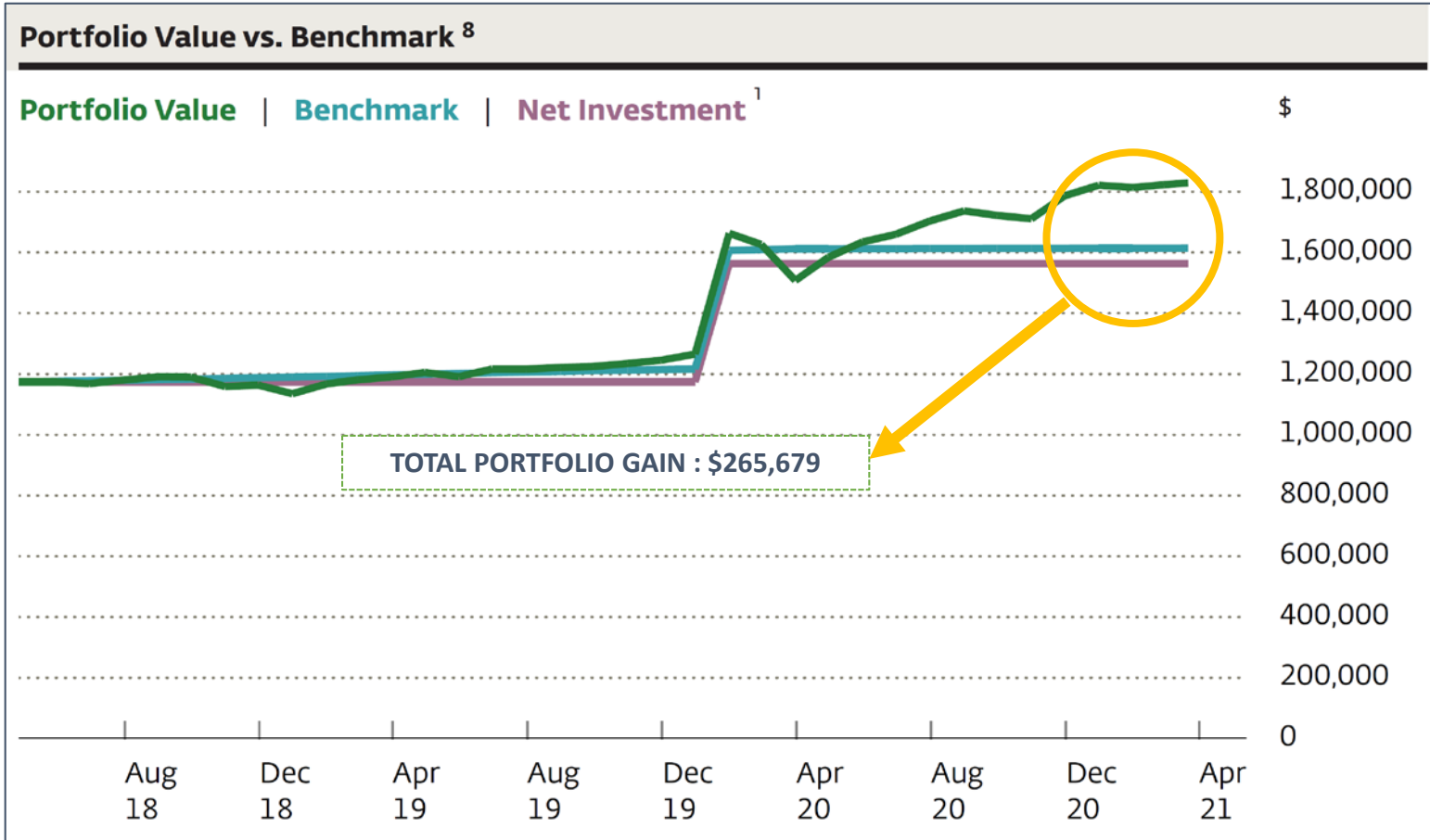
Equity	30.18 %
Large-Cap Growth	14.12
Large-Cap Core	9.66
Large-Cap Value	3.50
Small-Cap Core	2.90
International	8.55
Int'l Emerging Mkts	1.72
Foreign Large Cap Growth	4.14
Foreign Small Mid Cap Growth	2.68
Fixed Income	60.17
Intermediate Bond	29.55
Short Bond	30.62
Cash	1.10
Cash	1.10

Performance ²	This Quarter	Year-to-Date	Incp to Date
TWRR	0.42 %	0.42 %	6.36 %

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	\$ 319,314.90	\$ 255,000.00	Incp : May 25, 2018						
Reporting Only Services	—	—	1.26 %	1.26 %	19.49 %	—	—	—	8.29 %
Benchmark: AIHEC Student Fund IPS Benchmark ⁵	—	—	2.25	2.25	11.94	—	—	—	6.24
AIHEC BOARD DIRECTED FUND 88517606	\$ 509,490.25	\$ 419,000.00	Incp : May 25, 2018						
Reporting Only Services	—	—	0.58	0.58	14.72	—	—	—	7.17
Benchmark: AIHEC Board Funds IPS Benchmark ⁶	—	—	0.71	0.71	15.00	—	—	—	7.22
AIHEC OPERATING RESERVE FUND 88115762	\$ 1,000,211.75	\$ 889,337.00	Incp : Apr 27, 2018						
Reporting Only Services	—	—	0.07	0.07	8.70	—	—	—	5.52
Benchmark: Lipper Money Market Fund	—	—	0.00	0.00	0.19	—	—	—	1.28

PORTFOLIO UPDATE – AS OF MARCH 22, 2021



SAMPLE MANAGER LEVEL PERFORMANCE



AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

Data as of March 22, 2021

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Security Performance

AIHEC - ASC ENDOWMENT | 99414814

Fund Holdings ¹	Start Date	Market ² Value	% of Total	Income ³ Earned	QTD Perf.	YTD Perf.	Trailing ⁴ 1 Yr	Trailing 3 Yrs	From ⁵ Start Date
BBH Limited Duration N BBBMX	Jun 19, 2018	\$ 5,447	1.74 %	\$ 363	0.36 %	0.36 %	2.58 %	—	3.15 %
DFA US Small Cap I DFSTX	Jun 19, 2018	16,832	5.37	1,053	19.42	19.42	45.88	—	9.90
DoubleLine Core Fixed Income I DBLFX	Jun 19, 2018	28,234	9.01	2,447	-1.89	-1.89	1.56	—	4.55
Edgewood Growth Instl EGFIX	Jun 19, 2018	70,425	22.47	5,247	1.95	1.95	52.12	—	21.56
iShares Edge MSCI Min Vol USA USMV	Jun 19, 2018	42,128	13.44	1,841	0.75	0.75	9.54	—	11.47
iShares MSCI Emerg Mkts Min Vol Fctr ETF EEMV	Jun 19, 2018	5,365	1.71	331	3.34	3.34	19.81	—	5.22
Janus Henderson Multi-Sector Income I JMUIX	Feb 18, 2020	26,100	8.33	1,198	0.78	0.78	5.45	—	4.12
Janus Henderson Short Duration Inc ETF VNLA	Dec 26, 2018	25,080	8.00	1,517	-0.46	-0.46	1.45	—	3.06
JHancock Disciplined Value I JVLIX	Jun 19, 2018	17,067	5.45	3,233	13.31	13.31	25.29	—	9.42
Royce International Premier Investment RIPNX	Jun 19, 2018	17,358	5.54	145	-1.02	-1.02	23.58	—	12.08
Vanguard International Growth Adm VWILX	Jun 19, 2018	21,764	6.95	1,213	0.91	0.91	72.42	—	22.37
Western Asset Core Plus Bond I WACPX	Jun 19, 2018	37,560	11.99	3,520	-4.67	-4.67	3.42	—	6.39

Security Performance Footnotes

¹ Performance is shown gross of all fees.

² Based on market-close prices at Mar 22, 2021. Where Mutual Fund holdings are listed, the Net Asset Value (NAV) is used as the market price.

³ Income Earned includes interest, dividends, foreign tax paid on dividends, and gain distributions from the start date.

⁴ Trailing 1 Year is Feb 29, 2020 to Feb 28, 2021

⁵ The start date for each holding is the date of the first buy or the transfer date (for holdings transferred into the account)

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.

Market conditions can vary widely over time and can result in a loss of portfolio value. Certain information contained herein concerning product performance, performance trends and comparisons is based on or derived from information provided by independent third party sources. SIA believes the sources from which such information was obtained are reliable; however, SIA cannot guarantee the accuracy of such information. No person should assume that any general informational material serves as the receipt of, or a substitute for, personalized investment advice.

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.

The data shown in this presentation are for illustrative purposes only. This presentation is built on the basis of simulated returns from hypothetical portfolios. These hypothetical returns represent past performance, which is not indicative of future results. Further, no representation is made to the effect that, going forward, investor experience will be identical to that described in this presentation. Clients may experience results which are materially different from those portrayed in the models.

Simulated performance is calculated by assuming that assets were invested in the beginning of the period according to a model portfolio. Dividends were assumed to have been reinvested into the distributed assets at the time of their receipt. Client overall performance results will further be reduced by any custodial, execution, and miscellaneous fees, and by taxes, should they apply and should they be paid from these funds. In this way, performance does not reflect the expenses associated with management of an actual portfolio.

These simulations are based on data that are derived from public and commercial sources –including, but not limited to, performance provided by third-party investment managers and independent data aggregators –that is believed to be reliable. However, Sovereign Investment Advisors, LLC takes no responsibility for its completeness or accuracy.

Actual investment results may differ or vary based on market conditions, client restrictions, client objectives, investment cash flows, size and timing of mutual fund and exchange traded fund allocations, trading costs, frequency and precision of rebalancing and reconstitution, tax-management strategies, cash balances, varying custodian fees, and/or the timing of fee deductions. These and other factors may materially influence performance results and therefore actual client performance for any portfolio would only match model performance by coincidence.

The investment return and principal value will fluctuate. An investor's shares, when redeemed, may be worth more or less than original cost.

A copy of the methodology (including the statistics and Calculations) used in generating this proposal are available on request from Sovereign Investment Advisors, LLC

The indices included in this proposal are not intended as direct comparisons to the performance of the Proposed Investment. Instead, they are intended to represent the performance of certain sectors of the overall securities market. The indices reflect the reinvestment of dividends and income and do not reflect deductions for fees, expenses or taxes. The indices are unmanaged and are not available for direct investment.

Centre for Fiduciary Excellence TM (CEFEX®)

An independent global assessment and certification organization. CEFEX works closely with investment fiduciaries and industry experts to provide comprehensive assessment programs to improve risk management for institutional and retail investors. CEFEX certification helps determine trustworthiness of investment fiduciaries.

CEFEX Certification

CEFEX ® defines CEFEX Certification as independent recognition of a firm's conformity to Practices and Criteria within the Standard of Excellence. It implies that a firm can demonstrate adherence to the industry's best practices and is positioned to earn the public's trust. The CEFEX Certification process requires the Candidate to undergo a five-step process, which includes: website registration and submission of a \$300 administrative fee; signing an assessment agreement and submitting an assessment fee; submitting documents for the assessment; undergoing a 1-day onsite visitation by a CEFEX Analyst to review documents and conduct interviews; and a review of the recommendation by the CEFEX Analyst and approval by the CEFEX Registration Committee. A voluntary annual audit by an independent fiduciary expert is required for SIA to retain its CEFEX Certification.

Global Fiduciary Standard of Excellence (GFSE)

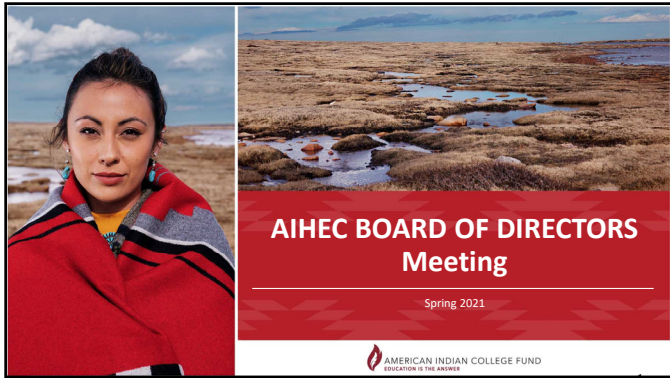
Per fi360, the GFSE is established by "Prudent Practices", "Criteria" and "Substantiation", which are organized under a Four-Step Fiduciary Quality Management System. The steps are consistent with the global ISO 9000 Quality Management System standard, which emphasizes continual improvement. The steps are (1) organize, (2) formalize, (3) implement, and (4) monitor. For more information about the GFSE visit https://www.fi360.com/main/pdf/handbook_advisor.pdf.

Disclosure

SIA has been a CEFEX-certified firm since May 2, 2017. In order to acquire a CEFEX certification, SIA was required to pay an initial assessment fee. Fees range from \$5,000 to \$20,000 depending on the size and complexity of the firm. Factors considered include AUM, number and type of clients, number of locations, and 3(38) roles. The assessment fee does not have any bearing on the recommendation for certification by the CEFEX Registration Committee. To learn more about CEFEX and the CEFEX Certification, visit www.cefex.org.

2021 Spring BoD Meeting

AFFILIATE REPORTS



1

Student Success

Full Circle Scholarships: Jan. 1-May 30, 2021
TCU Scholarships: year-round

Native Pathways:

- College-Going Pathway (how to go to college)
- Transfer Pathways (2-year TCU to 4-year college)

Career Pathways

Virtual TCU tours

Career/Workforce:

- Focus2: Self-assessment
- CONNECT: Internships
- Mentoring

2

Student Scholarship Applications

April 20, 2021 **996 applications**
April 20, 2020 **1559 applications**
Difference: 563



2020 total TCU applications = 2064
Need 1068 applications to reach last year's total.

Go To Our Home Page:
www.collegefund.org

3

Programs

- Indigenous Early Childhood Education: Strategic Plan
- Native Arts & Culture: community & curriculum grants
- Environmental Stewardship: CoP among 5-10 TCUs in northern plains with grasslands focus
- Indigenous Visionaries: place-based women's leadership development
- Student Success:
 - high school equivalency programming
 - re-entry for previously incarcerated Native youth
- Strengthening Workforce Development
- Capital Infrastructure

AMERICAN INDIAN COLLEGE FUND
EDUCATION IS THE ANSWER

4

Faculty Development

MELLON FELLOWSHIPS IN THE HUMANITIES

- Mellon Masters Fellowships-13 awards available at \$25,000 each
- Mellon Graduate Credit Hours Fellowships-6 awards available at up to \$15,000 each
- Mellon Faculty Career Enhancement Fellowships-2 awards of \$40,000 each

- [Faculty Development Applications | American Indian College Fund](#)
- <https://collegefund.org/faculty-development-applications/>
- Contact Cathy Noland
 - cnoland@collegefund.org

AMERICAN INDIAN COLLEGE FUND
EDUCATION IS THE ANSWER

5


Faculty Development



- Nyswander/Blanchard Pre-Dissertation Fellowships- between 3-7 fellowships of \$3000 to \$9000 each (these awards vary year to year based on review committee ratings and feedback)
- Professional Development Stipends-21 awards-\$2000 each
- Research Convening Call for Presentations - \$500 stipend for participating

6

6



RESOURCES

- <https://collegefund.org/>
 - [Student Portal](#)
 - [Programs Summaries and Blogs](#)
 - [Research Repository](#)
- <https://www.youtube.com/user/TheCollegeFund>
 - Student videos
 - College Fund staff Facebook Live videos
 - Indigenous Activism Speaker Series



BOARD OF TRUSTEES JOB DESCRIPTION

ACCOUNTABLE TO	The Board of Trustees has the overall responsibility for the American Indian College Fund ("College Fund"). The Board is accountable to the public and Indian people to build long-term financial performance and value in the College Fund and to assure that the College Fund operates consistently with high values. The primary constituents of the Board are the tribal colleges and universities (TCUs), their students and donors to the College Fund.
LEGAL RESPONSIBILITIES	<p>The business and affairs of the College Fund are managed by or under the direction of the Board of Trustees. The Board is responsible for regularly evaluating the effectiveness of management in the execution of the College Fund's mission and business strategies. The legal obligations of the Board are comprised of:</p> <ul style="list-style-type: none"> ⊕ Duty of Care - makes prudent decisions, i.e., must exercise care of ordinarily prudent person in a like position and under similar circumstances. ⊕ Duty of Obedience - responsible for the operation of the College Fund in compliance with all applicable laws and regulations and the College Fund's legal documents. ⊕ Duty of Loyalty - faithful pursuit of the College Fund's interests above the interests of another person or organization.
GENERAL DUTIES	<ul style="list-style-type: none"> ⊕ Identify organizational values and vision to benefit the TCUs, their students, and donors to the College Fund. ⊕ Provide guidance, counsel, and direction to management in formulating and evaluating strategies and plans. ⊕ Monitor performance of the College Fund against established criteria. ⊕ Evaluate the effectiveness of the Board. ⊕ Ensure management succession, including hiring the president. ⊕ Evaluate the president. ⊕ Identify possible nominees to the Board. ⊕ Exercise prudence and adhere to ethical practices, monitor compliance with federal, state and local common and statutory law, and provide full and fair disclosure to our donors, regulators and other constituents. ⊕ Exercise all powers reserved to the College Fund in the Articles of Incorporation, the Bylaws and the Committee Charters. ⊕ Establish policies for board operations. ⊕ Assist with fiduciary responsibilities, e.g., review the organization's financial statements, adopt an annual budget, monitor investment strategies, and approve policies. ⊕ Prepare for & attend all Board meetings and serve on committee(s) as assigned by the Board. Participate appropriately in board & committee meetings. ⊕ Contribute financial resources in a generous way to the College Fund taking into account personal circumstances and lend expertise to the Board for the good of the College Fund. ⊕ Assist with the development of long-range strategic fundraising plans to meet the needs of the TCUs. ⊕ Promote and advocate on behalf of the College Fund and the TCUs. When possible, attend College Fund functions, e.g., special events.

<p>CODE OF ETHICS</p>	<p>All members of the College Fund’s Board are expected to adhere to the College Fund’s Code of Conduct and Conflict of Interest policies. A member of the College Fund’s Board will:</p> <ul style="list-style-type: none"> ⊕ Declare any personal conflicts of interest and abstain from voting on issues that appear to be conflicts of interest. ⊕ Be respectful, in and outside of the board meeting, of fellow trustees and their opinions. ⊕ Not use position on the College Fund’s Board for personal advantage or the personal advantage of friends, relatives, or business associates or affiliates. ⊕ Observe confidential proceedings of the Board and not discuss proceedings outside of the Board meeting. ⊕ Support open discussion on any agenda item prior to a vote. Once vote is taken, support the decision of the majority (unless the action violates the Code of Conduct). ⊕ Not undermine the President’s authority nor interfere with the duties of the President. Refrain from making special requests of the staff. ⊕ Recognize that the College Fund’s and the TCUs’ best interests must prevail over any individual interest.
<p>STATEMENT OF CORE STANDARDS</p>	<ul style="list-style-type: none"> ⊕ Honesty: act with complete honesty in all dealings. ⊕ Integrity: act with personal & professional integrity. ⊕ Respect: respect others & support and protect diversity. ⊕ Loyalty: be loyal to the College Fund & its mission. ⊕ Confidentiality: protect confidential information. ⊕ Responsibility: manage the College Fund’s resources in a responsible manner, thus maximizing the College Fund’s ability to advance its mission. ⊕ Transparency: be open & candid about activities and operations. ⊕ Governance: Govern carefully & honestly to advance our mission. ⊕ Compliance: Comply with the College Fund’s Code of Conduct, the rules & regulations of the College Fund as well as both the letter & spirit of all federal, tribal, state & local laws. ⊕ Duty: Seek guidance concerning, and report breaches of, the College Fund’s Code of Conduct.
<p>SKILLS & ABILITIES</p>	<ul style="list-style-type: none"> ⊕ Ability: to listen, analyze & question objectively, think clearly & creatively, communicate effectively & work well with people individually and in a group. ⊕ Willing: to read all Board and Committee meeting minutes & other materials sent out before Board and Committee meetings, take responsibility & follow through on given assignment(s), donate personal & financial resources, promote & advocate on behalf of the College Fund & the TCUs, and evaluate oneself as a Board member. ⊕ Develop certain skills if you do not already possess them, such as: cultivate & solicit funds, cultivate & recruit Board members & other volunteers, read & understand financial statements, and learn more about the programs supported & administered by the College Fund. ⊕ Possess: honesty, sensitivity to and tolerance of differing views, a professional, responsive & patient approach, personal integrity, sense of humor, appreciation of the College Fund & the TCUs, and concern for the College Fund’s development.



College Fund Report to AIHEC Spring 2021

Student Success Services

FINANCIAL SUPPORT

Spring TCU Scholarship Program funds totaling \$2,331,000 were disbursed to the 35 eligible tribal colleges in late January. Scholarship reporting from TCUs was due on March 1, 2021. TCU Scholarship funds for academic year 2020-2021 total \$4,662,000.

Full Circle scholarship funds totaling \$4,906,307 was distributed to students at tribal and mainstream colleges and universities through March 2, 2021. Additional replacement disbursements are in progress.

Of the Full Circle scholarship totals, the Wi'aasal (Great Oak) Future Leaders Scholarship Fund from the Pechanga Band of Luiseño Indians supports students at TCUs and mainstream colleges and universities with a total of \$ 1,472,500.

Wi'aasal (Great Oak) Future Leaders Scholarship Fund (Pechanga Band of Luiseño Indians)

Total Scholarships for TCU students:	\$170,000
Total Scholarships for mainstream students:	\$1,302,500
Total Full Circle scholarships supported by Pechanga:	\$ 1,472,500

Distribution of all Scholarship and Support Funds - Through March 2, 2021

Tribal Colleges and Universities

TCU Scholarships to tribal college students	\$4,662,000	
Full Circle Scholarships to tribal college students	\$2,384,026	
Total to tribal college students		\$7,046,026

Mainstream Colleges and Universities

Total to Mainstream Students		\$2,522,281
TOTAL ALL SCHOLARSHIPS	\$9,568,307	

COLLEGE ACCESS AND SUCCESS

There are 30 Higher Pathways grants remaining for Spring 2021. High Schools and TCUs are eligible for awards up to \$2500 to support college going programming designed to increase Native student enrollment. Contact Lisa Silverstein lsilverstein@collegefund.org for more information and application.

TRANSFER

A Tribal College transfer event was held February 10. Two mainstream universities: North Dakota State University and New Mexico State University, cohosted with two Tribal Colleges: Nueta Hidatsa Sahnish College and Institute of American Indian Arts to review the transfer process including the transfer process during COVID-19. Preview and Transfer Day grants expanded to include 12 more TCUs. Awards up to \$3500 are available and you may contact Nicolette Westin nwestin@collegefund.org for application and more information.

COACHING

Fall '20 to spring '21 retention is 81.21% (heavy and intensive coached scholars only) goal is 90%.

Nine Native American Agriculture Fund (Keeps Eagle) career experience applications were processed in the Spring to support student led projects in agricultural fields of study. A total of \$39,533 in funding was disbursed to these students.

The Community Leadership Corp with the Student Ambassadors and Native Pathways High School College Choice Program launched in February. This partnership provides an opportunity for College Fund student ambassadors to support the Native Pathways high school programs to support recruitment and college going strategy efforts.

TCU CAPACITY

As part of our Lilly Endowment capacity building grant, six TCUs were selected for their high impact practice (HIP) on either academic progression or career readiness. These six TCUs will present their practices at a gathering for the larger TCU community in May 2021.

TCU	HIP: Academic Progression/Career Readiness
Diné College	HIPs in the Arts: Career Readiness in the Arts and Economic Development Navajo Cultural Arts Program: Certificate, Minors and BFA Developments
FDLTCC	Math and English: Dev ed as co-requisites
NWIC	Student Connections Program: a new TRiO model
LCOOC	Internship program
BMCC	Early Alert and Student Advising
NTU	Career Services Framework: Education+ Employment= Empowerment

The winter convening with the five project teams in the Cultivating Native Student Success grant occurred on Feb. 2-3, 2021 and included a new partner consultant, Tom Green from American Association of Collegiate Registrars and Admissions Officers (AACRAO) and expert in strategic enrollment management. He provided workshop opportunities to the teams on recruitment of first year enrollment and strategizing with culture at the foundation.

SKC and OLC are focused on filling their enrollment manager positions, a key role on their project teams. UTTC created a student journey cycle, as part of their evaluation of their current processes as they create their SEM plan. As part of retention and recruitment efforts, all five teams are coordinating with Native Pathways to provide Preview Day and Transfer Day events at their respective colleges.

Four of the five CNSS TCUs participated in leading workshops at the Achieving the Dream conference Feb. 16-19, 2021 based on their retention strategies. Workshops included: Wildly Important Goals: A Football Analogy for Illustrating & Empowering a 100% Goal - LCOOC - Odawa White, Stephanie St. Germaine, Karen Breit & Lisa Munive. Managing Emergency Aid & Paid Internship Programs Amidst a Pandemic - (panel) included Dan Durglo (SKC) & Connie Sheehan (UTTC). Pedagogy & Practice - included Jeremy Vu (OLC).

CAREER READINESS AND INTERNSHIPS

The College Fund hosted a graduate school fair week February 15-20 where students had exposure to programs broadly in the humanities, sciences, education, engineering, and technology. A total of 29 unique graduate program presentations representing ten different higher education institutions were conducted. Included in that, we partnered with University of Minnesota - Twin Cities and American Indian Graduate Center on three graduate school prep presentations:

Graduate School Prep, Professional Essay Writing, and Graduate School Success Tips. There were approximately 200 attendees – students, faculty, and staff.

Four students will participate in the Global Mentoring Initiative that is specifically for students in their last year of college to prepare them for career and employment planning.

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.

CULTURAL PRESENTATION & REVITALIZATION – National Endowment for the Humanities

The *National Endowment for the Humanities Cultural Preservation Endowment* is awarded annually to 24 TCUs. The program supports cultural preservation, perpetuation, and revitalization efforts as defined by TCU grantees. Some highlights from TCUs cultural preservation activities from the last year include: Native art classes such as ribbon skirt making, a community buffalo hunt, and winter storytelling events were hosted and held over ZOOM. Many of the TCUs were able to adjust their cultural preservation efforts to comply with COVID-19 safety measures to host activities in a limited capacity or on-line. The 2021 grant will be disbursed in April 2021.

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 (HSE) by increasing TCU capacity to expand services, improve instructional approaches, and increase sustainability of their respective HSE programs. The College Fund expanded its reach this term by providing mini grants to three additional TCUs, increasing the cohort to a total of seven TCUs served. Interim reports from all TCUs demonstrated the extent of the pandemic’s impact on HSE students and program outcomes. Ongoing challenges include limited testing capacity, lack of internet access, and time constraints for students who work or must now homeschool their children. However, TCUs continue to meet these challenges with adaptation as they explore online testing options, offer more flexible instruction hours, and increase mentor support for students, all of which are growth points. This term to date, 31 students have obtained their GED or HSE.

INDIGENOUS EARLY CHILDHOOD EDUCATION COMMUNITY OF PRACTICE-Heising-Simons Foundation

The College Fund will establish a Community of Practice (CoP) among its existing TCU IECE partners and expand relationships to the TCU network by strengthening the infrastructure of IECE delivery and through partnership building. Project activities include creating institutional profiles that highlight accomplishments and to create pathways for sharing best practices across the CoP and with other TCUs. The CoP will disseminate best practices and learning through virtual activities and publication.

INDIGENOUS EARLY CHILDHOOD EDUCATION PROGRAM (IECE) SYSTEMIC ENGAGEMENT AND ECE LEARNING IN NATIVE AMERICAN COMMUNITIES - W.K. Kellogg Foundation

The *Systemic Engagement and ECE Learning in Native American Communities* project will focus on addressing the Native early childhood education teacher degree attainment gap, TCU-TCU mentorship, and dissemination of the Indigenous early childhood education learnings to strengthen tribal nation communities and early childhood education through the Community of Practice.

INDIGENOUS VISIONARIES WOMEN’S LEADERSHIP PROGRAM

The Indigenous Visionaries women’s leadership program supports the empowerment of Native women students at TCUs by providing place-based fellowships. This program seeks to address and dismantle systemic barriers facing Native American women by providing the tools, opportunities, and a network to support and strengthen the growth of our fellows; in turn, strengthening families, TCUs, and Tribal communities. The 2020-2021 cohort is made up of six students and three mentors representing Diné College, Fond du Lac Tribal and Community College, and Salish Kootenai College. Participants receive place-based experience and professional development through guided trainings and culturally based learning from their mentors, American Indian College Fund staff, and a broad network of Native women leaders.

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

The *Native Arts Enrichment and Expansion* program began the three-year grant term on April 1, 2020. The program consists of various grant opportunities that will help to enrich, enhance, and expand traditional and contemporary Native arts knowledge and skills at tribal colleges and universities (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 these grant opportunities.

In October 2020, the Curriculum Development and Enhancement grant were awarded to nine TCUs. 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. The following TCUs were awarded for the two-and-a-half-year grant; Blackfeet Community College, Diné College, Fond du Lac Tribal and Community College, Lac Courte Oreilles Ojibwe College, Oglala Lakota College, Salish Kootenai College, Sisseton Wahpeton College, and Stone Child College.

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 supports 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.

In November 2020, the College Fund's Environmental Stewardship Program Officer hosted webinars, providing an overview of the current project and application process. A total of eight TCUs attended, and six TCUs submitted grant applications.

The College Fund awarded the first round of TCU grantees in February 2021. Current grantees include Aaniiih Nakoda College, United Tribes Technical College, Nueta Hidatsa Sahnish College and Sitting Bull College. Additional outreach will be conducted to TCU Presidents, to provide opportunities for project engagement.

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. 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. Four TCUs will be awarded grants at the end of February 2021.

STRATEGIC PLANNING AND BUILDING TCU ECE FAMILY ENGAGEMENT - Bezos Family Foundation

During the fall 2020, the College Fund through consultants engaged in a strategic plan process to inform the next one, four, and seven years of the Indigenous Early Childhood Education program. Interviews were conducted with 19 TCUs, Early Childhood Education (ECE) funders, and College Fund Board members and staff. 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. The College Fund also supported family engagement grants to seven TCUs. TCUs demonstrated that the grant supported families and children during the pandemic through several family engagement activities including: virtual story time, trapping, and harvesting demonstrations; crafting activities such as beading mask holders; cooking meals together; and virtual workshops such as budgeting and couponing for parents. The grant also covered the cost winter coats for children; gift cards for household supplies, gas, and groceries; and care and learning packages and smudge/wellness kits.

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.

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.

In December 2020, we received letters of interest from 19 TCUs. We are currently holding initial conversations with five TCUs to identify the four whom we will invite to apply for funding.

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.

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 was completed in the year 2019, analysis was conducted in the year 2020, and dissemination only remains in the year 2021.

The project submitted an IRB application to all governing IRBs/Tribes seeking approval to disseminate its results in the year 2021 due to the impact of COVID-19. The reports completed by the team include Internship Case Study, Emergency Aid Case Study, TCU Website Analysis, Document Analysis, and a Cross-site Study Report. The project is led by Crystal LoudHawk-Hedgepeth and consultant Julie Lucero.

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, representing 21 TCUs, completed their degrees. 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 graduated 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 graduated 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 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 February 2021, 35 fellows received funding from this program, of those:

- Twenty fellows completed the program.
- Fifteen are on track with course completion.
- Of the 15, two are new fellows awarded funding starting Spring 2021.

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 Summer Semester 2021 or Winter Quarter 2021. 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, representing 21 TCUs, completed their terminal degrees. 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, 49 pre-dissertation fellowships were awarded to faculty from 16 TCUs.

Applications for the 2021-2022 Academic Year will soon be accepted and can be found here: <https://aicf.advancingcommunities.us/nyswander-blanchard-grant-application/>

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 and awarded 16 faculty from the following TCUs: BFCC, CMN, FDLTCC, IC, KBOCC, LBHC, LLTC, MUSC, SIPI, TMCC, SKC, SWC, TOCC).
- Developed the upcoming Vol. V issue of the TCURJ for publishing at the end of February 2021.
- Reconfigured the Intensive Writing Retreat into a Virtual Writing Mentorship Program.
- Awarded Professional Development grants to 20 faculty at OLC who are participating in AIHECs Online Course Development Training with ACUE.

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 funding supports the first-ever research collaboration between the four major National Native Scholarship Providers (NNSP) namely, the American Indian Graduate Center, American Indian Science and Engineering Society, Indigenous Education, Inc., and the American Indian College Fund. The project began in December 2020 and will conclude in May 2022. To date we completed all of the data collection for the College Affordability study including the fielding of a survey instrument in October 2020. Each NNSP also conducted fourteen interviews and two sharing circles. Analysis of survey data commenced and analysis of interview and sharing circle transcripts will begin in March 2021.

We are gaining institutional and tribal IRB approval for the remaining three strands of research at five TCUS, namely, Diné College, Navajo Technical University, United Tribes Technical College, Turtle Mountain Community College, and Nueta Hidatsa Sahnish College, with the intent to begin data gathering in March. We will also be analyzing 990s and audits for all TCUs where applicable along with AIMS AKIS data that can inform the three strands of research.

SPENCER FOUNDATION RESEARCH GRANT

The College Fund and the National Native Scholarship Providers received a five-year grant from the Lyle Spencer Foundation on August 1, 2020. The grant will allow the College Fund to work with NNSP organizations and consultants to develop institutional assessments to measure effectiveness of AIAN student support. Additionally, we will work with the NNSP 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. To date we have signed all organizational agreements, are developing a Data Management plan with each NNSP organization, and are establishing the research agenda and the scope of work for the next five years.

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 chose WizeHive as the database platform and are now working to integrate our scholarships programming and grants management programs. We identified three programs to integrate along with the scholarship programs. Raj Moona was hired in October 2020 as our first-ever data base administrator and analyst. He is working closely with WizeHive, departmental teams, and our developed database implementation team to develop and integrate programs into the new platform.

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 this work to date include:

- A TCU Faculty Needs Assessment, which is the largest and most comprehensive survey of TCU faculty to date conducted by the College Fund. Survey findings document the professional development needs of TCU faculty and faculty engagements with indigenous cultural knowledge in support of tribal college missions. Survey results will inform the design of the next phase of faculty professional development programming at the College Fund.
- Contributing theories of change, evaluation methodologies, and feedback on activity-to-outcome linkages for two ECMC Foundation funded program proposals to support TCU transfer pathways and career readiness.
- Generating actionable survey data and a scholar risk index to guide scholar coaching by the College Fund's student success coaches in fall 2020 and spring 2021.
- Strada Employable Graduates program: baseline data collection and quarterly reporting
- Collaborating with the five TCU grantees to set key performance indicator targets for the Strategic Enrollment Management (SEM) programming supported by the Cultivating Native Student Success grant and transforming those targets into visual and accessible dashboards to support data-driven discussions about SEM strategy implementation.
- Helping the College Fund join the Postsecondary Data Partnership, a new National Student Clearinghouse tool, and obtaining permission to view TCU partner dashboards, which house key student success data for the institution. These dashboards will facilitate information sharing between the TCUs and the College for program concepting, grant administration, and program evaluation.

Public Education

PUBLIC RELATIONS

The College Fund leverages trending issues to pitch and place stories. Issues include:

- COVID19 and its impact on our students and the TCUs to increase visibility about our work. Pitches address the decline in first-year student enrollment and its impact on our communities.
 - Montana Public Radio story coming this week, includes interviews with TCU presidents and students. Possible feature Marketwatch, we will share links. February.
 - Washington Post, Associated Press Arizona, interested in story. March.
 - Time Magazine interview with Cheryl Crazy Bull, publication in March.
- Native visibility (mascots, political issues, etc.)
 - Charity Navigator guest blog December.
 - Reed Smith Inclusivity Included podcast (named a top 10 podcast by *Business Insider* on diversity and inclusion issues. November.

- *Chicago Tribune* interview with Cheryl Crazy Bull about retiring the Chief Illiniwick mascot at University of Illinois (picked up by Yahoo News).
- Working with KSUT on Native Braids/Native Lens project. Outreach to student ambassadors to share their stories, student blanket design contest winner Deshawna Anderson, and Bunky Echohawk. Ongoing.
- Statement on armed insurgency by Cheryl Crazy Bull on web site and social media. Pick-ups by Native news outlets, shared with College Fund partners and media. January.
- TCU programs/College Fund programs/student stories that tie into national issues (such as environmental stewardship)
 - Working with *USA Today* reporter on story about our TCU environmental programs and importance of placing people of color with experience/relationship to place in jobs in environmental fields traditionally held by white males. Ongoing. Interviews in January.
 - Former Prisoners Find Second Life as Students-Interview with LCO students, by British author and journalist Sophie Campbell, will appear in the *Harvard Women's Policy Issue* in spring.
- Student need
 - *Self Magazine* article naming College Fund a top charity December 2020.
 - Interview with Cheryl Crazy Bull on Denver 7 (ABC) Mile High Living Segment about the College Fund and its mission. February.
- College Fund news
 - The new student-designed Pendleton blanket and student blanket contest picked up by housewares and textile design publications, such as *Textile World*. November.
 - Pechanga scholarships story: Southern California Public Radio (bulletin) and *Eureka Times Standard*, which featured students. February.
 - AT&T donations of PPEs and sanitizers to TCUs was distributed on the wire and picked up by more than 100 outlets. A feature interview and story appeared in *Diverse Issues in Higher Education*. A big thank you to everyone who submitted photos. February.

TCU OUTREACH INITIATIVES

The TCU newsletter includes links to stories about TCUs or Native higher education in the media and is emailed monthly. We are re-envisioning the newsletter to include original content in addition to the news pick-ups. Please expect a survey on SurveyMonkey on what you would like to see in the newsletter.

We wrapped 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 County, 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, FINANCIAL REPORT, FACT SHEET

View or download all three items on the College Fund web site. <https://collegefund.org/about-us/press-media/> Hard copies are available upon request.

NATIONAL EXPERT GOAL

Cheryl Crazy Bull participated in a panel titled Racism in Higher Education sponsored by the 12 Federal Reserve Banks. The event was promoted on social media outlets, through Native media, and on our web site and with our supporters.

Continuing work with Center for American Progress (CAP) on story on TCUs. The journalist is also exploring and planning a story about the work TCUs do with Native languages. An article about SKC's registered nursing program is completed and scheduled for publication in the next edition of *TCJ*. That story was shared with CAP and they interviewed students in that program as well.

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 September 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 the sole American Indian organization classified under its index of top-rated charities.

2021 Spring BoD Meeting

Federal Agency Reports



U.S. Department of the Interior News Release

Date: Thursday, April 15, 2021
Contact: Interior_Press@ios.doi.gov

Biden Administration Resumes White House Council on Native American Affairs

WASHINGTON – On April 23, Secretary of the Interior Deb Haaland and Domestic Policy Advisor Susan Rice will convene the first White House Council on Native American Affairs (WHCNAA) meeting of the Biden-Harris administration. Secretary Haaland will serve as the Council’s Chair.

“The White House Council on Native American Affairs represents an important commitment to strengthen Tribal sovereignty, uphold our commitment to Tribal Nations, and honor the United States’ nation-to-nation relationships,” **said Secretary Haaland**. “Addressing the systemic inequities that impact Indigenous peoples is the responsibility of every federal agency that will require an all-of-government approach across the Administration.”

“The White House Council on Native American Affairs will maximize federal efforts to support Tribal Nations as they tackle pressing issues, such as COVID-19 response, reopening schools and rebuilding Tribal economic development,” **said Ambassador Rice**. “This inter-agency Council reinforces the Administration’s support for Tribal sovereignty and self-governance and will help to fulfill the federal trust and treaty responsibilities to Tribal Nations.”

The WHCNAA is an interagency Principals-level council that includes leaders from across the federal government. It was established by executive order in June 2013 in response to requests from leaders across Indian Country. It has not met regularly since 2016.

The convening of the WCHNAA comes as the Biden-Harris administration has prioritized getting resources out to Tribal communities to address the impacts of the Administration’s core policy pillars – climate change, racial equity, economic recovery, and COVID-19 response – through the American Rescue Plan and American Jobs Plan.

The WCHNAA will also ensure that every federal department and agency is engaging in robust Tribal consultations as directed in President Biden’s [Memorandum on Tribal Consultation and Strengthening Nation-to-Nation Relationships](#).

The meeting will take place virtually and will be closed press.

###

Reminder - U.S. Department of Education Tribal Consultation Announcement on State Tribal Education Partnerships and American Rescue Plan

Tribal Tech, LLC. <proulain@tribaltechllc.com>

Thu 4/8/2021 4:15 PM

To: Guerrero, Julian <julian.guerrero@ed.gov>

Comment Period Now Open

Notice of Tribal Consultation: Virtual Public Meeting

Dear Tribal Leader,

On April 26, 2021, the U.S. Department of Education's (Department's) Office of Indian Education (OIE) will conduct Tribal Consultation for two discretionary grant programs with tribal implications. The purpose of the consultation will be to receive meaningful tribal input on the [State Tribal Education Partnership \(STEP\) discretionary grant program](#) and the program for Tribal Education Agencies (TEAs) authorized in [Section 11006\(1\)](#) of the American Rescue Plan (ARP). The ARP provides \$20 million for "awards for Tribal education agencies for activities authorized under section [6121\(c\)](#) of the Elementary and Secondary Education Act of 1965."

In accordance with the U.S. Department of Education's commitment to engage in regular and meaningful consultation and collaboration with Indian Tribes and Indian education stakeholders, a **combined** Tribal Consultation will be conducted by the Office of Indian Education in the Office of Elementary and Secondary Education (OESE) and the White House Initiative on American Indian and Alaska Native Education (WHIAIANE).

Consistent with the Department's trust responsibility to Tribes and our Tribal Consultation Policy, the OIE will consult with elected officials of federally recognized Tribes to ensure that their views inform the Department's policy decisions related to aspects of the competitions such as the definitions, priorities, selection criteria, and requirements of future competitions under these statutory authorities.

Virtual Tribal Consultation Tentative Agenda

Venue: Online Meeting Platform

Date: April 26, 2021

Time: 1:00 p.m. – 4:15 p.m. (ET)*

STEP Consultation 1:00 – 2:30p.m.

Intermission 2:30 – 2:45 p.m.

ARP: TEA Consultation 2:45 – 4:15 p.m.

**consultation session times are subject to change*

REGISTRATION

Please follow the registration link below to participate in this event. To maintain online security, each attendee must register individually. Once you have completed registration, an individualized access link for the session will be sent to you with additional information. Individualized access links provide session access to one individual and cannot be transferred to or used by others.

[REGISTER HERE](#)

PUBLIC COMMENTS

Written public comments **will only be** collected through the TribalConsultation@ed.gov email address. The comment period is now open and all comments must be received by 11:59 p.m. ET on April 26, 2021.

We remain steadfast in our commitment to honor the government-to-government relationship with Tribes and look forward to continuing our work with you. Questions about this notice can be sent to TribalConsultation@ed.gov.

[TRIBAL CONSULTATION
QUESTIONS](#)

[DOWNLOAD PDF ANNOUNCEMENT](#)

Tribal Tech, LLC is a contract service provider, specializing in the support of Indian education efforts and provides logistical and communications services for activities essential to the mission of the [Office of Indian Education](#).

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USDA 1994 Tribal Land-Grant Colleges and Universities Update

April 9, 2021

Authority

Federal Agriculture Improvement and Reform Act of 1996 (Pub. L. No. 104-127). This requires the Secretary to develop a Memorandum of Agreement (MOA) with 1994 Institutions and to establish programs to ensure these school and the Native American communities they serve have equitable access to the Department's employment, programs, services, and resources.

The 1994 Tribal Land-Grant Colleges and Universities Program resides in the Office of Partnerships and Public Engagement (OPPE), previously the Office of Advocacy and Outreach (OAO). Prior to OAO, the program was in the Office of the Assistant Secretary for Civil Rights (OASCR). Before OASCR, the 1994 Liaison and the program, known as the AIHEC Initiative and the AIHEC Liaison Officer, was in the Grain Inspection, Packers and Stockyards Administration.

Departmental Memoranda note the AIHEC liaison and the AIHEC Initiative, now the USDA 1994 Tribal Land-Grant Colleges and Universities Program and staff, is one of the 'programs' established to ensure compliance with Congress' mandate.

Office of Partnerships and Public Engagement Reorganization

OPPE underwent a reorganization. There is only 1 staff for the 1994 Program. Previous 1994 Liaisons or their FTE were converted into OPPE Liaison or other positions. AIHEC has expressed concern that the reorganization does not benefit 1994 Institutions.

Executive Order (EO) on Advancing Racial Equity and Support for Underserved Communities Through the Federal Government

The 1994 Program Director drafted a barriers and solutions document and shared with AIHEC on March 12. The Office of Tribal Relations requested AIHEC to submit comments for the Racial Equity/ Tribal Barriers to Accessing USDA Programs & Opportunities. *Employment* is included as a topic because the USDA 1994 Tribal Scholars Program is a Department employment program.

USDA Tribal Consultation

The Office of Tribal Relations hosted a Tribal Consultation on March 9 and March 11. Two 1994 presidents participated to discuss research needs.

Office of Tribal Relations requested a racial barriers and solutions document from the American Indian Higher Education Consortium for the March 9 and 11th Tribal Consultation.

Memorandum of Agreement (MOA) and the USDA and AIHEC Leadership Group

There is no similar requirement that Congress mandated to USDA for the establishment of a memorandum of agreement to ensure the 1994 Institutions to have equitable access to the Department's employment, programs, services, and resources and to establish programs to provide this assurance.

AIHEC noted it would draft its version of the MOA from the last one from 2010. The 1994 Program Director sent the 2010 MOA, which Secretary Vilsack signed along with a 2015 MOA AIHEC and the 1994 Program developed. The 2010 MOA and the draft 2015 MOA 'corrects' the previous administration's proposed MOA to assign AIHEC membership to the USDA and AIHEC Leadership Group.

AIHEC noted that October 2021 was a reasonable time to meet giving USDA time to identify and place its place political appointees and identify members of the Leadership Group and to provide time to identify their members.

Secretary Vilsack

Secretary Vilsack returns to the Department. AIHEC last met with Secretary Vilsack face-to-face in 2013 <https://www.flickr.com/photos/usdagov/albums/72157632718537673/>.

Please note this information in Secretary Vilsack's opening statement before the Senate Committee on Agriculture, Nutrition, and Forestry:

Opening Statement of Thomas J. Vilsack Before the Senate Committee on Agriculture, Nutrition, and Forestry https://www.agriculture.senate.gov/imo/media/doc/Testimony_Vilsack_02.02.2021.pdf

"If confirmed, I will take bold action and work with this Committee to address discrimination in all its forms across USDA agencies, offices and programs. I will ensure all programming is equitable and work to root out generations of systemic racism that disproportionately affects Black, Hispanic, and Indigenous people and other People of Color. I will build the most diverse team in the Department's history, one that looks like America, and will extend that commitment across all USDA agencies and offices."

Office of Partnerships and Public Engagement Request

In November 2019, OPPE requested your schools to be sites of summits, focused on developing communities of prosperity. Acting Director has a similar request, to host and participate in USDA workshops and summits in your communities.

USDA 1994 Tribal Scholars Program

The USDA 1994 Tribal Scholars Program is one of the programs described as the basis of partnerships between USDA and the 1994 Institutions <https://www.usda.gov/partnerships/higher-education-initiatives>.

No scholars have been selected for the 1994 Tribal Scholars Program since 2013 and through 2020. We need to improve on the partnership component. The typical applicant has been a student with a declared major in environmental science type degrees. AIHEC noted to USDA in 2020 that it should follow the authorities for the scholarship placements and that would help ensure 1994 students would be selected.

For FY2021, four applications were received. At the time of this writing, each of the four have received interest from various USDA agencies and offices: The Foreign Agriculture Service, the Agriculture Research Search, and the Office of Tribal Relations.

Additionally, for FY 2021, some agencies have requested we develop a specific recruitment mechanism for them to recruit for actual placements and scholarships, a result of their planning for such opportunities, and a reflection of the authority AIHEC notes. The benefit is that agencies will plan for placing 1994 students through the USDA 1994 Tribal Scholars Program and that 1994 students will receive placements.

We will be announcing a request to collaborate with AIHEC soon for these placements.

Forest Service

- Forest Service Strategic Plan

Forest Service is developing a strategic plan to include 1994s and Native American organizations. Their plan is to host a series of 1994 Institution and Native American organization roundtables to inform their strategic plan process, due March 2022.

Next steps are to set up roundtable meetings with 1994s.

- Forest Service (FS) Alaska Native Outreach

Forest Service is developing a plan for outreach and recruitment for Alaska Natives from the 1994, Ilisagvik in Barrow, and the Alaska Native -serving institutions in the state. The plan is to review the Alaska Native-serving institutes curricula to see how it meets Forest Service needs and then to arrange a series of meetings with the 1994, with the other schools, and a combination of the two types of schools to develop implement the strategy.

Next steps: Meet with the Ilisagvik president to provide an overview.

Terra Preta do Indio Tribal Fellows Program

There were no applicants to the Fellows Program for FY2021.

Revisit: In 2015, this fellowship program convened 1994 land-grant faculty and staff to assist in the development of individual school's research agenda and any shared research agenda. The Agriculture Research Service and the 1994 Program is interested in re-convening the 2015 Fellows (and, perhaps any interested other 1994 Institutions) to discuss and continue to develop and identify funding for implementation.

Food and Nutrition Service

Food and Nutrition Service noted it would promote the scholarship program within the agency and review the 1994 schools' certificate and degree programs to identify a means to collaborate for scholarship promotion. This process is ongoing.

Agriculture Research Service (ARS)

Recruitment

ARS has three recruitment mechanisms it may use this year. ARS wants to recruit 1994 scholars; wants to recruit 1994 and Native American students for a summer cohort session; and currently recruits for the Wallace Carver Fellowship. Their process is developing.

ARS Indigenous Engagement with the Agroecosystem Research and Collaboration meeting

REQUEST: The Long-Term Agroecosystem Research (LTAR) network in support of Tribal Land-Grant Colleges and Universities research, extension, and education initiatives and programs request your participation. Please see the invitation, attached.

- a. The 1994 Program participated in a webinar between ARS scientists, a 1994 researcher, and Canadian Indigenous agriculture researchers. I see new opportunities to develop US-based Native researchers with a cohort in Canada.
- b. ARS is interested in revisiting the 2015 Terra Preta do Indio Fellows work to develop 1994 research plans as a means to encourage further collaboration. More information to follow.

- c. The 1994 Program assisted ARS to develop a Tribal Relations Tool <https://usdaars.maps.arcgis.com/apps/MapSeries/index.html?appid=5370730eccc54c0b8936514505ad9bba> that includes Congress' requirement to engage 1994s.

Direct Hiring Events – USDA Farm Production and Conservation (FPAC) Business Center

The USDA Farm Production and Conservation (FPAC) Business Center will be conducting direct hire events for various agriculture, natural resources, environmental science type positions.

FPAC initiated a collaboration with Salish Kootenai College (AIHEC is invited, too) and the Wisconsin Tribal Conservation Advisory Council for an event for 1994s and for Native students.

One part of the plan is to request Salish Kootenai College to host and to include 1994s with the requisite degree programs with the participating USDA agencies: Natural Resource Conservation Service, Risk Management Agency, and Farm Service Agency. More information to follow.

FPAC also proposed having WTCAC host an event for Native American students in the Great Lakes area and with 1994 Institutions in the area. More information will follow.

Farm Service Agency is currently accepting applications the Coronavirus Food Assistance Program 2 (CFAP 2). More information can be found at <https://www.farmers.gov/pandemic-assistance/cfap>.

##

USDA 1994 Program Contact:
Lawrence A. Shorty, MPH
202-720-7265, lawrence.shorty@usda.gov



United States Department of Agriculture

Research, Education, and Economics
Agricultural Research Service

April 5, 2021

Dear 1994 Land-Grant Presidents:

This letter serves as an invitation to collaborate with the Long-Term Agroecosystem Research (LTAR) network in support of Tribal Land-Grant Colleges and Universities research, extension, and education initiatives and programs. The LTAR network works within and across three agricultural domains: production, environment, and rural prosperity. Thus, the network is uniquely positioned to engage with the 1994 Tribal Land-Grant Colleges and Universities Program on cross-cutting efforts that address, for example, education, workforce development, and local agriculture production within Native American communities.

The accompanying fact sheet provides more information about the LTAR network and network research. Additional details are available on the [LTAR network website](#). You are welcome to contact me on 301-504-4731 or email at teferi.tsegaye@usda.gov for further information about the network and to discuss opportunities for collaboration and engagement.

Sincerely,

TEFERI TSEGAYE
National Program Leader
Water Availability and Watershed Management
Chair, Long-Term Agroecosystem Research (LTAR) network

Enclosure



Long-Term Agroecosystem Research network
Office of National Programs
5601 Sunnyside Avenue
Building 4, Room 2276
Beltsville, Maryland 20705-5139

USDA is an Equal Opportunity Provider and Employer

2021 Spring BoD Meeting

THE AIHEC LIBRARIANS' REPORT

2021 Spring TCU Librarian's Report AIHEC Presidents

Special Note:

Below are the college libraries with spring report deadlines. Many college libraries are still working under COVID-19 pandemic conditions, leading to a smaller than normal library report. Through TCULA we have been able to reach out to one another throughout the past year to assist with changes, lend our different experiences, share best practices, give a sympathetic ear, and to grow as librarians through this unprecedented time.

Thank you, Aaron LaFromboise, TCULA President
Blackfeet Community College

ALASKA

Ilisagvik College
Utqiagvik, AK

ARIZONA

Diné College
Tsaile, AZ

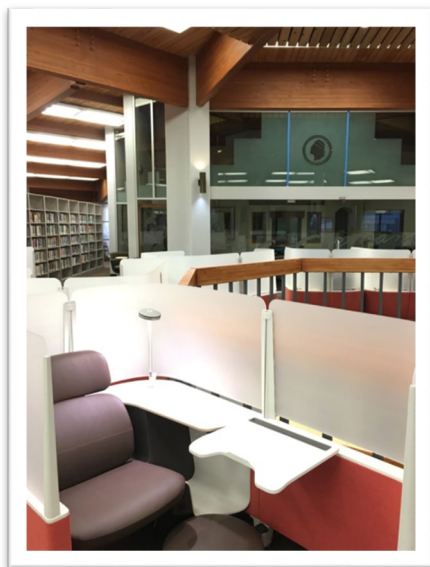
In December of 2019 we completed our refurbishment of the second floor of the library. Here are some highlights and a few photographs.

The Founders of our College designed our campus with the Library at the very center. The hogan conception highlights the Library at the place of the central fire, making the Library both the heart and the hearth of campus.

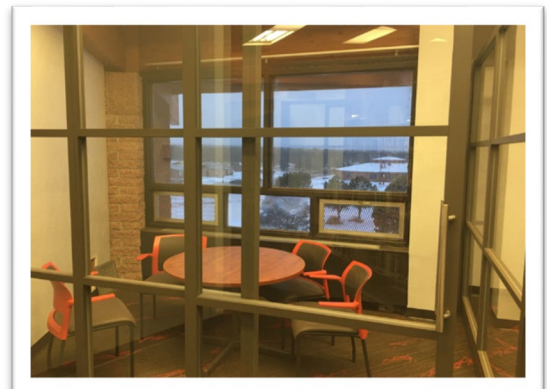


Our second-floor refurbishment of the Library calls attention to these details of the campus. At the fireplace we have called attention to the story of Coyote and how he brought fire to the people.

The choice of carpeting highlights the idea of the fire in its design with a background of ash featuring embers.

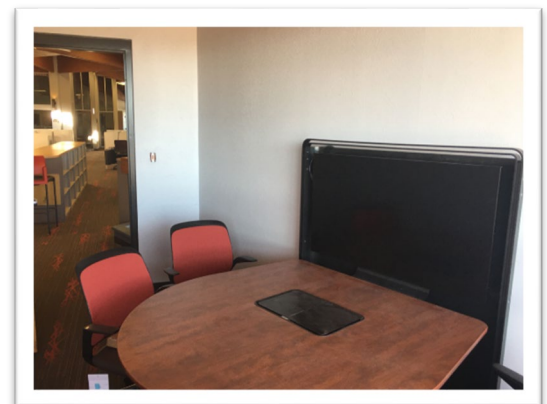


In the center of the building, surrounding the staircase are areas for quiet, individual student study space. Featured here are private carrels which include power outlets and lamps.



Along the exterior of the building are several types of group study areas. A focal point among these are enclosed cubicles for working on group projects.

Like an area in the Student Union Building is the Mediascape room that allows a group of students to plug in their laptops and prepare group presentations.



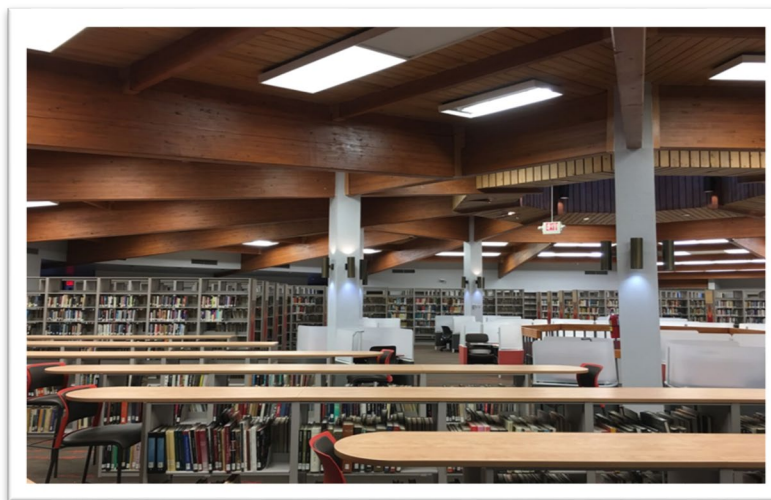
In addition to the new student study spaces, there is also 25 years' worth of expansion space for the book collection.

The goals of this project were twofold: better student study space and shelf space for an expanding book collection. We have accomplished those goals and have also made much more efficient use of the space.

In addition to this we have featured elements from the Navajo culture into the design work. Among these are subject headings at the end of each row in both Navajo and English and room signs in both languages.



We are very proud of the way this space turned out. We are looking forward to renovating the first floor of the Library. We cannot wait for the students to begin using our new space.



KANSAS

Haskell Indian Nations University
Lawrence, KS

MICHIGAN

Bay Mills Community College
Bay Mills Township, MI

MINNESOTA

Ruth A. Myers Library
Fond du Lac Tribal & Community College, Cloquet, MN



2020 brought a year of continuous change to the Ruth A. Myers Library. It asked the library to constantly observe, listen, and respond to the ever-changing needs of a student body and faculty caught amid the COVID-19 pandemic.

The semester began in January much like any other. Excited students flowed in and out of the library, we held welcome week events and yoga sessions in our space, and we looked forward to the weekly story time visits with our Lil' Thunder Daycare children. We provided in-class orientations and library tours for several of our

faculty related to accessing library resources, information literacy and citation of sources.

In mid-March, just as we were finishing a new window display for Women's History Month, we received news that a stay-at-home order had been issued for Minnesota and we would transition to working from home by next week.

With the library space closed, we immediately began assessing the needs of students and faculty who no longer had access to our physical collection. We created an FAQ page detailing library procedure during COVID-19. We recorded a series of information literacy videos that could be embedded by faculty into their online classrooms. We took funding reserved for our physical collection and used it for subscriptions to two new streaming video platforms. This greatly benefited faculty as they looked for materials to replace in-person learning activities or augment the online learning experience of their students.



In July 2020, with the help of Hannah Buckland at the Minnesota Department of Education, we were able to secure an IMLS grant to purchase electronic resources and technology to respond to COVID-19. This

funding was used to purchase internet hotspots and laptops that can be loaned to students, staff, and faculty. The internet hotspots were vital to the success of many of our tribal and rural students who did not have access to broadband internet in their areas when classes went completely online.

The IMLS grant also allowed us to make faculty and student driven eBook purchases for our collection. We were able to purchase eTextbook access for some courses, and other faculty using non-traditional textbooks were able to offer students free access to the required readings through the library.

The library also transitioned services from in-person to virtual. During both spring and fall semesters we provided live classroom orientations through Zoom and offered an embedded model where the librarian attended the Zoom classes and provided on the fly assistance for students doing research. The librarian also scheduled 1-on-1 Zoom sessions with students who needed additional research help.

For fall semester, the library resumed limited in-person hours twice a week. Visits were minimal with most classes taking place online, but it was beneficial for local students who wanted to pick up physical materials, use the library space to study, or make use of our private study rooms to attend their Zoom classes.

While this past year has been full of changes and many unknowns, it has afforded the opportunity to learn new ways of doing things and develop best practices for virtual library resources and services that will surely continue once in-person classes resume. This has been a chance to be innovative and intentional about equitable online access, textbook affordability, and the ability to make a human connection with students even when we cannot be physically present with them.

MONTANA

Aaniiih Nakoda College Library – January 2020 through December 2020

Harlem, MT



Naha, amba waste', greetings from the Niyáacwóóiiinʔw / Yawa Tibi / Book Lodge / Aaniiih Nakoda College Library (ANCL).

2020 was a year of adapting and learning to make the best of each situation as it arose. The most important thing is that ANCL continued and continues to serve the students of Aaniiih Nakoda College (ANC). Between January and mid-March, pre-COVID-19, the library was busy assisting patrons (students and community members), providing information literacy instruction to ANC classes, offering computer access, carrying out community outreach activities and presentations, and always having various

activities available in the library. Some of our most well-attended presentations are with our partner, MSU Extension – Fort Belknap, who provides information and hands-on assistance with gardening, to promote food sovereignty.



In late 2019, the ANCL received an IMLS Enhancement Grant to carry out community programming. Due to COVID-19 “stay at home” orders, the only event we were able to carry out in-person was hosting local entertainer and inspirational speaker, Donovan Archambault. He spoke to area school children who were attending the annual Fort Belknap Mid-Winter Fair. Over 300 children and 50 adults attended his various presentations that were held throughout the day.



In February 2020, ANCL was honored to be able to present the documentary film, Broken Trust. This presentation included participation by the documentary film makers, present via Zoom, and representatives from local service agencies to talk with those present about the film itself and the current situation at Fort Belknap.

The final in-person activity we were able to host was making pom-pom luv bugs for Valentine’s Day. On Monday, March 16 our world, of course, changed. Due to a reservation-wide shutdown, the



physical library was closed and has not fully opened again. During Spring and Summer 2020, the library was periodically open for students but then “the surge” happened and the physical building remained closed for the remainder of 2020. Library services always continued; we just had to adjust to the virtual, online environment. The library’s online resources have always been well-used by the students, but the task of teaching students how to use the resources and making sure they knew the resources are available became even more imperative. Information literacy instruction was carried out via Zoom and sometimes Facebook Live to

reach a wider audience. It was not perfect, but just like all other TCU libraries, we made it work.



Once the library was closed, we continued to offer community outreach in the form of “Take and Make” kits and Zoom or Facebook Live presentations. These have included basic craft supplies kit, cookie in a bag, and glitter ornament kit for Christmas. Through our partner, Hopa Mountain, we provided over 700 new books to K-4 children at seven different schools and Head Starts. We also held “Flash Your (COVID-safe) Mask” and “Ugly Christmas Sweater and (COVID-safe) Mask” competitions to help encourage community engagement.



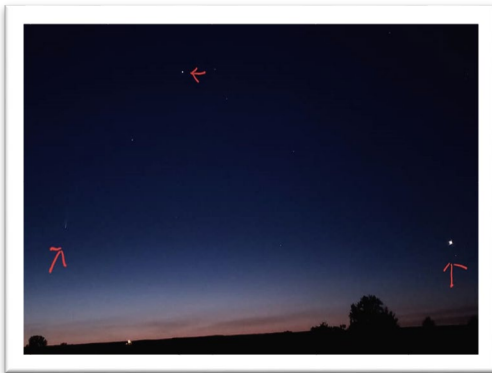
We placed socially distanced story walks at the community gardens in Hays and Lodgepole. We cut up and laminated two children’s books and made them available on sign boards throughout each garden. The “Get It Write” events held each semester in the library had to move online. These events are in place to help connect students with instructors, tutors, and librarians, giving one-on-one help to students with research, speeches, final projects, whatever they might

need help with to successfully complete the semester. For 2020, these events had

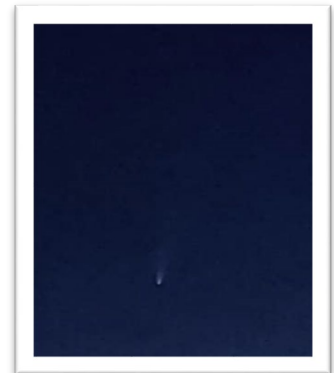


to be moved to Zoom. The library was assisted by faculty, Student Services staff, and tutors, to assist any student who arrived at the Zoom platform asking for help.

When COVID-19 restrictions were imposed, the ANCL Facebook page became our primary means of communication and advertising. ANCL staff continued to post information including links to online story times, mental health resources, and current COVID-19 information resources. Also posted was information about free resources offered by other entities: virtual field trips, free classes, free entertainment, scholarships, educational opportunities, language classes and activities, community events being held online and small business resources. The ANCL also continues to post on Facebook, a daily “word of the day” word in Aaniiih, Nakoda and English. These daily posts have grown in popularity to an average of over 150 views per day. (Might not seem like much to some, but we are a quite small population area.)



And since the library director is a NASA nerd, we must share photos of Comet NEOWISE, which was also promoted through our Facebook page. Venus is the right arrow, Capella the middle and NEOWISE the left. Mid-July 2020.



Medicine Spring Library- Blackfeet Community College Browning, MT

In the past year the college, and the library has not been able to be open for student/community use at all. The only statistics we have been tracking are our social media engagement, and our reference interactions. We were lucky to keep all the library employees on full time throughout the year. Most work has been work-from-home, but there have been sporadic times we have been able to work in the library together. We were able to assist with the college pandemic efforts by loaning our 23 laptops long-term to students. Through a partnership with the Montana State Library, we were able to loan 10 hot-spots long term as well. We have been able to give assistance to students online through email, Facebook messenger, and through open library hours via Zoom. We have not assisted as many students as we normally do but are encouraged at the uptick in reference interactions this semester.



Academics have been slow, but we have been working very hard to engage with students and the community in other ways. We started the pandemic with art demonstrations, which had to take the place of planned activities. We were able to hold our annual Art Show online with 52 entries. We were able to continue to hold our Open Mic nights via Facebook Live, WebEx, and then Zoom. We received an American Indian College Fund Distance Arts Grant. We hosted three traditional arts throughout the summer, a beaded medallion, a leather pouch, and a small rawhide parfleche. We hosted a drawing exercise called Sketchtober, where participants draw from a daily prompt throughout the month of October.

With funds from a community partner, Blackfeet at Heart, we were able to give away kid's activity kits in the summer. In November we held a Bonus Art Show, which had an amazing turnout 92 entries! With supplies we had on hand we have been able to continue online beading classes at the beginning of the year.

To get materials out to our reservations communities we began to build 9 Little Free Libraries. Along with the little libraries, we received a donation of about 1500 items to place inside. Time, a community outbreak of COVID, and a fall snowstorm stopped us from getting the libraries into the communities, but we will have them up and will be supplying reading materials in April (depending on weather).

It is amazing how we find a way to continue to do library work when no one is allowed in the library! We are cautiously optimistic about being able to offer some in-person services soon.

Fort Peck Community College
Poplar, MT

The Library is usually a bright active place. The COVID-19 pandemic has really affected the Library statistics and patron use. There was an average of 42 or more items checked out each day in 2020. The total items checked out in 2020 was 4,897 items. The Library was open 116.5 days in 2020. Normally we are open around 220 days a year. The Library added 219 new materials and 44 new patrons. Many community members come into the Library to use the computers. In 2019 the Library circulated 21,639 items and was open 226 days. The Library is normally an extremely busy place which serves all members of the community and college. Olivia Headdress oversaw the Summer Reading program, which ran for four weeks on Wednesday evenings.

The COVID-19 pandemic greatly affected the Library services from March 16 on. The Library was closed from March 16 until May 26. The Library was open off and on throughout the summer with staff teleworking from home. The Library was open for limited service with no DVD checkouts and no long-term staying in the Library as of the end of the year. There is a good selection of online resources available for all library patrons. Our students are being provided with face-to-face, hybrid and online classes.

The Library uses Montana Shared Catalog as its circulation system which is used by 177 other libraries in the state. Roosevelt County Library and Fort Peck Community College have a memorandum of understanding and Roosevelt County Library is supporting the community patrons with funding. The Library is open 8 a.m. to 5 p.m. Monday through Thursday and 8 a.m. to 3 p.m. on Friday.



NORTH DAKOTA

Candeska Cikana Community College

WISCONSIN

S. Verna Fowler Academic Library/ Menominee Public Library
College of Menominee Nation
Keshena, WI

The College of Menominee Nation followed the protocols set forth by the Menominee tribe in terms of closures with the start of the pandemic. The library shut down along with the college on March 13, 2020 with staff working at home. The youth librarian realized that families were scared and feeling isolated with the shutdown of schools and businesses. The youth librarian and librarian were able to make a switch from doing in person programming to providing virtual programming. They were able to make the switch March 17, 2020 in the hopes of making connections and supporting families.

Starting March 17, 2020 and going through December the library offered 32 self-directed programs with 1,195 people engaged. The term “self-directed activity” replaces the term “drop-in activity.” A self-directed activity is a planned, independent activity available for a definite period which introduces individuals participating to any of the broad range of library services or activities which directly provide information to participants. Examples of these types of passive activities include puzzle plays, escape rooms, and 1,000 Books before Kindergarten reading program.

Staff also offered 218 virtual programs with 5,128 people engaging. The virtual programs were ones that the library previously offered in house and included art activities, story times, breathe and bead, Katāēs esēhcekasīq (a family book club), food programming, special monthly activities like escape rooms, puzzle plays, and a book circle in the summer.

Staff found that they were able to reach a broader audience doing virtual programming. From January through March 13th there were 15 self-directed activities with 208 people participating and 60 in person activities with 217 people participating. While these numbers are good staff found that doing virtual programming attracted people who were not previous library users.

The library was able to support the community through its programming but for the programs to be successful specific supplies were needed. For some programs this meant advance registration and kits were created. Kits were then made available for pick up with curbside pickup. Curbside pickup was offered in the summer and fall to support programming and circulation of materials. Staff also created book giveaway opportunities in October and December for families using curbside.

The library director continued to purchase new books, movies, and other resources despite circulation being down. Patrons gravitate toward new materials and having those available has continued to encourage library use.

Library staff were asked to present on maker activities at the Tribal College Librarian’s Institute in 2020. Staff from IMLS also reached out to the library to see if someone could present on library maker activities

during the pandemic during the Capital Hill Maker Faire. The director reported on behalf of the youth librarian.

2021 Spring BoD Meeting

FALCON Report

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



REPORT TO THE AIHEC BOARD OF DIRECTORS

April 20, 2021

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), President; Brianna Gunka (Bay Mills Community College), Treasurer; Bryan Neztosie (Diné College) Secretary; and (vacant) Past President. The FALCON Executive Director, John Phillips, has been supported in part through a technical assistance grant with AIHEC. All other FALCON officers and members work on a volunteer basis.

Meetings

The First Americans Land-grant Consortium (FALCON) 2021 Conference is scheduled for October 21-24, 2021, in Kansas City, Missouri. Currently it is being planned as a hybrid conference. Registration will open in July. 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, for more information.

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 Region Joint Extension/Research Directors meeting on March 30, 2021, which included a report from the Western Governors Association.
- FALCON is working with 1862 land-grant institutions and several TCUs to provide 1994 expertise on tribal water issues. Most recently, a 3-credit undergraduate course in water issues was developed that was shared with all TCUs. FALCON is currently working with NTU to develop a research protocol for water quality testing that can be shared among the TCUs.
- FALCON is soliciting input into the authorization of the next Farm Bill. If you would like to submit input, you can do so by completing a brief survey at: <https://www.surveymonkey.com/r/3PLMGHV>.
- FALCON has recently released the 2021 edition of the 1994 Land Grant Directory. You can find a copy at: <https://www.falcontribalcollege.org/collaboration-networking>.
- FALCON is helping to promote the EXCITE (Extension Collaborative on Immunization Teaching and Engagement) application. For more information on these and other important updates and useful information, go to the EXCITE website: <https://extension-5.hubspotpagebuilder.com/cdc>. The application is due May 7, 2021. If you have any questions, you are welcome to attend the Application Consulting Workshops held Tuesday, April 27 from 4-5 pm ET. To attend, register here: <https://extension.zoom.us/meeting/register/tJwudeqqzgpHNZTStfBKmb99HJdrIBAYLED>

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

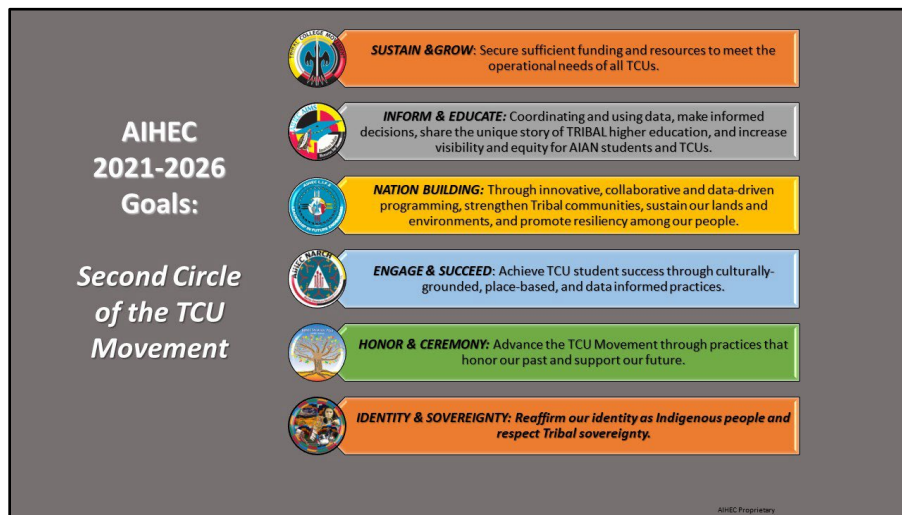
2021 Spring BoD Meeting

AIHEC Report

AIHEC SPRING 2021 UPDATE FOR THE BOARD OF DIRECTORS: APRIL 2021 (SPRING BOD MEETING)

Introduction:

Although the covid-19 pandemic seemed almost to overwhelm us at times, throughout fall/winter 2020 and early 2021, American Indian Higher Education Consortium (AIHEC) staff have continued to work toward achieving AIHEC's strategic goals, which were updated for 2021-2026 to include six goals. However, given the devastating impacts of the pandemic and the presidential and Congressional elections held in November, much of AIHEC's work concentrated on addressing TCU needs related to the pandemic as well as positioning the TCUs and AIHEC for the new (117th) Congress and the Biden-Harris Administration. With the November elections (and subsequent runoff elections in December), Democrats gained control of the White House and by virtue of the presidential election, they gained control of the Senate as well. Although their margin shrunk, Democrats also maintained control of the House. This shift in power gave the Democrats about two years to effect major change, and it gave AIHEC a short window of opportunity to achieve key goals, consistent with our strategic plan.



In this update, we will list a few highlights for the major strategic goals:

SUSTAIN & GROW: TCU FUNDING and RESOURCES

2020 Presidential Election

The 2020 presidential and congressional elections were held on November 3, 2020, during the global covid-19 pandemic. The presidential race between President Donald Trump (Republican) and former Vice-President Joe Biden (Democrat) was hotly contested, and Congressional contests set the stage for a potential change in leadership of the Senate and increased Democratic membership in the House. As election day ended, former Vice-President Joe Biden had been unofficially declared the winner in 21 states, providing him with 253 of the 270 electoral college votes needed to win the White House. (President Trump had won 23 states, giving him a total of 214 electoral votes.)

Due to the pandemic, many states encouraged early voting and mail-in voting which takes longer to process and finalize. By November 7, 2020, many of the national news outlets had declared Biden the winner, having secured several swing states, including Arizona, Michigan, Nevada, Pennsylvania, and Wisconsin. Eventually, Biden also won Georgia (November 13, 2020). Biden secured more than 81 million votes and won the popular vote by more than seven million ballots. In response to election results, Donald Trump refused to concede and attempted to challenge results in certain states. He also directed agencies to move slowly on the process of transition, so it proved very

difficult to work closely with the Biden transition team in November and December 2020. President Biden and Vice President Kamala Harris were sworn into office on January 20, 2021.

2020 Senate and House Elections

Senate: At the close of the 116th Congress, Republicans controlled the Senate with 53 Republicans, 45 Democrats, and two Independents. Thirty-five seats were up for election on November 3, of which 12 were held by Democrats, and 23 were held by Republicans. Most pundits predicted the Senate would stay in the hands of Republicans. However, by the end of the day (or within a few days), several seats in key swing states flipped: Republican Cory Gardner lost to former Governor John Hickenlooper in Colorado, and Martha McSally lost to Mark Kelly in Arizona. Further, in Georgia's two December run-off elections, Democrats Jon Ossoff and Raphael Warnock both won, and with these wins, the Senate was evenly split: 50 Republicans and 50 Democrats. Because Vice-President Harris casts all tie-breaking votes, Democrats gained control of the Senate for purposes of setting the agenda, conducting hearings, etc.

House: In the House, heading into the November election, Democrats held a comfortable 232-197 advantage, with one seat held by a Libertarian and five vacant seats. All 435 seats were up for election, and Republicans needed to gain 21 seats to win a majority in the chamber (218 for control). They came close: Democrats lost ten seats, and with the departure of three Democrats to the administration and two deaths (one Republican and one Democrat), Speaker Nancy Pelosi presides over a very slim six vote majority, 218 to 212.

While the Democrats now control the White House, Senate, and House, the margins are very small in Congress: Senate Majority Leader Charles Schumer (D-NY) cannot afford to lose even one Member's vote on a key issue, and House Speaker Nancy Pelosi (D-CA) can lose only three votes.

FUNDING (Appropriations and Pandemic Relief)

Fiscal Year 2021 (FY 21): Consolidated Appropriations Act of 2021

On December 21, 2020, with bipartisan votes of 359-53 in the House and 92-6 in the Senate, Congress passed a \$900 billion covid-19 relief package and \$1.4 trillion omnibus spending bill to fund the federal government through September 2021. On December 27, 2020, President Trump signed the bill – entitled the Consolidated Appropriations Act of 2021 and Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) (P.L. 116-260) – into law. Previously, the federal government was operating under a few continuing resolutions, which had been funding federal programs and agencies at FY 2020 levels since October 1, 2020. As mentioned in fall report, Congress has remained focused on developing legislation to mitigate the impact of the covid-19 pandemic since the onset of the pandemic in March 2020.

- **Appendix: Overview of FY 2021 TCU funding**

Covid-19 Relief Packages

In response to the covid-19 pandemic, Congress passed several legislative packages to provide aid to local governments, tribes, and certain industries. AIHEC staff engaged closely with key members of Congress and the administrations to ensure that TCU needs were addressed in each bill. The first three items listed below have been reported on previously and are listed here for reference.)

- 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)
- Relief Package #4: Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) (H.R. 133, P.L. 116-260) (December 27, 2020)
- Relief Package #5: American Rescue Plan Act of 2021 (ARP) (H.R. 1319, P.L. 117-2) (March 11, 2021)

Relief Package #4: Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)

After months of negotiations, the fourth covid-19 relief bill was passed by Congress on December 21, 2020 and signed into law on December 27, 2020. The bill was 5,593 pages long, combining \$900 billion in relief funds and \$1.4 trillion for FY 2021 government spending. The deal included an extension of additional unemployment insurance, another round of one-time \$600 relief checks, \$300 billion for the Paycheck Protection Program, and \$8 billion for vaccine distribution efforts. Tribal (non-TCU) related highlights include: \$1 billion for the tribal broadband fund within the Department of Commerce; over \$1 billion for Indian Health Service, tribal, urban Indian health care; and \$800 million in rental assistance to tribal communities. Education-related highlight include: \$82 billion for the Education Stabilization Fund, using the structure established under the CARES Act, with \$54.3 billion for elementary and secondary education, \$22.7 billion for higher education, and \$4.1 billion for governors to spend. The bill simplifies the Free Application for Federal Student Aid (FAFSA) by reducing the number of questions asked. The bill also allows incarcerated individuals to be eligible for Pell Grants.

- **Appendix:** Overview of CRRSAA TCU covid-19 Relief Funding

Relief Package #5: American Rescue Plan Act of 2021 (ARP)

Just two months after President Biden and Vice President Harris were sworn into office, the American Rescue Plan (ARP), the fifth major covid-19 relief package, was signed into law on March 11, 2021. In a first for covid-19 relief measures, this bill passed both the House and Senate with partisan votes. (The bill passed the Senate by a vote of 50-49, without a single Republican vote, on March 6, 2021.) At a \$1.9 trillion -- \$900 billion more than the CRRSAA relief package enacted in December -- ARP is the second largest spending bill ever passed by Congress, and it is the first passed through the reconciliation process. The bill includes funding for ongoing covid-19 testing, tracing, and vaccine distribution. Tribal related highlights include: \$20 billion for tribes through the Coronavirus State Fiscal Recovery Fund; \$6.094 billion for the Indian Health Service, tribal, urban Indian health care; \$1 billion for Socially Disadvantaged Farmers, Ranchers, Forest Landowners; \$850 million for the Bureau of Indian Education; \$190 million for American Indian, Native Hawaiian, and Alaska Native Education; and \$20 billion for preservation and maintenance of Native Languages. Education-related highlight include: The plan contains almost \$220 billion for education, childcare, and education-related programs, plus \$362 billion for local and state fiscal relief, much of which could support education. The total for the Department of Education is more than twice the fiscal year 2021 regular funding total of \$73 billion. For higher education, the plan includes almost \$36 billion for nearly 3,500 public and private, nonprofit colleges and universities, and approximately \$395.8 million for 1,630 for-profit institutions. Institutions will be required to spend at least half of their general HEERF allocation on emergency financial aid grants to students (note: this does not include MSI and BIE funding).

- **Appendix:** Overview of ARP TCU covid-19 Relief Funding
- **Appendix:** AIHEC Comments –DOI Consultation on American Rescue Plan Funding for Indian Education (March 31, 2021)

To help keep TCU presidents and key staff updated on these important funding packages, as well as to share important information from the administration, partners, and Congress, AIHEC has held 66 virtual (Zoom) meetings for TCU presidents and the TCUs since the pandemic began, including 11 biweekly TCU presidents meeting since our fall board meeting and a total of 12 board meeting-related zoom meetings. In addition, we frequently send updates via email, send guidance, and share information from key federal agencies and others.

President's Budget (FY 22): Biden-Harris Administration

On Friday, April 9, 2021, the Biden-Harris administration released a skinnier than usual "skinny" budget request outline for fiscal year (FY) 2022. Typical of new administrations, this initial budget request is a preview of President Biden's first full budget request. The discretionary request, outlined in a 58-page letter to Congress, includes topline appropriations levels for each federal agency. The document does not include mandatory spending and revenue policies, which are usually included in materials first released by a new administration. Mandatory requests, revenue proposals, and program-level budget numbers for FY 2022 discretionary funding will be released later this spring when the Administration submits its full budget request.

Overall, President Biden's FY 2022 budget outline proposes an increase in domestic spending of 16 percent -- \$769 billion for non-defense programs, and \$753 billion for defense programs. The budget provides major increases for low-income K-12 schools, public health funding, and addressing the impacts of climate change and slowing its progress.

As a next step in the budget process, Congress will need to adopt a budget resolution for FY 2022. Typically, Congress does not move forward with the appropriations process until a budget resolution is in place; however, subcommittees are setting deadlines and requesting testimony in anticipation of a budget resolution. We anticipate that the Biden-Harris administration will continue working with the House and Senate (both controlled by Democrats) as the appropriations process continues.

Highlights of President Biden's Budget Request Outline include:

- **Increase Overall Education Department Funding:** The discretionary budget request includes \$102.8 billion for the Department of Education, a \$29.8 billion or 41 percent increase over the 2021 enacted level. The nearly \$30 billion increase is more than three times the education funding increase ever requested by a president.
- **Increase Pell Grants:** An additional \$3 billion would go toward funding federal Pell Grants, increasing the maximum award by \$400 — the largest one-time increase in more than a decade. (Current maximum is \$6,495.) Dreamers (immigrants brought by their parents to the US as children) would also be eligible for the grants. Many of us anticipated that the budget might propose doubling Pell benefits. However, President Biden said the funding is a down payment on a larger effort to double the maximum Pell award.
- **Support for Minority-Serving Institutions:** The plan calls for an additional \$600 million for historically Black colleges and universities (HBCUs), TCUs, and other minority-serving institutions, as well as "low-resourced institutions," including community colleges.
- **Address Climate Crisis:** The discretionary request provides an increase of more than \$450 million to facilitate climate mitigation, resilience, adaptation, and environmental justice projects in Indian Country, including investment to begin the process of transitioning tribal colleges to renewable energy.
- **Build a Diverse Future Science, Technology, Engineering, and Mathematics (STEM) Workforce (NASA):** The discretionary request provides a \$20 million, or 16 percent, increase for the Office of STEM Engagement to expand initiatives to attract and retain underserved and underrepresented students in engineering and other STEM fields, in partnership with minority-serving institutions and other higher education institutions.
- **Invest in Minority-Serving Institutions (DOE):** The discretionary request creates and enhances research funding opportunities and invests in infrastructures such as laboratory facilities and information technology upgrades for HBCUs, TCUs, and minority-serving institutions (MSIs).

AIHEC Recommendations for Future covid-19 Relief Packages:

During the development of CRRSAA (relief package #4) and ARP (relief package \$5), AIHEC continued to advocate for TCU-specific funding and provisions. This included clarifying language to avoid complications experienced with CARES Act funding. AIHEC outlined the following requests:

- Ensure funding is available for spending over a longer period (until expended) and that its uses are flexible.
- Establish an annual \$24 million TCU IT Service Fund within the USDA-Rural Utility Service.
- BIE Education Stabilization Fund:
 - Increase funds for the Bureau of Indian Education; specify all TCUs and K-12 schools as equitable beneficiaries; limit BIE "overhead" fees and contracts to \$500 million for a BIE TCU Deferred Maintenance and Rehabilitation Fund.
 - Specify equitable distribution between BIE K-12 schools AND Tribal colleges and universities based on the number of students served pre-COVID.
 - Definition: Use of "Tribal College and Universities."
 - Spending Period Clarification and Authorized Uses Clarification
- ED Education Stabilization Fund:

- Increase TCU portion (at least 10 percent) of fund for HBCUs and MSIs.
- Spending Period Clarification and Authorized Uses Clarification
- Provide \$500 million for TCU Deferred Maintenance & Rehabilitation Fund: DOI-BIE.

AUTHORIZATIONS

Connecting Minority Community Act of 2020 (S. 4422) – CRRSAA Enacted

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), which was included and passed in the CRRSAA relief aid package on December 27, 2020. The bill codifies the Minority Broadband initiative within the National Telecommunication and Information Administration (NTIA) at the Department of Commerce. The bill creates the Connecting Minority Communities Pilot program, which will provide \$285 million in competitive grants HBCUs, TCUs, and MSIs to purchase broadband services, equipment, and hire technology personnel related to connecting small businesses. AIHEC is working closely with NTIA staff to support the development and implementation of the new pilot program.

Improving Minority Participation in Telecommunications Act (IMPACT Act)

On March 25, 2021, Sen. Roger Wicker (R-MS) and Sen. Kyrsten Sinema (D-AZ) introduced the Improving Minority Participation in Telecommunications Act (IMPACT Act). The bill will create a \$100 million competitive grant program for HBCUs, TCUs, and MSIs to develop job training programs to educate and train students to participate in the telecommunication workforce. AIHEC worked with Congressional staff in the development of the bill and supports the bill.

- **Appendix:** Joint Press Release: Senators Introduce Bill to Address Telecommunication Workforce Shortage. (March 25, 2021)

National Science Foundation Act for the Future Act (H.R. 2225)

On March 26, 2021, Chairwoman Eddie Bernice Johnson (D-TX) and Ranking Member Frank Lucas (R-OK) of the House Committee on Science, Space, and Technology introduced the National Science Foundation for the Future Act (H.R. 2225). The bill would add a new directorate to focus on societal science issues and double the NSF budget over the next five years. AIHEC worked closely with staff to provide input on the update and reauthorization of the NSF Tribal College and University Program. AIHEC will continue to work with the House and Senate as they move to reauthorize these programs. (**Appendix:** Summary of legislation)

Native VetSuccess at Tribal Colleges and Universities Program Act (Reintroduction pending)

Rep. Ruben Gallego (D-AZ) plans to reintroduce the Native VetSuccess at Tribal Colleges and Universities Pilot Program Act, previously introduced last Congress (116th—H.R. 8216). AIHEC worked closely with staff from Rep. Gallego's office during the drafting of the bill, which 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. AIHEC will continue to work with Rep. Gallego to seek support in the House and Senate.

Native Histories and Culture Education Act (Introduction pending)

Sen. Tina Smith's (D-MN) office is working on a bill to assist states in improving primary and secondary education related to Indigenous history, Tribal governments, cultures, traditions, and relations with the federal government. The bill uses the National Museum of the American Indian (NMAI) as a base for teaching materials, which would be developed in consultation with Tribes and key Native stakeholders. The bill also creates a grant program for education for state educational agencies and Tribes to jointly apply for funding to expand upon existing materials by adding locally and regionally specific materials and implementing the final product in their state.

Higher Education Act Reauthorization:

Large-scale efforts for a comprehensive reauthorization of the Higher Education Act (HEA) are not at the forefront while Congress continues to address the covid-19 pandemic. However, the new Biden-Administration continues to address higher education policy proposals presented during the presidential campaign, such as: doubling of Pell Grant awards, student debt relief, and free community college. While we do not anticipate comprehensive HEA

legislative action before the end of the year, we are seeing HEA issues addressed through executive action or inclusion in covid-19 relief packages.

Higher education relief during the pandemic:

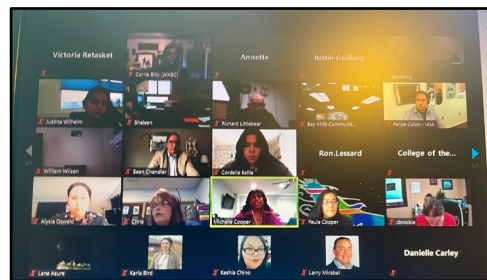
- Moratorium on federal student loan payments and interest until September 30, 2021.
- Reinterpretation of Borrower Defense to Repayment program — loan forgiveness for students defrauded by colleges or universities. (72,000 borrowers forgiven — \$1 billion in student loan debt canceled)
- Additional FAFSA simplification (CRRSAA)
- Expanded Pell Grant eligibility to incarcerated individuals (CRRSAA)

Higher education advocates are watching to see if the Biden-Harris administration will:

- Double maximum Pell Grant awards (Current maximum: \$6,495)
- Broad federal student loan debt cancellation (Estimated total: \$1.7 trillion)
- Proposals includes student loan forgiveness \$10,000 per person (Biden) and \$50,000 per person (Senators Warren/Schumer).
- Relief for public service workers — Public Service Loan Forgiveness
- Comprehensive student loan reform
- Free community college

2021 AIHEC Virtual Legislative Summit (February-March 2021)

More than 100 TCU presidents, students, governing board members, and staff participated in the 2021 AIHEC Virtual Legislative Summit. Virtual meetings were held on February 23-25, 2021 via Zoom in which federal officials provided updates, higher education partners provided updates on joint legislative efforts, and AIHEC presented TCU specific legislative priorities for the 117th Congress and new Biden-Harris administration. Over the first two weeks of March, TCU presidents and leaders participated in 52 virtual meetings with congressional offices to advocate for TCU priorities. TCUs prepared “[Impact Sheets](#)” and filmed [two-minute videos](#) to highlight the impact of covid-19 in their communities, update Congressional offices on the impact of covid-19 relief funding on their campuses, and report ongoing needs of the students and TCUs. All impact sheets and videos were sent to Congressional staff before the virtual meetings. All documents are posted on the AIHEC website. All meetings with Congressional offices were held virtually or by phone due to covid-19 and riot restrictions that limited public access at the Capitol Complex.



INFORM AND EDUCATE: DATE, VISIBILITY, AND EQUITY



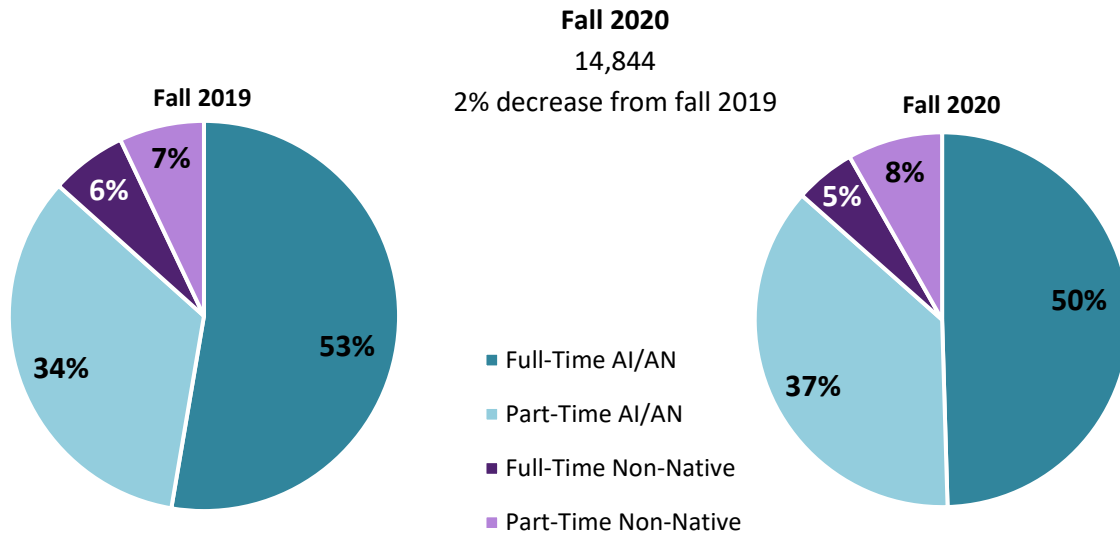
AIHEC AIMS

Despite the chaos caused by the pandemic, the 2020 data collection cycle has been largely uneventful. TCUs needing extra time for the fall interim and annual reports due to issues related to covid-19 were granted extensions. Every TCU submitted its reports promptly. Data from the fall 2020 report was aggregated in November. Data from the annual report is currently being aggregated, and some of that data is available for use and sharing. The spring 2020 interim report is due April 21. The 2021 data collection cycle will begin on August 1, as usual.

During the October 2020 Research Committee meeting, the AIHEC Research Committee approved the development of a formal salary survey. AIHEC has increasingly received requests for assistance in developing pay scales and achieving equitable pay for various positions. Once developed, this formal salary survey will go through the Research Committee and Board of Directors for approval and then will replace the personnel section of AIHEC AIMS. This

survey will be completed by TCU HR personnel and submitted directly to AIHEC. It will not involve the TCUs' AIHEC AIMS keyholder due to privacy concerns.

TCU DATA HIGHLIGHT: Overall TCU Enrollment,



AIHEC Research Survey on the Impact of covid-19 on TCU Student Experiences

In fall 2020, nearly 500 Tribal College and University (TCU) students participated in a study on the impact of the covid-19 on their coursework and their daily lives. The survey results provide a valuable needs assessment tool and data to assist the TCUs and AIHEC in better meeting the needs of their students. The first study of its kind, the survey posed an array of questions focusing on persistence, online learning, and physical and mental well-being. The results underscore the far-reaching effects of the pandemic on TCUs, Native students, and their communities. AIHEC published the results of this survey in February 2021. The report may be accessed here: [AIHEC Research Survey on the Impact of COVID-19 on TCU Student Experiences](#).

- **Appendix:** Press Release on the AIHEC Student Survey on the Impact of covid-19

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 was developed and presented to the AIHEC Research Committee on March 22, 2021. For a copy of this internal report, please contact John Phillips. The report includes innovative ways of operating in a post-covid environment.

Tribal College Journal Update

TCJ's spring issue (32.3) on Sustainability and Climate Change was mailed in late February. The issue includes three feature articles, regular departments, and web-exclusive content accessible at tribalcollegejournal.org. Fort Peck Community College graduate and current IAIA student Bryson Meyers contributed the cover image, as well as the artwork for the editor's essay. President Ray Burns introduces the issue with Dear Readers.

In the feature, "[Confluence for Climate Change Education](#)," veteran TCU educator Liz McClain offers a broad overview of Aaniiih Nakoda College's myriad programs and initiatives on sustainability and climate change. McClain discusses ANC's new baccalaureate program in Aaniiih Nakoda ecology, student field research on the Northern Plains and in southwestern Africa, water quality control efforts, and programs at the White Clay Immersion School, which offer unique educational opportunities for children on the Fort Belknap reservation.

Sitting Bull College alumna and faculty member, Cara DiMare, contributed the feature [“Taking to the Skies,”](#) which chronicles SBC’s environmental science programs, strides in wind energy technology, and the development of the new Facility for Innovative Atmospheric Research and Education (FAIRE). DiMare underscores how these various programs help to build a brighter future for both SBC students and the Standing Rock reservation.

The feature, [“Through Time and Space,”](#) by Diné College professor Karla Cavarra Britton, investigates how a grant from the National Endowment for the Humanities is supporting new art initiatives at the college and in the Navajo Nation. Britton shows how these initiatives are very much connected to the land and a sense of “place knowing,” helping to cultivate community connections while creating opportunities for Navajo artists.

Departmental pieces in the print issue include a [Profile](#) on Haskell professor Dr. Daniel Wildcat, penned by his colleague and former president of the Native American Journalists Association, Rhonda LeValdo. TCJ Student features the poem [“Her Hands”](#) by Navajo Tech student Shyrelle Sloan accompanied by a stunning photograph by TaHeLa Daw, a student at Diné College. And Jasmine Neosh, who is also a Tribal College student at College of Menominee Nation, penned the [Voices](#) column for the issue, entitled “Calling All Climate Warriors.” Neosh, who is also [the blogger at TCJStudent.org](#), offers a stirring call to action in the fight against climate change, stating, “We need to be warriors and lead our nations out of this mess—for the climate, for the water, for the land, for the air, for the non-human relatives.”

[Media Reviews](#) for the spring issue features contributions from Christine Ami of Diné College, Edison Cassadore of Tohono O’odham Community College, former Haskell professor Denise Low, and former NTU dean Tim Begaye. On-Campus includes featurettes on [Sitting Bull College’s agroforestry program](#), AIHEC’s recent [National Tribal Climate Conference](#), the [gifting of a public garden](#) to College of Menominee Nation, and the efforts of [Denali College](#) to become Alaska’s next TCU. Rounding out the print issue’s departmental pieces is [Talking Circle](#) by Annabah Conn of Diné College, who also serves as one of the few Native HLC peer reviewers. Conn discusses the importance of accreditation and how TCUs can best prepare for site visits.

The spring issue also includes some great online content. Besides CMN professor Ryan Winn’s regular columns, Dr. Verna Fowler, former president at CMN and a giant of the Tribal College movement, discusses the importance of sustainability in the podcast [Current Reflections](#). And Dr. Emily Sharma, who is a professor at Southern Methodist University, contributed a [web-exclusive study](#) that advocates for more equitable IPEDS race and ethnicity reporting standards for TCUs.

Currently, TCJ is in the designing stage for the summer issue (32.4) on Public Health. We moved this theme up in the [production schedule](#) due to Tribal Colleges’ continuing struggles with the covid-19 pandemic. The issue is slated for publication on April 26. We have also just reviewed story ideas for our fall issue on Tribal College Alumni. Thank you for getting out the word — we received more story ideas and interest for the alumni issue than in any issue we have published in the past ten years!

At *TCJ Student*, our 2021 guest editor Tiffany Midge (Hunkpapa Lakota and a former professor at Northwest Indian College) [announced the creative writing contest winners](#) on March 1. Although we received fewer entries this year, they were of excellent quality. Look for them in the fall issue. Besides the creative writing contest, *TCJ Student* continues to accept submissions to the cover art and film contests. Moreover, this year we are partnering with [inDIGifest](#) at Fond du Lac Tribal and Community College to present the 2021 virtual poetry slam to be held on Zoom. The slam will take place on March 27, at 9 pm Central, but if you cannot make it, we will be sure to post it in its entirety at TCJStudent.org.

At [Tribal College Press](#) we have been steadily selling copies of Tom Davis’s new book, *Meditation on Ceremonies of Beginnings: The Tribal College and World Indigenous Nations Higher Education Consortium Poems*. The book is [available for purchase](#) at tribalcollegepress.org. We are currently in the peer review process for our next potential title

on Tribal governance by Stephen Wall, IAIA professor emeritus and former chief judge of the Mescalero Apache Tribe.

Moving the *Tribal College Journal* office back in September and October was exciting, overwhelming, and intimidating. We had a few hiccups in setting up a phone line and internet, but our provider, Spectrum, had their IT techs monitor the situation for us until the problem was resolved. It took a while to adjust to the new location. Overall, the new office is positive.

Our digital advertising sales went well in the first quarter of the year. In the last few months organizations have bought banner ads in the TCJ e-newsletter. We have also sent out a couple of dedicated emails. We have been sending out emails regularly promoting the jobs page as well as our career and regular e-newsletter. TCJ's e-newsletter is going strong with 10,500 subscribers, but we are always looking for new subscribers. 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, job opportunities, and more. Increasing our newsletter list helps TCJ share your work more broadly. Advertising sales went well this past year. As always, a special thanks to all the Tribal Colleges that are advertising.

TCJ held its fifth annual online fundraiser auction and raised more than \$6,200 this year. Again, many thanks to the Tribal Colleges that contributed items for the auction.

In other news, *Tribal College Journal* held its 27th Annual Student Writing, Art, and Film Competition and raised \$12,795. Many thanks to Diné College, the Pocahontas Reframed Storytellers Film Festival, the Institute of American Indian Arts, Navajo Technical University, the Smithsonian National Museum of the American Indian, and EMPOWER Student Information System for sponsoring the event. The funds will be used for gift cards, student subscriptions, and to help cover the costs of producing the student issue and TCJStudent.org.

NATION BUILDING: INNOVATING AND STRENGTHENING

Indigenous Evaluation Framework

In January, Joan LaFrance made a short presentation on the Foundations of the Indigenous Evaluation Framework to the American Indian and Alaskan Native Health Brain Advisory Group which is working with the CDC's Healthy Brain Initiative Project. The Seven Directions Indigenous Public Health Institute is working on including the IEF in its evaluation work. The progress on completing the Indigenous Framework manual is advancing. The process involves page-by-page layout work by the graphic designer working with the book's author. A working draft of a new IEF model is currently under review. It incorporates four different regional representations of the eagle laid out in a way that creates a star in the center. The foundations of the IEF and the evaluation processes circle the eagles.



National Native Health Research Training Initiative



AIHEC, in partnership with the federal Indian Health Service (IHS) and the Native Research Network (NRN), reconstructed the NNHRT Conference, originally scheduled for June 2020 in California, into a webinar series in response to the covid-19 pandemic. The goal of each webinar session remained 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 was to develop the capacity of

AI/AN Tribes, Tribal Colleges, 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 NNHRT webinar series concluded in January 2021. In all, eight monthly webinar sessions were held between June 2020 and January 2021. The webinar initiative was originally scheduled to conclude in October 2020, but the NNHRT planning committee was able to secure additional presenters for November and December 2020 and January 2021.

The NNHRT web site content is being maintained through AIHEC so that interested viewers, educators, researchers, students, and others can continue to access the educational and informative presentation material and webinar recordings. The NNHRT web site is accessible at www.nnhrti.org. To view the webinars directly, please go to the AIHEC Indigenous Design Collective YouTube Channel: <https://www.youtube.com/channel/UCSKlqnYhg-KXlhwbEPIS1DQ>.

TCU CYBERINFRASTRUCTURE INITIATIVE

The AIHEC Cyberinfrastructure (CI) team has been extremely busy throughout the pandemic, collecting and reporting CI data, assisting TCUs in strengthening their infrastructure and develop/implement CI plans, further develop and encourage a national TCU CI strategy, write, and submit proposals to expand and sustain this important work. As you know, over the past two years, the CI team has conducted a review of the campus technology at 34 of the 37 Tribal Colleges which included recommendations (policy, hardware/software, staffing, etc.) to improve campus technology infrastructure and technical support of TCU research and education programs. Last fall, the AIHEC CI team secured additional programmatic funding from NSF to build on the technical and academic success of the TCU CI Study project. Al Kuslikis serves as PI and project lead. Alex Grandon and Russell Hofmann serve as the project coordinators, and Dale Smith and Jim Bottum continuing serving as expert consultants in CI technical and programmatic management.

Professional Development for TCU Faculty in Online Teaching & Learning

As you may recall, during the rapid transition to online instruction in response to the pandemic in late spring 2020, AIHEC partnered with the Association of College and University Educators (ACUE) to coordinate and deliver a 6-week online professional development courses in effective digital teaching, enrolling 330 TCU faculty members. Grouped in thirty-member cohorts facilitated by TCU faculty member experts, enrollees engaged in Communities of Practice, working together to build their skills and knowledge in online instruction over the summer. With additional support from AIHEC and the American Indian College Fund, AIHEC's professional development work expanded to include additional courses in spring 2021, serving 127 TCU faculty members. Faculty members earn a micro-credential for each course they successfully complete; the completion of four courses results in faculty members earning a full credential as an online instructor. AIHEC and ACUE are continuing their ongoing work and discussions about strategies to continue the online training opportunities for TCU faculty. **Stay tuned for news of additional training in the next few weeks!**

Technical CI Projects

Communities of Practice and Professional Development

Currently, AIHEC hosts two tri-weekly webinars/meetings with the TCU IT directors. The first tri-weekly meeting focuses on general IT technologies and practices and provides opportunities for professional development with partners such as Cisco and IVOXY, an IT consulting and professional development services company. The IT directors' meetings provide the IT staff at the TCUs an opportunity to discuss the challenges IT departments face associated with covid-19. The second tri-weekly meeting, referred to as the Jenzabar TCU Community (JTC), brings together the IT directors and the staff at the TCUs who use the Jenzabar enterprise resource management system to discuss Jenzabar issues, solutions, and practices. Additionally, the AIHEC CI team continues to conduct individual

virtual site visits at the TCUs to assess the recent CI changes and challenges at the campus and provide further recommendations.

CI Strategic Planning

The AIHEC CI team has been meeting with interested TCUs to support 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. Currently, the AIHEC CI team is working with TCUs interested in submitting a planning grant proposal to the NSF Campus Cyberinfrastructure (CC*) solicitation or the NSF TCUP solicitation to provide up to \$50,000 that can be used to offset staff time as well as work with expert consultants to develop a comprehensive campus-wide CI strategic plan. This project focuses on CI training, planning, and community-building involving STEM faculty, TCUs, and regional IT organizations, make resources available to advance TCUs toward CI-readiness, and developing CI-enabled STEM research and education programs.

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. The project seeks to establish the foundations of a North Dakota research infrastructure that supports the current STEM research and education programs and provides the framework for aggressive research program development. Since the fall, the Cyber Team project has identified technical challenges and academic opportunities, such as centralizing identity management so that the campus user community can sign on to multiple systems with just one login. A second project involves establishing a student-led IT helpdesk and IT knowledge base shared by all ND TCUs. The AIHEC CI team anticipates that the project, if successfully implemented, will serve as a model for engaging all TCUs in the development and implementation of a broad range of CI-supported research and education activities, particularly involving collaborations with the larger research community.

Academic CI Projects

Data Science Community of Practice

The AIHEC CI team started convening a TCU data science community of practice. All TCU STEM faculty are invited to participate to discuss a wide range of data science topics, including applications in climate, environmental, and health sciences. Researchers associated with national CI programs are invited to share information about CI projects, available resources, and potential partnerships and collaborative project opportunities. The data science CoP is intended to foster the collaboration needed to support and strengthen TCU STEM research and education programs.

Data Science Workshop Series

AIHEC CI facilitator Russell Hofmann leads the Data Science Workshop Series using the Praxis TILE platform to build interest in data science and develop data science skills among both TCU faculty and students in data science. AIHEC coordinates the data science workshop in collaboration with the data science community of practice on a tri-weekly rotation. The data science workshop will solicit the TCU STEM faculty for workshop topics and their feedback about workshop content and delivery.

Climate Collaboratory

AIHEC is continuing to develop the Climate Collaboratory coursework for TCU students interested in climate research. Current content from the course will be used for exercises in the Data Science Workshop Series described above. Additionally, the AIHEC CI team will provide introductory content from the Climate Collaboratory curriculum to incoming students participating in the University of Miami climate science research experiences for undergraduates (REUs) to orient and prepare TCU students for the experience.

Research Experiences for Undergraduates

The AIHEC CI team has developed relationships with external collaborators through which we are able to offer research opportunities to TCU STEM students.

University of Miami: AIHEC CI team recruited Ben Kirtman from the University of Miami Center for the Cooperative Institute for Marine and Atmospheric Studies (CIMAS) to fund TCU students to work with CIMAS climate researchers investigating extreme weather events and how they can be predicted. The REU opportunity will recruit up to eight TCU students that will be supported by two faculty and eight graduate students at UM CIMAS. The AIHEC CI team encourages interested TCU faculty to participate. These climate change REUs will be a pilot for a future REU program that AIHEC will expand to include additional faculty or institutions. There are additional REUs available from the University of Miami in Machine Learning, Data Ethics and Society, Digital Health & Biological Sciences, Information Design, Innovation, and Smart Cities.

North Dakota State University: Dr. Dmitri Kilin of NDSU is offering a virtual internship in molecular modeling for up to two TCU students. Dr. Kilin plans to make this an ongoing annual opportunity if there is student interest, and a high-performing student could extend the internship over multiple semesters. The internship is open to TCU students intending to pursue a STEM career or graduate degree.

New Initiative: Open Education Networks

AIHEC was recently awarded a grant from the Hewlett Foundation under their Open Education program. The project is designed to engage faculty and students at all TCUs in the open education movement, both as members of the Open Education Network community and as developers of locally sourced and developed content. An important component of the project is the recruitment and support of faculty and students in the development of learning materials that can be used to contextualize (and indigenize) course topics by incorporating local cultural knowledge and perspectives. The project will a) actively engage TCU faculty and students in creating and sharing learning resources; b) contribute to the range of topics and perspectives available to the undergraduate curriculum throughout higher education and c) improve student learning outcomes in subject areas for which learning resources are developed.

AIHEC Tribal Climate Science Liaison

AIHEC Tribal Climate Adaptation Science Liaison Althea Walker is a steering committee member for the Indigenous Foods Knowledges Network and is advising on an NSF-funded project entitled *Impact of covid-19 on Food Access in Indigenous Communities in the Arctic and U.S. Southwest: A Comparative Landscape Analysis*. She is also working with the Institute for Tribal Environmental Professionals and a national team of tribal climate adaptation professionals to produce the Status of Tribes & Climate Change Report, funded by the Bureau of Indian Affairs Tribal Resilience Program (BIA TRP), which is set to be released in summer 2021. Althea recently presented at the Southwest Climate Adaptation Science Center (SW CASC) spring webinar series, where she shared the unique partnership between AIHEC, BIA TRP, and SW CASC. Althea is an important resource to tribal nations and TCUs in the southwest (California, Nevada, Utah, Arizona), providing information, technical assistance, and access to subject matter experts necessary to support local climate resilience research, planning, and implementation efforts.

Southwest Tribal Climate Camp. The Tribal climate adaptation science liaison 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.

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 its second year of the 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. Five TCUs (Lac Courte Oreilles Ojibwe College, Sitting Bull College, 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 projects (Bay Mills Community College and Lac Courte Oreilles Ojibwe College).

Annual FALCON Conference is scheduled for October 21-24, 2021

The First Americans Land-grant Consortium (FALCON) 2021 Conference is scheduled for October 21-24, 2021 in Kansas City, Missouri. Currently, it is being planned as a hybrid conference. Registration will open in July. 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, for more information.

AIHEC-TCU VISTA Program

The AIHEC Tribal VISTA Program continues to help build the human capacity at TCUs and Tribal organizations. In total, the program now supports 16 VISTA members in seven states, with eight current placements at TCUs. The program’s goal is to support more TCUs, which remains 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 to help it become financially self-sustaining. The Corporation for National and Community Service (CNCS) charges AIHEC a 25 percent cost-share, therefore, the cost to each site of hosting one VISTA member is \$8,000. For this sum, the host TCU or Tribal organization 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.

AIHEC JOB CREATION IMPERATIVE

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

Blackfeet Community College and College of Menominee Nation have developed and implemented Records and Information Management certificate programs through the OTR-funded Records Management program which will end in June. The goal of the project was to increase the number of TCU students prepared to enter the records management workforce. 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. BFCC offers an online version of the RIM program that can be accessed by all TCU students. CMN is in the planning phase of its overall online/distance learning program and will include an online RIM program once completed. AIHEC hopes that online versions of both BFCC and CMN’s programs will be sustained and available to all TCU students.

AIHEC/TCU Advanced Manufacturing Network Initiative (AMNI) The AIHEC/TCU Advanced Manufacturing Network Initiative (AMNI) is approaching the midpoint of the final year of a two-year grant that provides the opportunity for the five participating colleges to continue developing their programs and achieve sustainability to continue to operate beyond the period of Department of Energy funding.

The AMNI colleges (BMCC, CCCC, NTU, SKC, and TMCC) continue 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 a 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.

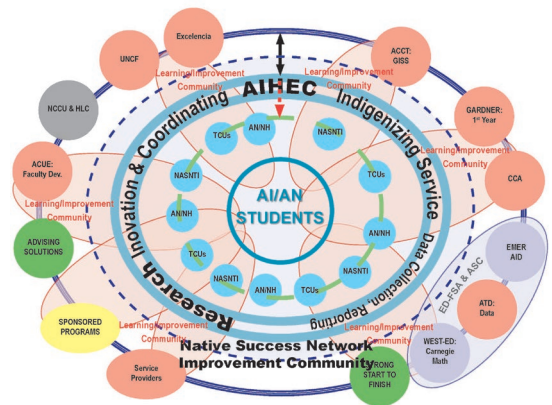
For summer 2021 the Advanced Manufacturing Summer Institute will be conducted entirely online due to covid-19. AIHEC hopes to recruit 16 TCU students for the opportunity to acquire a firm grounding in key advanced manufacturing skills and knowledge areas through a combination of online lectures and self-paced online courses from Tooling U and Solid Professor, two industry-standard training providers. Summer 2021 will be the fourth year of the institute. Overall, students have very positive feedback from their AM experience, which encourages AIHEC and the AMNI TCUs to pursue additional funding to continue offering the Institute to students at all TCUs after the current Department of Energy grant.

ENGAGE AND SUCCEED: STUDENT SUCCESS

Bill and Melinda Gates Foundation: Intermediaries for Scale Initiative

The Blueprint stage of the IfS project continues with AIHEC as one of 12 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 Daphne Littlebear, Grace Mukupa, Katherine Cardell, and program coordinator Natasha LaRose. Project director and executive director of innovation and research Regina Sievert left AIHEC in February 2021 to re-join NSF, where she remains a close partner and resource. 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 October-March 2020.

- Hiring a program director – AIHEC job announcement is on the TCJ web site.
- ICA Capability Building (CB) – Through the first iteration of the ICA process, AIHEC identified two high-priority areas for building its Intermediaries for Scale (IfS) capabilities.
 - Human Capital: AIHEC will work with Gupta-Kagan, LLC.
 - Data +CI: AIHEC will work with Western Interstate Commission for Higher Education (WICHE) and National Center for Higher Education Management (NCHEMS).
- Business Plan – AIHEC worked with FSG Reimagining Social Change (www.fsg.org).
- Network Improvement Communities – The AIHEC research team supports the Data Working Group, the Equity Working Group, and the NIC Advisory Subcommittee.
- Continuous Improvement with Catalyst Ed – Team members will attend shared capacity training and working sessions until fall 2021.
- Institutional Transformation Assessment (ITA) with TCUs – Five TCUs completed the ITA, and a second cycle will begin in summer 2021 using data from initial assessments to address capacity building.



- The AIHEC Research Committee recommended that AIHEC provide a follow-up convening for lessons learned with the five TCUs; the research team will begin to plan the convening.

AIHEC Lumina Foundation Students Success Secondary Research Study Initiative

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

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

Research director Daphne Littlebear serves as the project lead and works with the Research and Innovation team. The team submitted an IRB application and received approval with the condition of updating focus group questions and recruitment incentives. Two graduate research assistants were hired in summer 2020 to assist with the literature review for the project. The team completed focus group training in December 2020. The Lumina advisory group will reconvene in June 2021. The research team plans to complete focus groups by May 2021 and will continue to work on the literature review. A no-cost extension has been approved by the Lumina Foundation until August 30, 2021.

Collaborative Education Opportunities

During the Fall 2020 AIHEC Board of Directors meeting, AIHEC was directed to establish a working group comprising the TCU chief academic officers to explore the potential for TCUs to share resources (such as courses, faculty, and degree programs) across TCUs to expand academic opportunities for TCU students. A Microsoft Teams site was created by AIHEC to house documents related to this work. All working group members have been given access to the site.

- December 15, 2020: Meeting introduction to the working group
- January 28, 2021: Meeting, completed a SWOT analysis
- March 3, 2021: Meeting with guest Karen Solomon, Higher Learning Commission

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

is the first national initiative to bring together Tribal College and University 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 the lead researcher and project director.

By the end of 2020, all TCUs have been reached regarding their language programs, and virtual site visits have been completed. In fall 2020, we started regional meetings to discuss and prioritize language program needs for strategic planning. All TCU language programs were divided into five regions based mostly on the geographical area and on linguistic relationships. After the regional meetings concluded, data processing and meetings with program advisors started for the development of the draft TCU language preservation strategy and action plan to be reviewed by and distributed to all TCUs and other stakeholders.

Our TCU language programs are unique

- In many cases, they are the only academic institutions in the world where these languages are taught.
- 29 languages representing ten language families and one language isolate are currently taught at 33 TCUs.
- 15 TCUs have degree or certificate programs in Native languages, while others incorporate language courses into interdisciplinary Native Studies or other degree programs.

- 7 TCUs currently teach more than one language.
- 8 TCUs have partnerships with K-12 and adult immersion programs or host them on college premises.

The effects of covid-19 on the Native Nations and TCU communities are more than devastating. Native American languages were in crisis long before the pandemic, with Native languages in 24 communities served by TCUs classified as moribund or dormant. This means that the numbers of first-language fluent speakers in the communities were very low, if they had them at all (ranging from several to several hundred). The pandemic sped the losses – we lost elders, TCU language instructors, leaders, and traditional cultural authorities who were part of the TCU family. As we pray for the grieving families, we also need to find the strength to encourage their community members who have been working hard to learn, maintain, and revitalize Native languages.

On a positive note, in fall 2020, TCUs reported fully enrolled language classes, and the online teaching format was expanding the interest in language learning geographically to Tribal members in urban and other communities across the nation. Also, the Administration for Native Americans (ANA) has received \$20 million for emergency grants for Native American language preservation and maintenance through the American Rescue Plan, and stakeholders were invited to a listening session on the distribution of funding on March 29, 2021.

On November 16, 2020, AIHEC president and CEO Carrie Billy and Dr. Jurgita Antoine presented “*Tribal Colleges and Universities: Reclaiming the Words of Our People*” at the 2020 National Native American Language Summit, this year held virtually and hosted by the Administration for Native Americans (ANA), Bureau of Indian Education, and the U.S. Department of Education. The session was well attended, and the ensuing discussion raised the need for TCU academic leadership in Native language revitalization. Dr. Antoine also attended the 2nd Annual Indigenous Languages Symposium hosted by the Manitoba Aboriginal Languages Strategy and UNESCO webinar “Indigenous Languages: Thriving in a Digital Age.”

Partnerships with Native language preservation stakeholders continue to be built. We are exploring partnerships with the American Philosophical Society and the Smithsonian Institution, which house some of the largest collections of Native American language materials; the National Coalition of Native American Language Groups and Programs, the National Coalition of Community-Based Language Schools, local non-profit organizations, as well as musicians, artists, producers, and local scholars to bring together the skills and talents to work on Native languages. Also, America’s Languages Working Group at the American Academy of Arts and Sciences, of which AIHEC’s Native language initiative has been a member since spring 2020, is entering the second year of the project to enhance accessibility and inclusion of language education in the United States, which includes building the web site and interactive map of the leading language programs in the United States. There is a strong focus on the inclusion of the American Indian and Alaska Native as well as heritage language programs into the project. AIHEC and NCNALSP (the National Coalition of Native American Language Schools and Programs) will lead the research process to showcase Native language programs among other exemplary language programs in the country.

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

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



The purpose of the Aseto’ne Network Project (ANP) is to establish a broad, multi-institutional initiative to coordinate outreach, educational enrichment, mentoring, and exposure to research for TCU students. The project is intended to promote student interest and engagement in health and biomedical research, building on health-focused programs and initiatives which the TCUs currently offer or with which they are involved. AIHEC has partnered with the University of Nebraska Medical Center (UNMC). Ms. Carrie Billy and Dr. Maurice Godfrey are co-PIs, Ms. Reno Charette is the project director, and Ms. Maggie Grandon is the project assistant. Year three of four began on April 1, 2021 of an Innovative

Programs to Enhance Research Training (IPERT) program (IPERT II), funded by the National Institutes of Health (NIH).

- **Mentoring Program** – To date, ten Native faculty have served 15 Aseto'ne students as mentors. Plans for year three include a larger scale Mentoring Program delivered online with the participation of TCU faculty mentors, peer and near-peer mentors. Recruitment for 50 faculty mentors and 35 peer mentors was launched in January. See the Mentoring Program recruitment materials in the appendix.
- **Learning Products** –Eighteen learning products have been produced by the grant, including 11 webinars, three short courses, and four learning modules. Year three of the grant will produce twenty-three more learning products relevant to biomedical, behavioral health, and careers in research. Contract negotiations with the University of North Dakota (UND) In-Med Program are in progress for videos of twenty minutes or less to be added to the collection. Topics include AI/AN health disparities, traditional knowledge and healing, Native researchers, culturally relevant research approaches, current research in AI/AN health, math for researchers, creative problem solving, sampling designs, frameworks for conceptual models, ethical issues, and multimedia presentation skills. The learning products made by the Aseto'ne Networking Project will be available via a portal on the web site.
- **Aseto'ne Summer Institute** – The 2020 Aseto'ne Virtual Institute concluded on March 30th, 2021. The Institute included eight accepted students of which five were active, five mentors, 51 faculty lecturers, and an eight-member learning platform design team. UNMC and UND provided the course content. The covid-19 pandemic reduced participation by Tribal College students. The design team learned that lecture videos need to be concise and no more than 20 minutes in length. Consequently, the 2021 Aseto'ne Summer Institute that begins on June 28, 2021, will consist of 20-minute video topics. Students seeking college credit will have the option to increase their instructional hours by selecting from a list of instructional videos, such as Ethics and Cultural Resiliency. See the Summer Institute recruitment materials in the appendix.
- **Cultural Resiliency Program** – The Aseto'ne Networking Project will negotiate a contract for the online instruction of cultural resiliency for students representing all 37 TCUs. The students will be trained and asked to share their projects on Zoom with at least ten guests from their community. The Cultural Resiliency Program will reach 400 TCU students by the end of the grant in March 2023.
- **Outreach** - The project has a web page that can be accessed through the AIHEC web site at <http://www.aihec.org/what-we-do/asetoneNetwork.htm>. Thousands of emails have been sent to TCU administrators, science and behavioral health faculty, student services, and other American Indian serving organizations across the nation. Announcements about activities have been posted to the Aseto'ne Networking Facebook page and are shared on TCU Facebook pages. Two articles have been published to inform Indian Country of the services provided by the project. See <https://nativesciencereport.org/2020/06/closed-but-not-quiet/> and <https://tribalcollegejournal.org/?s=Aseto%27ne+Networking+Project>.
- **SACNAS** – The project staff has established a relationship with SACNAS. The Summer Institute linked to SACNAS videos on Native researchers. Unfortunately, the covid pandemic made it impossible for students to attend conferences; those funds will be used for travel when it is safe for conferences to reconvene.



AIHEC Student Congress (ASC)

The AIHEC Student Congress did not hold elections this year due to covid-19 issues and the lack of applicant entries when the original election was scheduled to be held in July 2020. The Student Activities Committee meeting in spring 2021 discussed implementation of a plan to assist with distribution of election applications to all TCUs.

LIFE Conference Planning/Summer Meet-up Webinars

Due to covid-19 pandemic, the 2021 ASC LIFE Conference is canceled. In lieu of the LIFE Conference, the AIHEC Student Congress (when positions are filled) plans to partner with American Indian College Fund student

ambassadors to advertise and host online “meet-up” sessions with TCU students. These online events will include speakers and breakout discussion sessions and offer support to TCU students throughout the summer and during the pandemic. The planning team will decide session topics, offering different educational sessions that will benefit each student who attends.

2021 Spring BoD Meeting

AIHEC Report Appendices

AUTHORIZATION/TCU PROGRAM	FY 2020 ENACTED	FY 2021 BUDGET REQUEST	FY 2021 HOUSE PASSED	FY 2021 SENATE REPORT	FY 2021 AIHEC REQUEST	FY 2021 Final
Interior: Tribally Controlled Colleges and Universities Assistance Act						
Title I, II, III and contracts (29 TCUs)	\$74,282,000	\$69,782,000	\$76,510,000	\$74,282,000	\$82,000,000	\$76,510,000
Title V (Tribal career/technical institutions)	\$7,914,000	\$7,514,000	\$8,151,000	\$7,914,000	\$15,000,000	\$8,151,000
TCU Infrastructure Improvement	-	-	0	0	\$35,000,000	\$15,000,000
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	\$10,710,000	\$10,772,000
HINU and SIPI	\$23,748,000	\$20,647,000	\$26,258,000	\$24,647,000 million	\$25,000,000	\$26,258,000
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)	\$37,347,000 (Part A)	\$45,000,000 (Part A)	\$38,080,000 (Part A)
	\$28,230,000 (Part F)	\$30,000,000 (Part F)	\$30,000,000 (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	\$10,195,000	\$12,000,000	\$10,634,000

AUTHORIZATION/TCU PROGRAM	FY 2020 ENACTED	FY 2021 BUDGET REQUEST	FY 2021 HOUSE PASSED	FY 2021 SENATE REPORT	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	No special increase for PD grant Total: \$67,993,000	\$20,000,000 Total: \$80,000,000	No specific mention Total: \$67,993,000
HHS: Tribal Colleges and Universities Head Start Partnership Program						
TCU Head Start Partnership Program	\$ 4,000,000	0	\$ 4,000,000	0 (pending clarification)	\$8,000,000 (from existing funds)	\$4,000,000
ED: Other Higher Education Programs						
Federal Work Study	\$1.180 billion	\$500 million	\$1.21 billion	\$1.180 billion	FYI: \$1.467 billion	\$1.19 billion
GEAR UP	\$365 million	0	\$370 million	\$365 million	FYI: \$400 million	\$368 million
TRIO	\$1.090 billion	\$950 million	\$1.1 billion	\$1.090 billion	FYI: \$1.15 billion	\$1.097 billion
Pell Grant	\$6,345 per student	\$6,345 per student	\$6,495 per student	\$6,495 per student	FYI: \$7,000 per student	\$6,495 per student
USDA: Equity in Educational Land Grant Status Act						
1994 Institutions Extension Program (NIFA)	\$8,000,000	\$6,446,000	\$8,500,000	\$8,000,000	\$9,000,000	\$8,500,000
1994 Institutions Research Program (NIFA)	\$3,801,000	\$3,800,000	\$4,000,000	\$3,801,000	\$5,800,000	\$4,000,000

AUTHORIZATION/TCU PROGRAM	FY 2020 ENACTED	FY 2021 BUDGET REQUEST	FY 2021 HOUSE PASSED	FY 2021 SENATE REPORT	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	\$4,000,000	\$6,000,000	\$4,500,000
Native American Endowment Payment (NIFA)	\$11,880,000 Interest: \$5,069,000	\$11,857,000 Interest: \$5,199,000	\$11,857,000	\$11,880,000	\$15,000,000 (FY 2019 annual interest = \$4.6M)	\$11,880,000
USDA: Consolidated Farm & Rural Development Act						
Federally Recognized Tribes Extension Program (FRTEP)	\$3,200,000	\$3,039,000	\$3,200,000	\$3,200,000	\$5,000,000	\$3,200,000
TCU Essential Community Facilities	\$5,000,000	\$10,000,000	\$5,000,000	\$5,000,000	\$10,000,000	\$5,000,000
TCU IT Service Fund	0	0	0	0	\$24,000,000	0
DOE: National Nuclear Security Administration (NNSA) - Minority Serving Institutions Partnership Program (MSIPP)						
MSIPP Initiative (Tribal Education Partnership Program)	TCUs: \$5,000,000	0	TCUs: \$5,000,000	TCUs: \$5,000,000	TCUs: \$5,000,000	TCUs: \$5,000,000
NSF: Education and Human Resources (EHR)						
NSF-TCUP	\$15,000,000	\$12,490,000	\$18,000,000	\$15,000,000	\$20,000,000	\$16,500,000

COVID-19 Relief Aid Comparison Chart: TCU Funding

CARES Act (Enacted)		CRRSA Act		ARP Act	
Total Education Stabilization Funding: \$30.75 billion Distributed by ED and DOI		Total Education Stabilization Funding: \$81.88 billion Distributed by ED and DOI		Total Education Stabilization Fund: \$170 billion Distributed by ED and DOI	
Various Funds	TCUs	Various Funds	TCUs	Various Funds	TCUs
ED: “90 Percent Fund” or HEERF I Total: \$12.558 billion <ul style="list-style-type: none"> • 50/50 Student/Institutional • Calculated by FTE: 75% Pell/25% Non-Pell 	\$13.5 million	ED: “89 Percent Fund” or HEERF II Total: \$20.2 billion <ul style="list-style-type: none"> • Minimum Student Aid equal to minimum CARES student aid amount, remaining amount institutional aid. • Calculated by: 75% Pell (Headcount/FTE) 23% Non-Pell (Headcount/FTE) 2% Exclusive Distance Learning (Headcount/FTE) 	\$28.4 million	ED: “91 Percent Fund” or HEERF III Total: \$36 billion <ul style="list-style-type: none"> • 50/50 Student/Institutional • Calculated by: 75% Pell (Headcount/FTE) 23% Non-Pell (Headcount/FTE) 2% Exclusive Distance Learning (Headcount/FTE) 	\$49.5 million (estimate)
ED: MSI/Title III Fund (\$1.047 billion)	\$50.469 million	ED: MSI/Title III Fund (\$1.708 billion)	\$82.1 million	ED: MSI/Title III Fund (\$2.968 billion)	\$143.186 million (estimate)
Interior/BIE: (\$69 million)	TCUs: \$22.9 m K-12: \$46 m	BIE Education Stabilization Fund (0.5% of State Fund - \$409.4 million):	TCUs: \$147.384 m K-12: \$221.076 m BIE Reserve: \$40.94 m	BIE Education Stabilization Fund: (\$850 million)	K-12 and TCU shares not yet determined.
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				

March 31, 2021

Carrie L. Billy
President & CEO

MEMBERSHIP:

ALASKA

Iñisaġvik College

ARIZONA

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

CALIFORNIA

California Tribal College

KANSAS

Haskell Indian Nations University

MICHIGAN

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

MINNESOTA

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

MONTANA

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

NEBRASKA

Little Priest Tribal College
Nebraska Indian Community College

NEW MEXICO

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

NORTH DAKOTA

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

OKLAHOMA

College of the Muscogee Nation

SOUTH DAKOTA

Oglala Lakota College
Sinte Gleska University
Sisseton Wahpeton College

WASHINGTON

Northwest Indian College

WISCONSIN

College of Menominee Nation
Lac Courte Oreilles Ojibwa Community CollegeThe Honorable Debra Haaland
Secretary of the Interior
U.S. Department of the Interior
1849 C Street, NW
Washington, DC 20240

RE: DOI Consultation on American Rescue Plan Act Funding for Indian Education

Dear Secretary Haaland:

The nation's 37 Tribal Colleges and Universities (TCUs), which collectively are the American Indian Higher Education Consortium (AIHEC), submit these comments as part of the tribal consultation regarding American Rescue Plan (ARP) Act (P.L. 117-2) funding for Indian Education. AIHEC's goal is to ensure that American Indian and Alaska Native (AI/AN) students throughout the Bureau of Indian Education's K to 16 system, and the TCUs that serve them are supported during the COVID-19 pandemic.

AIHEC urges the Department of the Interior, and more specifically the Bureau of Indian Education, to provide TCUs and our students with an equitable share of the \$850 million provided to the Bureau of Indian Education. The nation's TCUs face significant challenges as a direct result of historic underfunding, an insufficient IT infrastructure necessary for online/distance learning, and unprecedented costs associated with preparing for and opening campuses in academic year 2020-2021. The Bureau of Indian Education must ensure TCUs are supported as these institutions maintain quality, culturally based instruction, and learning, now and during the upcoming academic years.

AIHEC respectfully submits the following responses to the consultation topics:

- 1) *What factors should BIE use to determine the fair and equitable distribution of the \$850 million among the 183 BIE-funded K-12 schools and 35 TCUs? Should BIE consider other areas in addition to student counts (Weighted Student Unit for Grades K-12 and Indian Student Count for TCUs) when determining funds distribution?*

Equity in Apportionment:

The BIE operates a K-16 system that includes K-12 schools and Tribal Colleges and Universities. The BIE reports that approximately 46,000 individuals are served annually by BIE-funded elementary and secondary schools. The TCUs collectively served 31,767 AI/AN students in academic year 2018-2019 in academic and career/technical (CTE) programming at more than 75 campuses and sites. TCUs serve another 145,000 AI/ANs in community-based programs. To equitably address ongoing TCU COVID-19-related needs and adaptation strategies of both BIE-funded elementary and secondary schools and TCUs, the BIE Education Stabilization Fund should be divided based on the number of *students* served.

Given the number of students served (and using only academic students for TCUs), the TCU share of the BIE COVID-19 relief fund should be 40.84 percent, and the K-12 share would be 59.15 percent. Rounded, this would be 40 percent to the TCUs and 60 percent to the K-12 schools. This request is reasonable and justifiable based on the number of *students served* in

The CRRSAA included the following language to specify the equitable split of BIE funding between K-12 schools and TCUs based on the overall student count: “60 percent for Bureau-funded schools, as defined in 25 U.S.C. 2021, provided that such schools may not be required to submit a spending plan before receipt of funding; (B) 40 percent to Tribal Colleges and Universities, which shall be distributed according to the formula in section 316(b)(3) of the Higher Education Act of 1965 (“HEA”).” If the Department and Bureau of Indian Affairs are to uphold President Biden’s commitment to *equity*, these same figures must be used. To use any other distribution formula would be inequitable and would disregard key facts, including:

- (a) TCUs are required under each of the various federal COVID-19 relief packages to provide a significant portion (including up to half) of the funding they receive directly to students in the form of emergency aid payments. No other BIE operated, or funded schools have this requirement.
 - (b) Both prior to and throughout the pandemic, the Internet speeds at a number of TCUs – particularly at their satellite campuses – are at or below 100 mbps. No other institutions of higher education in the country have Internet speeds this slow, yet **no TCUs** have been included in the BIE’s announced commitment to use its own “10 percent reserve fund” to pay the costs needed to “ensure all BIE schools have Internet speeds of at least 100 mbps.” Nor are TCUs able to participate in the federal E-rate program, which provides hundreds of thousands of dollars to BIE K-12 schools each year. TCUs must bear the costs of improving Internet access solely on their own, using their own funds, yet throughout the pandemic, they have provided equipment, hot spots, and monthly Internet access payments to students and their families, benefiting hundreds or thousands of BIE K-12 students.
2. *Indian Affairs has identified several investment areas that could be centrally administered to benefit BIE-funded schools, generally. These investment areas include the development and implementation of a Learning Management System (LMS) and related information technology investments for instructional continuity. Investments for facility-related improvements to ensure adequate ventilation and support for social distancing requirements could also be considered areas for investment. Are there other or additional BIE system-wide investments that would benefit from being centrally administered?*

Federal COVID-19 Relief Funding is for COVID-19 Pandemic-Related Needs and Activities:

Congress has made clear that funding provided under all the COVID-19 relief bills must be spent solely on activities and programs specifically related to the pandemic. Funding cannot be used to address other needs, no matter how compelling; rather, unused funding must be returned to the federal treasury to reduce the federal budget deficit.

- A BIE-wide learning management system is not pandemic-related. (Further, this system would cover only BIE-operated schools. It could not include the other BIE tribally controlled schools due to privacy issues.) Also, TCUs have their own systems developed over a number of years at great expense to each institution. One system could not address K-12 and higher education issues and needs.
- To date, BIE has received funding under CARES (\$69 million, plus \$153.75 million) and CRRSAA (\$409.4 million) to specifically address the needs listed. Many schools and TCUs have already addressed these needs, are in the process of addressing these needs, or can best address them at the local level. Centralized funding is not needed for local activities.
- This funding is intended to address local needs and to support students and families in our communities. As much funding as possible should go to the K-12 schools and TCUs, not to centralized administrations and for-profit contractors. Further, there is no way to ensure centralized funding is equitably distributed. For example, the TCUs have not been permitted to participate in the BIE’s CARES Act programs (mental health counseling and IT infrastructure) despite significant needs and promises by the BIE that TCUs would be included.

- While TCUs received additional COVID-19 relief funds through the Department of Education, TCUs are required to use at least half of these funds for emergency aid to students. With the support of direct student aid, many TCU students were able to stay enrolled in school while also caring for family needs. This is another example of COVID-19 relief funds supporting local needs.
- AIHEC recently conducted a survey on the impact of COVID-19 on TCU students (February 2021). The survey revealed a variety of challenges, such as: difficulty adapting to online or hybrid classes, lack of dedicated studying space, lack of broadband access, and decline of mental and physical health. TCUs are uniquely positioned to support TCU students and families during these unprecedented times. However, TCUs need equitable support from the BIE to do so.

In closing, we strongly urge you to work equitably to support all of Tribal education and to ensure Tribal Colleges and Universities receive a fair share of the \$850 million American Rescue Plan – Bureau of Indian Education Fund.

We greatly appreciate the Bureau of Indian Education in assisting students during this challenging time. We commend your staff for their tireless work and commitment; and we look forward to working with you in supporting the entire BIE K-16 system during this pandemic.

Respectfully,



David E. Yarlott, Jr.
Chair, AIHEC Board of Directors
and President, Little Big Horn College



Carrie L. Billy
President & CEO

- Attachments:
- 1) [AIHEC Research Survey on the Impact of COVID-19 on TCU Student Experiences \(February 2021\)](#)
 - 2) AIHEC Letter: DOI and ED Joint Listening Session on CARES Act Funding for Indian Education (April 30, 2020)

Senators Introduce Bill to Address Telecommunications Workforce Shortage *IMPACT Act would improve minority participation and careers in broadband industry*

WASHINGTON – U.S. Sens. Roger Wicker, R-Miss., ranking member of the Senate Committee on Commerce, Science, and Transportation, Kyrsten Sinema, D-Ariz., and Tim Scott, R-S.C., today introduced the Improving Minority Participation and Careers in Telecommunications (IMPACT) Act. The legislation would create a grant program through the National Telecommunications and Information Administration (NTIA) that would award \$100 million in grants to Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and Minority-serving Institutions to develop job training programs to educate and train students to participate in the telecommunications workforce.

“There are thousands of vacant jobs that are needed to deploy broadband networks, but we do not have a trained workforce to fill them,” **said Wicker**. “HBCUs and TCUs can help fill these jobs by providing career-specific opportunities for students. The IMPACT Act would support these institutions in developing telecommunications-related career building programs that will help bridge the digital divide.”

“We’re expanding opportunities for students from tribal communities to succeed in the jobs of the future while helping bridge the digital divide across Arizona,” **said Sinema**.

“The best education is one that equips the next generation of workers with the skillset to face the challenges of tomorrow,” **said Scott**. “The Improving Minority Participation and Careers in Telecommunications (IMPACT) Act will harness the ingenuity of our nation’s HBCUs, TCUs, and MSIs to develop a workforce ready to participate in and lead the telecommunications industry.”

The IMPACT Act would:

- Create the “Telecommunications Workforce Training Grant Program,” which the NTIA would use to award \$100 million in grants to HBCUs/TCUs/Minority-serving Institutions to develop telecommunications job-training programs that would educate and train students to participate in the telecommunications workforce;
- Require schools to apply for grants in order to partner with industry (or an organization with experience providing workforce training to the telecommunications industry) to develop these programs, to ensure students have the skills they need for the workforce;
- Allow schools to use the grants to hire and train faculty, design and develop the curriculum, pay for costs associated with instruction, fund internships and apprenticeships, and recruit and support students;
- Require schools to include a plan to increase female participation in the program;
- Require that NTIA award at least 30 percent of the grant funds to HBCUs, and another 30 percent to TCUs, to ensure equitable distribution of funds; and
- Require reporting to ensure schools use funds as required, that they are training students appropriately, and that students are securing employment in the telecommunications industry.

Click [here](#) to read the bill.

Stakeholders’ statements of support for the IMPACT Act:

Todd Schlekeway, President and CEO, NATE: The Communications Infrastructure Contractors Association
“NATE: The Communications Infrastructure Contractors Association commends Senators Roger Wicker, Kyrsten Sinema, and Tim Scott for introducing bipartisan legislation designed to help address the telecommunications industry’s workforce shortages by establishing a federal grant to promote the development of telecommunications education and job-training programs at minority institutions. The Association is particularly excited that this is a bipartisan proposal that appropriately recognizes the critical importance of promoting educational and employment opportunities in the telecommunications field, which is so essential to the nation’s economy, competitiveness, security, and vital communications capabilities. We also commend Senators Wicker and Sinema for emphasizing funding to minority institutions, many of which are located in areas that lack access to high-speed broadband.”

Jonathan Adelstein, President and CEO, Wireless Infrastructure Association (WIA)
“WIA applauds the introduction of the Improving Minority Participants and Careers in Telecommunications Act by Senators Wicker, Sinema, and Scott. This bill will provide opportunities for underrepresented Americans to learn skills that will lead to employment in the booming telecommunications industry. As we build the wireless workforce of the future, the IMPACT Act will help to ensure inclusivity and diversity, while also helping to meet demand for skilled telecommunications workers. WIA thanks Senators Wicker and Sinema for their leadership on this timely issue.”

Dr. Harry Williams, President and CEO, Thurgood Marshall College Fund
“As Congress considers increasing investments in broadband infrastructure, it is critical that minority communities are given the opportunity to acquire the skills and training to participate in telecommunications jobs of the future. The IMPACT Act accomplishes this goal by strategically investing in HBCUs and encouraging private sector partnership with our critical institutions of higher education. In order for our nation to reach its full potential in a globally competitive marketplace, we must invest in and cultivate talent from every segment of our diverse population.”

Carrie Billy, President and CEO, American Indian Higher Education Consortium
“The nation’s 37 Tribal Colleges and Universities, which are the American Indian Higher Education Consortium, commend Senators Wicker, Sinema, and Scott for their leadership in introducing this important and timely legislation. The Improving Minority Participation and Careers in Telecommunication Act could lead to hundreds or even thousands of well-paying jobs for Native people and help us bridge the digital divide in Indian Country. The programs the bill helps build will empower our people to be part of the solution - creating digital opportunities, growing rural economies, and strengthening individual and family incomes. We urge Congress to swiftly pass this much-needed legislation.”

Chip Pickering, CEO, INCOMPAS
“Networks of the future create jobs of the future. The bipartisan IMPACT Act from Senators Roger Wicker, Krysten Sinema, and Tim Scott places workforce training at the center of the fight to close the digital divide by making career-building opportunities available to our Historic Black Colleges and Tribal Communities. Building a new, diverse telecommunications workforce is critical to deploying the internet to all communities and winning the race to 5G. We thank the Senators for their leadership, and look forward to working to pass and implement future deployment and workforce policy.”

Shirley Bloomfield, CEO, NTCA–The Rural Broadband Association
“The ongoing COVID-19 pandemic has highlighted the importance of broadband connectivity and bridging the digital divide. A diverse, skilled workforce will be crucial to build out and maintain networks, but we are already seeing shortages that might only be exacerbated as broadband deployment activities increase. NTCA therefore applauds Senators Wicker, Sinema, and Scott for introducing the IMPACT Act to address this need by awarding grants to HBCUs and TCUs for telecom workforce training. We hope this bill might help particularly in developing skilled workforces based in and committed to the rural communities that NTCA members serve.”

Jonathan Spalter, President and CEO, USTelecom

“A highly skilled broadband workforce goes hand in hand with maintaining our communications infrastructure and ensuring we all stay connected. The essential nature of these frontline employees is just one lesson of the pandemic. As 5G and next generation technologies continue to roll out, Senators Wicker, Sinema, and Scott have proposed a forward-looking and bipartisan plan to help bridge the digital divide by directing critical federal dollars to HBCUs, TCUs and minority-serving institutions that will identify, train and employ the world’s best 5G and broadband workforce. This is the way to strengthen America’s connected leadership now and in the years ahead.”

Kelly Cole, Senior Vice President of Government Affairs, CTIA–The Wireless Association

“We commend Senators Roger Wicker, Kyrsten Sinema and Tim Scott for their bipartisan leadership in introducing the IMPACT Act, which would establish telecommunications job-training programs for students at HBCUs and Tribal Colleges and Universities, funded through NTIA grants. The swift deployment of 5G networks is critical to our economic recovery and closing the digital divide, and the wireless industry needs a robust, skilled workforce to meet our goals. This forward-thinking legislation will provide more opportunities for minorities, women and other underrepresented communities to secure stable, high-paying careers in the field, and will provide a vital boost to strengthen and expand the telecommunications workforce. According to Boston Consulting Group, 5G will create over 126,700 new jobs in Mississippi, Arizona and South Carolina.”

Christina Mason, Vice President of Government Affairs, Wireless Internet Service Providers Association (WISPA)

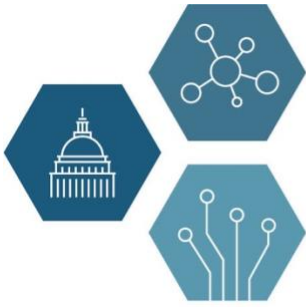
“To eradicate the digital divide, a multifaceted approach is required. Infrastructure has to make it out to areas that lack broadband, but a major stumbling block to that is the skilled expertise needed to realize new connectivity. Historically Black Colleges and Universities and Tribal Colleges and Universities can play a major role in addressing this glut, providing important job training opportunities for their students. And IMPACT Act, introduced by Senators Roger F. Wicker, Tim Scott, and Kyrsten Sinema, would provide the needed funds and comprehensive framework to make that happen.”

“The IMPACT Act creates a \$100 million ‘Telecommunications Workforce Training Grant Program’ through the NTIA focused on HBCUs/TCUs/Minority-serving Institutions to develop telecommunications job-training programs for costs associated with instruction, internships and apprenticeships, and support of students in the field, among other aspects. The plan would also focus on getting more female students into the telecommunications training program, too – a core but grossly untapped constituency that would go far to improve workforce capacity in this important sector of our economy.”

“WISPA believes the IMPACT will make a positive impact on broadband connectivity, and, perhaps more importantly, the individuals gaining new opportunities with its funding. It will work to bring broadband connectivity to areas that lack it, while boosting the competitive jobs skills of those who have traditionally been underrepresented in the U.S. information and communications technology industry. We stand by this important piece of legislation, and pledge our best efforts to see that it comes into law.”

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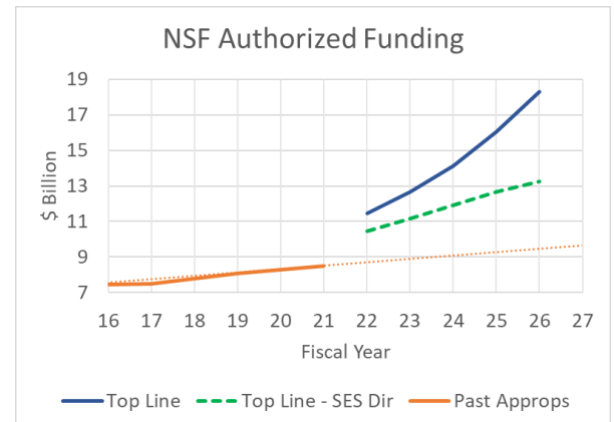




U.S. HOUSE OF REPRESENTATIVES COMMITTEE ON **SCIENCE, SPACE, & TECHNOLOGY**

Summary of the NSF for the Future Act of 2021

Funds more excellent research. The research community has the capacity to pursue far more research ideas than the National Science Foundation (NSF) can fund. In fiscal year 2019, almost \$3 billion in proposals received a fundable, “Very Good” or higher, rating in the merit review process but were nonetheless declined. These unfunded projects represent an enormous untapped potential to create new knowledge and drive innovations that spawn new industries and solve problems for the benefit of the American people. We cannot afford to miss out on these good ideas, particularly in an increasingly competitive global environment. This bill authorizes a significant increase in funding for the agency. Specifically, the bill:



- Increases overall funding for the agency (minus the new directorate) by nearly \$2 billion in fiscal year 2022, to \$10.5 billion, and grows at an average annual rate of 6%, to \$13.3 billion in fiscal year 2026.
- Directs investments in critical research-enabling infrastructure, including a 50% increase to the Mid-Scale Research Infrastructure program, support for helium conservation equipment, and a roadmap for meeting the research community’s growing need for advanced computing capabilities.

Improves STEM education and research training. The country is facing an urgent shortage of STEM workers and research talent that threatens to constrain our innovative capacity and, consequently, our economic prosperity. Broadening the participation and advancement of women and other historically underrepresented groups is critical to an effective strategy for growing the STEM workforce. This bill advances research and development to address persistent challenges at all education levels, including scaling successful models in STEM education and broadening participation in STEM. Specifically, the bill:

- Establishes a new centers program to support translational research and development to help scale up effective PreK-12 STEM education innovations.
- Encourages efforts to align undergraduate STEM education with workforce needs.
- Advances policies and funding to raise the bar for the training, mentoring, and professional development of graduate students and postdoctoral researchers.
- Establishes a pilot program to support partnerships that will expand research opportunities to students who attend minority serving institutions or other emerging research institutions.

- Encourages expanded data collection on the nature of the STEM workforce.
- Authorizes a 50% increase in funding over 5 years for key STEM education programs.

Increases research accessibility, accountability, and security. Federally funded research must be accessible and accountable to the American public. In addition, threats to research security have the potential to undermine the integrity of federally funded research projects. The bill addresses these challenges at multiple levels of accountability. Specifically, the bill:

- Requires assessment and research activities to improve the implementation of the Broader Impacts merit review criterion.
- Creates a new requirement for researchers to prepare a statement on possible security or other risks to society from their research in order to encourage researchers to always consider their research in a societal context.
- Expands access to data and other research products resulting from Foundation-funded projects through new data stewardship requirements and investments in open science tools and infrastructure.
- Codifies the Office of Research Security and Policy and the Chief of Research Security position to provide guidance and resources to researchers and funds the development of training, resources, and tools to help institutions and researchers understand and mitigate security risks.

Accelerates research to address major societal challenges. In carrying out its fundamental science and engineering mission over the past seven decades, the Foundation has delivered enormous benefits to society. It is time to build on that legacy and move the Foundation forward. To that end, the bill creates a new directorate, the Directorate for Science and Engineering Solutions (SES), that will enable the Foundation to take big risks and experiment with new approaches to accelerating progress in translating science and technology into solutions to society's major challenges. A critical consideration for the new SES directorate is its impact on the rest of the agency. The bill creates a structure, a funding profile, and feedback mechanisms to mitigate risks to the longstanding basic research mission of the Foundation and encourage collaboration across the agency. Specifically, the bill:

- Encourages an ecosystem of partnerships and collaborations in use-inspired and translational research, including intentional engagement of nontraditional players, e.g. policymakers and local communities.
- Provides flexible funding and hiring authorities.
- Places the SES Directorate within the Research and Related Activities Account, with an Assistant Director (AD) at the helm and an advisory committee with tailored expertise to advise the AD.
- Authorizes \$1 billion for the SES directorate in fiscal year 2022 with an average annual increase of 50% to \$5 billion in fiscal year 2026. This budget is in balance with the budget for the rest of the agency, reaching 27% of the total agency budget in its fifth year.

New Study Reveals the Impact of COVID-19 on Tribal College Students

[Online TC News](#), [Tribal College News](#), [Web Exclusive](#) | March 1, 2021

By TCJ Staff

The American Indian Higher Education Consortium (AIHEC) has released findings of a broad survey of tribal college and university (TCU) student experiences during the COVID-19 pandemic. The first study of its kind, the survey posed an array of questions to nearly 500 returning TCU students, focusing on persistence, online learning, and physical and mental well-being. The results underscore the far-reaching effects of the pandemic on TCUs, Native students, and their communities.

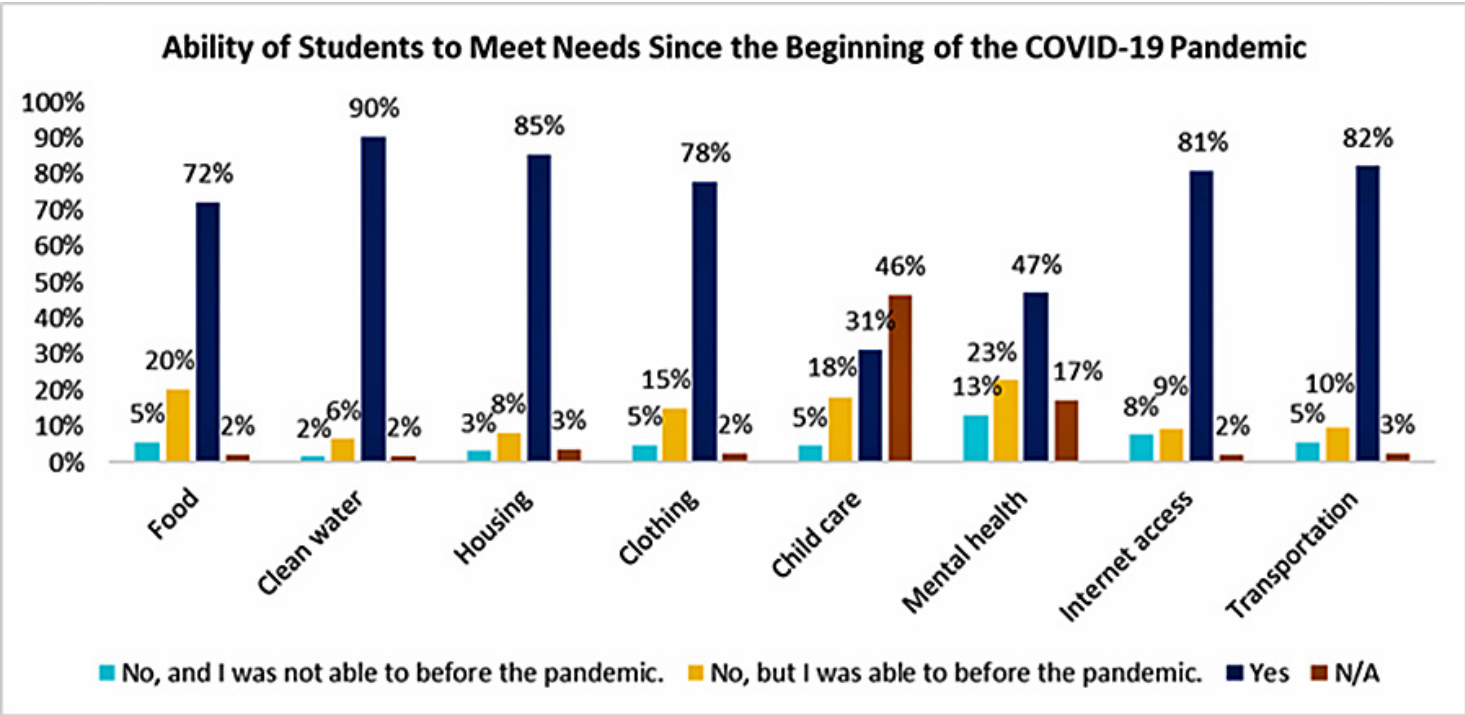
One of the greatest challenges for TCU students has been adapting to an online curriculum. According to the survey, 45% of respondents had never enrolled in an online or hybrid class prior to 2020, with 54% reporting being less engaged than in face-to-face classes and 58% responding they had greater difficulty understanding class material. Even though nearly 40% of TCU students commute 50 or more miles to attend class, a clear majority (57%) prefer traditional, in-person courses.

To compound matters, many TCU students live with their families and report difficulties studying at home or having the necessary support to succeed. More than 60% responded that a variety of factors at home have inhibited their studies, and 51% say they cannot find a quiet or adequate study space.

“Our students have had a rough time with the transition to online, but they are persevering. Many students pointed to new opportunities, such as being able to spend more time with a special needs child,” says Katherine Cardell, AIHEC research and data associate and survey lead. “Still the data tells us that much more focus and care should be given to students who are struggling to meet their basic and educational needs.”

Another concerning finding from AIHEC’s study is the impact of the pandemic on both mental and physical well-being. Students are spending less time exercising, being outdoors, engaging with their peers, and connecting with their respective communities. Nearly a quarter (23%) of respondents reported they can no longer adequately address their mental health needs.

“Addressing the issues our students face will take time and resources. Even after everyone is vaccinated, these issues will remain,” states Carrie Billy, president and CEO of AIHEC. “Rebuilding is going to take a long-term commitment from TCUs, tribes, states, and Congress.”



2021 Spring BoD Meeting

Draft AIHEC Conflict of Interest Policy

American Indian Higher Education Consortium (AIHEC)
Financial Conflict of Interest Policy (FCOI)
Effective Date: March 1, 2021

Policy Summary

By law, all Investigators applying for and working on award funded research, where required, must disclose significant financial interests (SFIs) that are related to the Investigator's institutional responsibilities. Investigators are ALL persons, regardless of title or position, who are responsible for the design, conduct, or reporting of award funded research proposed for funding, including collaborators and/or consultants. This policy provides the framework to identify, evaluate and correct or remove real, apparent and potential conflicts of interest.

Definitions/Glossary

Disclosure of significant financial interests – an Investigator's disclosure of significant financial interests to an Institution.

Financial conflict of interest (FCOI) – a significant financial interest that could directly and significantly affect the design, conduct, or reporting of award funded research.

FCOI report – an Institution's report of a financial conflict of interest to an Awarding Component.

Financial interest – anything of monetary value, whether or not the value is readily ascertainable.

Investigator – the project director or principal Investigator and any other person, regardless of title or position, who is responsible for the design, conduct, or reporting of award funded research or proposed for such funding, which may include, for example, collaborators and/or consultants.

Manage – taking action to address a financial conflict of interest, which can include reducing or eliminating the financial conflict of interest, to ensure, to the extent possible, that the design, conduct, and reporting of research will be free from bias.

PD/PI – a project director or principal investigator of an award funded research project.

Research – a systematic investigation, study or experiment designed to develop or contribute to generalizable knowledge relating broadly to public health, including behavioral and social-sciences research. As used in his policy, the term includes any such activity for which research for which funding is available through a grant or cooperative agreement, whether authorized under any statutory authority, such as a research grant, career development award, center grant, individual fellowship award, infrastructure award, institutional training grant, program project, or research resources award.

Senior/key personnel – the PD/PI and any other person identified as senior/key personnel by AIHEC in the grant application, progress report, or any other report submitted to an award funder by AIHEC.

Significant financial interest –

(1) A financial interest consisting of one or more of the following interests of the Investigator (and those of the Investigator's spouse and dependent children) that reasonably appears to be related to the Investigator's institutional responsibilities:

(i) With regard to any publicly traded entity, a *significant financial interest* exists if the value of any remuneration received from the entity in the twelve months preceding the disclosure and the value of any equity interest in the entity as of the date of disclosure, when aggregated, exceeds \$5,000. For purposes of this definition, remuneration includes salary and any payment for services not otherwise identified as salary (e.g., consulting fees, honoraria, paid authorship); equity interest includes any stock, stock option, or other ownership interest, as determined through reference to public prices or other reasonable measures of fair market value;

(ii) With regard to any non-publicly traded entity, a *significant financial interest* exists if the value of any remuneration received from the entity in the twelve months preceding the disclosure, when aggregated, exceeds \$5,000, or when the Investigator (or the Investigator's spouse or dependent children) holds any equity interest (e.g., stock, stock option, or other ownership interest); or

(iii) Intellectual property rights and interests (e.g., patents, copyrights), upon receipt of income related to such rights and interests.

(2) Investigators also must disclose the occurrence of any reimbursed or sponsored travel (*i.e.*, that which is paid on behalf of the Investigator and not reimbursed to the Investigator so that the exact monetary value may not be readily available), related to their institutional responsibilities; provided, however, that this disclosure requirement does not apply to travel that is reimbursed or sponsored by a Federal, state, or local government agency.

(3) The term *significant financial interest* does not include the following types of financial interests: salary, royalties, or other remuneration paid by the Investigator if the Investigator is currently employed or otherwise appointed by AIHEC.

This Policy Applies to: ALL persons, regardless of title or position, who are responsible for the design, conduct, or reporting of research proposed for award funding, including collaborators and/or consultants.

Reason(s) for the Policy

AIHEC complies with regulations pertaining to Financial Conflicts of Interest in award funded research. As an institution that regularly competes for and receives award funding for research, AIHEC is required to have a written and enforced policy on conflict of interest.

The policy promotes objectivity in research by establishing standards that provide a reasonable expectation that the design, conduct, and reporting of research funded by grants or cooperative agreements will be free from bias resulting from Investigator financial conflicts of interest. The policy further provides a mechanism for all conflicts of interest for each award to be managed, reduced or eliminated prior to the expenditure of the award funds.

Policy

The Grants Administrator will inform each Investigator of AIHEC's policy on financial conflicts of interest, the Investigator's responsibilities regarding timely disclosure of significant financial interests, and regulations governing any award funded research prior to submitting an application to a funding agency.

Investigator Responsibilities

Each Investigator who is planning to participate in award funded research must disclose to the Grants Administrator, the Investigator's significant financial interests (and those of the Investigator's spouse and dependent children) no later than the time of application for any award funded research. Investigators must complete the appropriate Financial Disclosure Form found in the appendix of this policy. Any Investigator who is participating in any award funded research must submit an updated disclosure of significant financial interest at least annually during the period of the award.

In the event a financial conflict of interest arises during the period of the award, the Investigator is required to notify the Grants Administrator within thirty days of discovering or acquiring a new significant financial interest.

Investigators are required to complete training prior to engaging in research related to any award funded grant, at least every four years thereafter, or AIHEC revises its FCOI policy affecting requirements of Investigators. Training is also required in cases where an Investigator is new to AIHEC and continues to serve as an Investigator in a funded project transferred from another institution to AIHEC. Refresher training is required in the event an Investigator is not in compliance with AIHEC's financial conflict of interest policy or management plan. Financial conflict of interest training is administered and available through the Grants Administrator. Investigators applying for funding from any awarding agency are encouraged to complete financial conflict of interest training.

Investigators Engaged in Subrecipient Research or Engaging Others as Subrecipients

All staff engaged in award funded research as a subrecipient may be required by the awardee institution to comply with the awardee institution's own financial conflict of interest policy. Likewise, in cases where AIHEC serves as the awardee institution in award funded research projects, AIHEC may require subrecipients to comply with AIHEC's financial conflicts of interest policy. In these cases, the awardee institution or subrecipient and AIHEC must incorporate, in a written agreement, whether the financial conflicts of interest policy of the awardee institution or that of the subrecipient will apply to the subrecipient's Investigators.

If the subrecipient's Investigators must comply with the subrecipient's financial conflicts of interest policy, the subrecipient shall certify as part of the agreement referenced above that its policy complies with applicable law. If the subrecipient cannot provide such certification, the agreement shall state that subrecipient Investigators are subject to the financial conflicts of interest policy of the awardee institution for disclosing significant financial interests that are directly related to the subrecipient's work for the awardee Institution.

Additionally, if the subrecipient's Investigators must comply with the subrecipient's financial conflicts of interest policy, the agreement referenced above shall specify time period(s) for the subrecipient to report all identified financial conflicts of interest to the awardee Institution. Such time period(s) shall be sufficient to enable the awardee Institution to provide timely FCOI reports, as necessary, to the award funder as required by law. Alternatively, if the subrecipient's Investigators must comply with the awardee Institution's financial conflicts of interest policy, the agreement referenced above shall specify time period(s) for the subrecipient to submit all Investigator disclosures of significant financial interests to the awardee institution. Such time period(s) shall be sufficient to enable the awardee institution to comply timely with its review, management, and reporting obligations.

Significant Financial Interests Identified

The Grants Administrator is designated as AIHEC's institutional official to solicit and review disclosures of significant financial interests from each Investigator who is planning to participate in, or is participating in, the award funded research as detailed above. In the event the Investigator discloses a significant financial interest, the Grants Administrator will notify AIHEC's President & CEO and Vice President of Finance and Administration, who will then evaluate all available evidence to determine if an Investigator's significant financial interest is related to an award funded research project and, if so related, whether the significant financial interest is a financial conflict of interest.

Financial Conflict of Interest Identified

In cases where AIHEC's President & CEO and Vice President of Finance & Administration identify a financial conflict of interest, they are tasked with taking such actions as necessary to manage the financial conflict of interest. Management of an identified financial conflict of interest requires development and implementation of a management plan and, if necessary, a retrospective review and mitigation report. Additionally, they must comply with, and provide, initial and ongoing FCOI reports to the award funder.

AIHEC must maintain records relating to all Investigator disclosures of financial interests and AIHEC's review of, and response to, such disclosures (whether or not a disclosure resulted in AIHEC's determination of a financial conflict of interest) and all actions under AIHEC's policy or retrospective review, if applicable, for at least three years from the date the final expenditures report is submitted to the award funder or, from other dates, where applicable.

Management of Financial Conflicts of Interest

The President & CEO is required to develop and implement a management plan that shall specify the actions that have been, and shall be, taken to manage financial conflicts of interest when they arise. The following examples are conditions or restrictions that may be imposed by the President & CEO to manage a financial conflict of interest, but they are not limited to:

- (i) Public disclosure of financial conflicts of interest (e.g., when presenting or publishing the research);
- (ii) For research projects involving human subjects research, disclosure of financial conflicts of interest directly to participants;
- (iii) Appointment of an independent monitor capable of taking measures to protect the design, conduct, and reporting of the research against bias resulting from the financial conflict of interest;
- (iv) Modification of the research plan;
- (v) Change of personnel or personnel responsibilities, or disqualification of personnel from participation in all or a portion of the research;
- (vi) Reduction or elimination of the financial interest (e.g., sale of an equity interest); or
- (vii) Severance of relationships that create financial conflicts.

Penalties and Enforcement

Regulations require AIHEC to impose sanctions or take other administrative actions where appropriate. AIHEC maintains the right to impose sanctions on Investigators for failure to disclose significant financial interests and for failure to abide by this policy.

Sanctions may include restrictions on future submission of research proposals and other disciplinary actions up to and including dismissal. Investigators have the right to appeal any sanction or disciplinary actions.

Confidentiality

Except to the extent required by law and federal regulations, the information disclosed throughout these processes will be kept confidential. AIHEC, however, is required to report the existence of real or potential conflicts of interest to certain federal agencies.

Reporting of Financial Conflicts of Interest

Prior to AIHEC's expenditure of any funds or at anytime during the course of an ongoing award funded research project, AIHEC shall: review all Investigator disclosures of significant financial interest; determine whether any significant financial interests relate to award funded research; determine whether a financial conflict of interest exists; and, if so, develop and implement a management plan that shall specify the actions that have been, and shall be, taken to manage such financial conflict of interest.

Whenever a financial conflict of interest is not identified or managed in a timely manner including failure by the Investigator to disclose a significant financial interest that is determined by AIHEC to constitute a financial conflict of interest; failure by AIHEC to review or manage such a financial conflict of interest; or failure by the Investigator to comply with a financial conflict of interest management plan, AIHEC shall, within 120 days of AIHEC's determination of noncompliance, complete a retrospective review of the Investigator's activities and the award funded research project to determine whether any award funded research, or portion thereof, conducted during the time period of the noncompliance, was biased in the design, conduct, or reporting of such research.

AIHEC is required to document the retrospective review; such documentation shall include, but not necessarily be limited to, all of the following key elements: (1) Project number; (2) Project title; (3) PD/PI or contact PD/PI if a multiple PD/PI model is used; (4) Name of the Investigator with the FCOI; (5) Name of the entity with which the Investigator has a financial conflict of interest; (6) Reason(s) for the retrospective review; (7) Detailed methodology used for the retrospective review (e.g., methodology of the review process, composition of the review panel, documents reviewed); (8) Findings of the review; and (9) Conclusions of the review.

Based on the results of the retrospective review, if appropriate, AIHEC shall update the previously submitted FCOI report, specifying the actions that will be taken to manage the financial conflict of interest going forward. If bias is found, AIHEC is required to notify the Awarding Component promptly and submit a mitigation report to the Awarding Component. The mitigation report must include, at a minimum, the key elements documented in the retrospective review above and a description of the impact of the bias on the research project and AIHEC's plan of action or actions taken to eliminate or mitigate the effect of the bias (e.g., impact on the research project; extent of harm done, including any qualitative and quantitative data to support any actual or future harm; analysis of whether the research project is salvageable). Thereafter, AIHEC will submit FCOI reports annually, as specified elsewhere in the policy. Depending on the nature of the financial conflict of interest, AIHEC may determine that additional interim measures are necessary with regard to the Investigator's participation in the award funded research project between the date that the financial conflict of interest or the Investigator's noncompliance is determined and the completion of AIHEC's retrospective review.

Whenever AIHEC implements a management plan pursuant to this policy, AIHEC shall monitor Investigator compliance with the management plan on an ongoing basis until the completion of the award funded research project.

Prior to AIHEC's expenditure of any funds under an award funded research project, AIHEC shall ensure public accessibility, via a written response, to any requestor within five business days of a request of information concerning any significant financial interest disclosed to AIHEC that meets the following three criteria: (A) The significant financial interest was disclosed and is still held by the senior/key personnel as defined by this subpart; (B) AIHEC determines that the significant financial interest is related to the award funded research; and (C) AIHEC determines that the significant financial interest is a financial conflict of interest.

The information that AIHEC makes available via a written response to any requestor within five business days of a request, shall include, at a minimum, the following: the Investigator's name; the Investigator's title and role with respect to the research project; the name of the entity in which the significant financial interest is held; the nature of the significant financial interest; and the approximate dollar value of the significant financial interest (the following dollar ranges will be used: \$0-\$4,999; \$5,000-\$9,999; \$10,000-\$19,999; amounts between \$20,000-\$100,000 by increments of \$20,000; amounts above \$100,000 by increments of \$50,000), or a statement that the interest is one whose value cannot be readily determined through reference to public prices or other reasonable measures of fair market value.

The written response will contain a note that "the information provided is current as of the date of the correspondence and is subject to updates, on at least an annual basis and within

60 days of the Institution's identification of a new financial conflict of interest, which should be requested subsequently by the requestor.”

Additional Reporting Requirements

Prior to AIHEC's expenditure of any funds under a award funded research project, AIHEC shall provide to the Awarding Component an FCOI report regarding any Investigator's significant financial interest found by AIHEC to be conflicting and ensure that AIHEC has implemented a management plan in accordance with this subpart. In cases in which the Institution identifies a financial conflict of interest and eliminates it prior to the expenditure of awarded funds, AIHEC shall not submit an FCOI report to the Awarding Component.

For any significant financial interest that AIHEC identifies as conflicting subsequent to the Institution's initial FCOI report during an ongoing award funded research project (e.g., upon the participation of an Investigator who is new to the research project), AIHEC shall provide to the Awarding Component, within sixty days, an FCOI report regarding the financial conflict of interest and ensure that the Institution has implemented a management plan in accordance with this subpart. Where such FCOI report involves a significant financial interest that was not disclosed timely by an Investigator or, for whatever reason, was not previously reviewed or managed by the Institution (e.g., was not timely reviewed or reported by a subrecipient), AIHEC also is required to complete a retrospective review to determine whether any award funded research, or portion thereof, conducted prior to the identification and management of the financial conflict of interest was biased in the design, conduct, or reporting of such research. Additionally, if bias is found, AIHEC is required to notify the Awarding Component promptly and submit a mitigation report to the Awarding Component.

Any FCOI report required under this policy shall include sufficient information to enable the Awarding Component to understand the nature and extent of the financial conflict, and to assess the appropriateness of AIHEC's management plan. Elements of the FCOI report shall include, but are not necessarily limited to the following: (i) Project number; (ii) PD/PI or Contact PD/PI if a multiple PD/PI model is used; (iii) Name of the Investigator with the financial conflict of interest; (iv) Name of the entity with which the Investigator has a financial conflict of interest; (v) Nature of the financial interest (e.g., equity, consulting fee, travel reimbursement, honorarium); (vi) Value of the financial interest (dollar ranges will be used: \$0-\$4,999; \$5,000-\$9,999; \$10,000-\$19,999; amounts between \$20,000-\$100,000 by increments of \$20,000; amounts above \$100,000 by increments of \$50,000), or a statement that the interest is one whose value cannot be readily determined through reference to public prices or other reasonable measures of fair market value; (vii) A description of how the financial interest relates to the award funded research and the basis for the Institution's determination that the financial interest conflicts with such research; and (viii) A description of the key elements of the Institution's management plan, including: (A) Role and principal duties of the conflicted Investigator in the research project; (B) Conditions of the management plan; (C) How the management plan is designed to safeguard objectivity in the research project; (D) Confirmation of the Investigator's agreement to the management plan;

- (E) How the management plan will be monitored to ensure Investigator compliance; and
- (F) Other information as needed.

For any financial conflict of interest previously reported by AIHEC with regard to an ongoing award funded research project, the Institution shall provide to the Awarding Component, an annual FCOI report that addresses the status of the financial conflict of interest and any changes to the management plan for the duration of the award funded research project. The annual FCOI report shall specify whether the financial conflict is still being managed or explain why the financial conflict of interest no longer exists. AIHEC shall provide annual FCOI reports to the Awarding Component for the duration of the project period (including extensions with or without funds) in the time and manner specified by the Awarding Component.

In addition, AIHEC will maintain all FCOI-related records for at least 3 years from the date the final expenditures report is submitted to the funding agency.

Exclusions and Special Situations

Not applicable

Policy Contact(s)

Responsible Office: Office of Grants Administration
Policy Author: Mary K. Fowler, Grants Administrator
Email: mkfowler@aihec.org
Phone: 703-838-0400

Appendix

- I. Financial Conflict of Interest (FCOI) Disclosure Form – Used for all award funded projects

**American Indian Higher Education Consortium
(AIHEC)**

**Financial Conflict of Interest (FCOI) Disclosure Form
for Award Funding**

DISCLOSURE FOR AWARD FUNDED PROPOSALS AND FUNDED PROJECTS

All Principal Investigators (PIs) and all other investigators/personnel, where required, who have or share responsibility for the design, conduct, or reporting of federally-funded projects must disclose all significant financial interests of the investigator (including those of the investigator's spouse/registered domestic partner and dependent children) (i) that would reasonably appear to be affected by the research or educational activities funded or proposed for award funding; or (ii) in entities whose financial interests would reasonably appear to be affected by such activities.

Significant financial interests are involved and must be disclosed where one or more of the following financial interests of the investigator (and those of the investigator's spouse/domestic partner and dependent children) reasonably appears to be related to the investigator's Institutional responsibilities.

A *significant financial interest* exists if an equity interest that, when aggregated for the investigator and the investigator's spouse/domestic partner and dependent children, **exceeds \$10,000** in value as determined through reference to public prices or other reasonable measures of market value, and/or represent **more than a 5%** ownership interest in any single entity.

A *significant financial interest* exists when salary, royalties or other payments that, when aggregated for the investigator and the investigator's spouse/domestic partner and dependent children, **have exceeded or are expected to exceed \$10,000** during any immediately preceding or following 12 month period.

For award funding, significant financial interest **does not** include:

- Salary, royalties or other remuneration from AIHEC
- Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities
- Income from service on advisory committees or review panels for public or nonprofit entities
- Equity interest and/or salary, royalty and other payments do not exceed the thresholds in the section regarding award funding, as applicable

American Indian Higher Education Consortium
AWARD FUNDING CERTIFICATION AND DISCLOSURE

Project Status/Reason for Disclosure (circle one):

New Submission	New/Change of Investigator	as per AIHEC Policy effective 3/1/2021
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Title of Proposal:	
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CERTIFICATION

I/we certify that all individuals required to make disclosures of Significant Financial Interests have been listed on this form, and that all have read and understand the AIHEC’s FCOI Policy for award funding, have made all financial disclosures required by it, and will comply with any conditions or restrictions imposed by AIHEC to manage, reduce, or eliminate actual or potential FCOIs.

TABLE I - Signatures:

<i>(print name)</i>	<i>(signature)</i>
PI:	

All Investigators and personnel, where required, who have or share responsibility for the design, conduct, or reporting of this award funded project should certify by signing on the table above.

DISCLOSURE

Do you, your spouse or registered domestic partner, and dependent children have a Significant Financial Interest (i) that would reasonably appear to be affected by the research or educational activities funded or proposed for funding by award funds; or (ii) in entities whose financial interests would reasonably appear to be affected by such activities. (See page 1 for definitions of Significant Financial Interests.)

1. Response: (circle one) - If “Yes” please describe and attach in pdf to mkfowler@aihec.org

Yes	No
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2. Signature:

<i>(print name)</i>	<i>(signature)</i>

Each individual listed on **Table 1** should fill out the **DISCLOSURE** portion of this form.

2021 Spring BoD Meeting

AIHEC GENERAL INFORMATION

UPCOMING AIHEC BOARD & OTHER MEETINGS 2021-2022

DATE	MEETING	LOCATION	INFORMATION
July 13 – 15, 2021	AIHEC 2021 Summer Board Meeting	Virtual via Zoom invite	Registration Link Schedule of Events Join Meeting
July 25 – 29, 2021	2021 Annual TCU Meeting at SKC	More information to come	
October 7 – 8, 2021	AIHEC 2021 Fall Board Meeting	Virtual via Zoom invite	Registration Link Schedule of Events Join Meeting
October 13 – 16, 2021	2021 NIEA Annual Convention & Trade Show	Omaha Marriott Downtown & Hilton Omaha, NE	
October 21 – 24, 2021	2021 FALCON Annual Conference (<i>Land-grant Programs w/ NIFA & FRTEP</i>)	Kansas City, MO	
February 7 – 10, 2022	AIHEC 2022 Annual Legislative Summit	Washington, DC	
Early Spring 2022	AIHEC 41st Annual Student Conference (hosts SW TCUs)	Albuquerque, NM	
February 6 – 9, 2023	AIHEC 2023 Annual Legislative Summit	Washington, DC	

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

35 REGULAR MEMBERS:

Aaniih Nakoda College

Sean Chandler, President
P.O. Box 159
Harlem, MT 59526
406.353.2607
Fax: 406.353.2898
email: schandler@ancole.edu

Bay Mills Community College

Duane Bedell, President
12214 West Lakeshore Drive
Brimley, MI 49715
906.248.8400
Fax: 906.248.2011
email: dabedell@bmcc.edu

Blackfeet Community College

Karla Bird, President
P.O. Box 819
Browning, MT 59417
406.338.5441 ext. 2202
Fax: 406.338.3272
email: karla.bird@bfcc.edu

Cankdeska Cikana Community College

Cynthia Lindquist, President
P.O. Box 269
Fort Totten, ND 58335
701.766.4415 or 4055
Fax: 701.766.1121
email: president@littlehoop.edu

Chief Dull Knife College

Richard Littlebear, President
P.O. Box 98
Lame Deer, MT 59043
406.477.6215
Fax: 406.477.6219
email: rbear@cdkc.edu

College of Menominee Nation

Christopher Caldwell, Interim President
P.O. Box 1179
Keshena, WI 54135
715.799.4921 x3049
800.567.2344
Fax: 715.799.1336
email: chriscaldwell@menominee.edu

College of the Muscogee Nation

Monte Randall, President
P.O. Box 917
1200 Hwy. Loop 56
Okmulgee, OK 74447
Phone: 918.549.2801
Fax: 918.549.2880
email: mrandall@cmn.edu

Diné College

Charles M. Roessel, President
P.O. Box 126
Tsaile, AZ 86556
928.724.6669
Fax: 928.724.3327
email: cmroessel@dinecollege.edu

Fond du Lac Tribal & C.C.

Stephanie Hammitt, President
2101 14th Street
Cloquet, MN 55720
218.879.0804
Fax: 218.879.0814
email: shammitt@fdltcc.edu

Fort Peck Community College

Haven Gourneau, President
P.O. Box 398
Poplar, MT 59255
406.768.6300
Fax: 406.768.5552
email: hgourneau@fpcc.edu

Haskell Indian Nations University

Ronald Graham, President
155 Indian Ave, Box 5030
Lawrence, KS 66046-4800
785.839.2798
Fax: 785.749.8411
email: ronald.graham@bie.edu

Iłisaḡvik College

Justina Wilhelm, President
P.O. Box 749, Barrow, AK 99723
907.852.1820
Fax: 907.852.1821
email: justina.wilhelm@ilisaḡvik.edu

Institute of American Indian Arts

Robert Martin, President
83 Avan Nu Po Road
Santa Fe, NM 87508
505.424.2300
Fax: 505.424.0050
email: rmartin@iaia.edu

Keweenaw Bay Ojibwa C.C.

Lori Ann Sherman, President
111 Beartown Rd
P.O. Box 519
Baraga, MI 49908
906.524-8414
Fax: 906.353.8107
email: lsherman@kbocc.edu

Lac Courte Oreilles Ojibwe College

Russell Swagger, President
305 W. 4th St/PO Box 128
Hayward, WI 54891
715.634.4790 x117
Fax: 715.634.5049
Cell: 715-638-0268
email: rswagger@lco.edu

Leech Lake Tribal College

Raymond Burns, President
6945 Little Wolf Rd NW
Cass Lake, MN 56633
218.335.4200
Fax: 218.335.4215
email: raymond.burns@lltc.edu

Little Big Horn College

David Yarlott, Jr., President
P.O. Box 370
Crow Agency, MT 59022
406.638.3100
Fax: 406.638.3169 /3167 /3170
email: davidyarlott@lbhc.edu

Little Priest Tribal College

Manoj Patil, President
P.O. Box 270
Winnebago, NE 68071
402.878.2380 x116
Fax: 402.878.2355
email: manoj.patil@littlepriest.edu

REGULAR MEMBERS (CONT.)

Navajo Technical University

Elmer Guy, President
P.O. Box 849
Crownpoint, NM 87313
505.786.4112
Fax: 505.786.5644
email: eguy@navajotech.edu

Nebraska Indian Community College

Michael Oltrogge, President
1111 Highway 75 - PO Box 428
Macy, NE 68039
402.837.5078
Fax: 402.837.4183
email: moltrogge@thenicc.edu

Northwest Indian College

Justin Guillory, President
2522 Kwina Road
Bellingham, WA 98226
360.676.2772 x4241
Fax: 360.392.4336
email: jguillory@nwic.edu

Nueta Hidatsa Sahnish College

Twyla Baker, President
220 8th Avenue North - P.O. Box 490
New Town, ND 58763
701.627.4738 x248
Fax: 701.627.3609
email: tbaker@nhsc.edu

Oglala Lakota College

Thomas Shortbull, President
490 Piya Wiconi Road
Kyle, SD 57752
605.455.6020
Fax: 605.455.6023
email: tshortb@olc.edu

Red Lake Nation College

Dan King, President
23750 HWY 1 East
PO Box 576
Red Lake, MN 56671
218.679.2860
Fax: 218.679.3870
email: danking@post.harvard.edu

Saginaw Chippewa Tribal College

Carla Sineway, President
2274 Enterprise Drive
Mount Pleasant, MI 48858
989.775.4123
Fax: 989.775.4528
email: csineway@sagchip.org

Salish Kootenai College

Sandra L. Boham, President
58138 Hwy 93, P.O. Box 70
Pablo, MT 59855
406.275.4974
Fax: 406.275.4801
email: sandra_boham@skc.edu

Sinte Gleska University

Lionel Bordeaux, President
101 Antelope Lake Circle
P.O. Box 105
Mission, SD 57555
605.856.8100
Fax: 605.856.4135
email: lionel.bordeaux@sintegleska.edu

Sisseton Wahpeton College

Lane Azure, President
Old Agency Road Box 689
Agency Village, SD 57262
605.698.3966 x1117
Fax: 605.742.0394
email: lazure@swcollege.edu

Sitting Bull College

Laurel Vermillion, President
9299 Hwy 24
Fort Yates, ND 58538
701.854.8000
Fax: 701.854.2013
email: laurel.vermillion@sittingbull.edu

Southwestern Indian Polytechnic Institute

Sherry Allison, President
P.O. Box 10146 - 9169 Coors Road, NW
Albuquerque, NM 87184
505.346.2348
Fax: 505.346.2343
email: sherry.allison@bie.edu

Stone Child College

Cory Sangrey-Billy, President
RR1, Box 1082
Box Elder, MT 59521
406.395.4313 or 4875
Fax: 406.395.4836
email: csangrey@stonechild.edu

Tohono O'odham Community College

Paul Robertson, President
P.O. Box 3129
Sells, AZ 85634
520.383.8401
Fax: 520.383.0029
email: probertson@tocc.edu

Turtle Mountain Community College

Donna Brown, President
P.O. Box 340
Belcourt, ND 58316
701.477.7862 x2050
Fax: 701.477.7807
email: dbrown@tm.edu

United Tribes Technical College

Leander R. McDonald, President
3315 University Drive
Bismarck, ND 58504
701.255.3285 (option 4)
Fax: 701.530.0605
email: president@uttc.edu

White Earth Tribal and C.C.

Lorna LaGue, President
2250 College Road - P.O. Box 478
Mahnomon, MN 56557
218.935-0417 (x319, 316)
Fax: 218.935.0708
email: lorna.lague@wetcc.edu

EMERGING MEMBERS:

California Tribal College

Marilyn Delgado, Interim President
Juliet Maestas, Director
2300 E. Gibson Rd. Suite 869
Woodland, CA 95776
530.419.9055
email: marilyn.delgado@comcast.net
jmaestas@californiatribalcollege.com

San Carlos Apache College

Martin M. Ahumada, President
1 San Carlos Ave, Building 3
San Carlos, AZ 85550
928-475-2016
email: martin.ahumada@scat-nsn.gov



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121 Oronoco Street, Alexandria, VA 22314 • 703.838.0400 • FAX: 703.838.0388 • <http://www.aihec.org>

AIHEC OFFICE STAFF

Carrie L. Billy

President & CEO

cbilly@aihec.org | x110

<p>Jurgita Antoine <i>Native Language Research Director</i> jantoine@aihec.org 703.407.9423</p>	<p>Frans Klinkenbergh <i>Manager of Finance & Accounting</i> fklinkenbergh@aihec.org</p>
<p>Patrese Atine <i>Director of Congressional/Federal Relations</i> patine@aihec.org x111</p>	<p>Al Kuslikis <i>Senior Associate for Strategic Initiatives</i> akuslikis@aihec.org x121</p>
<p>Jim Bottum <i>Cyber-Infrastructure Initiative Consultant</i> jb@clemson.edu</p>	<p>Natasha LaRose <i>Program Coordinator</i> nlarose@aihec.org</p>
<p>Katherine Cardell <i>Research and Policy Associate</i> kcardell@aihec.org x105</p>	<p>Daphne Littlebear <i>Director of Research</i> dlittlebear@aihec.org</p>
<p>Reno Charette <i>Project Director of Aseto'ne Network</i> rcharette@aihec.org 406.818.0128</p>	<p>Gary McCone <i>Library & Information Services</i> gmcone@aihec.org 410.707.9307</p>
<p>Tina Cooper <i>Vice-President for Finance & Administration</i> tcooper@aihec.org x101</p>	<p>Grace Mukupa <i>Senior Associate of Student Success Initiatives</i> gmukupa@aihec.org x114</p>
<p>Kathy DePalma <i>Operations Specialist</i> kdepalma@aihec.org 571.277.7020</p>	<p>John Phillips <i>Land-grant & VISTA Program Director</i> jphillips@aihec.org 706.310.4199</p>
<p>Treasure Dunlap <i>Executive Assistant & Events Manager</i> tdunlap@aihec.org x 115</p>	<p>Stacia Prue <i>Office Assistant & Student Services Associate</i> sprue@aihec.org x100</p>
<p>Mary Kathryn "MK" Fowler <i>Grants Administrator</i> mkfowler@aihec.org x108</p>	<p>Bradley Shreve <i>TCJ Editor-in-Chief</i> bradley@tribalcollegejournal.org 505.242.2773</p>
<p>Erica Goldaber <i>Tribal VISTA Leader</i> egoldaber@aihec.org</p>	<p>Dale Smith <i>Cyber-Infrastructure Initiative Consultant</i> dsmith@aihec.org</p>
<p>Alex Grandon <i>STEM Coordinator</i> agrandon@aihec.org x106</p>	<p>Marvene Tom <i>Advertising, Sales & Accounts Administrator</i> marvene@tribalcollegejournal.org</p>
<p>Maggie Grandon <i>IPERT Program Assistant & 1994 EXCITE Coordinator</i> mgrandon@aihec.org</p>	<p>Althea Walker <i>Tribal Climate Science Liaison</i> awalker@aihec.org 480.258.3963</p>
<p>Russell Hoffman <i>Climate Research Facilitator</i> rhoffman@aihec.org</p>	