



2021 Summer AIHEC Meeting


Zoom Web Conference

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

AIHEC BOARD OF DIRECTORS

July 15, 2021



DAY / DATE	TIME	SCHEDULE OF EVENTS	MEETING VENUE
MON. JUNE 28	1:00 PM – 3:00 PM ET	MEMBERSHIP & ACCREDITATION COMMITTEE MEETING (Executive Committee Members – Postponed from Spring BOD Meeting)	
TUES. JULY 13	12:30 PM – 3:00 PM ET	TCU PRESIDENTS PD SESSION ONE: COMMUNICATION STRATEGIES <ul style="list-style-type: none"> COMMUNICATION & TRANSPARANCY, FROM GOVERNANCE TO SOCIAL MEDIA 	
WED. JULY 14	11:00 AM –12:00 PM ET	EXECUTIVE COMMITTEE MONTHLY MEETING (Executive Committee Members)	
	12:30 PM – 2:30 PM ET	TCU PRESIDENTS PD SESSION TWO: LEADING IN CHAOTIC TIMES <ul style="list-style-type: none"> WARRIOR SPIRIT IN LEADERSHIP: CARING FOR OURSELVES TO LEAD OTHERS D.J. EAGLE BEAR VANAS, SPEAKER <i>(Open to all TCU Presidents and TCU Leadership Team Members)</i> <p>We all want to be brave. We all want to deliver when it matters. That’s why warrior spirit in leadership is critical when organizations are going through turbulent times, like a global pandemic. This program draws from best practices in leadership that succeeded through the toughest challenges in history and will show your leaders how to do the same. In this session, D.J. shares a unique, powerful perspective from our own Native cultures on what the warrior role is (and isn’t) about and how we can emulate the principles of that role to stay strong, clear and moving forward -- and understand that the role of warriors can make us warriors in our roles! Explore how they can transform our leadership when we learn to create a high-performance environment, strengthen communication, and ways to build trust, commitment and motivation among our people. Warrior spirit in leadership is needed now more than ever – and D.J. will remind us how to activate and leverage ours!</p> <p>To join Zoom meeting: https://us02web.zoom.us/j/88075127995?pwd=Sm9SS2Q2eGo2cHYrciFYNDi4RDlxQT09 Meeting ID: 880 7512 7995 Passcode: 396018</p>	
THUR. JULY 15	12:30 PM – 2:30 PM ET	AIHEC SUMMER 2021 BOARD OF DIRECTORS MEETING <p>To join Zoom meeting: https://us02web.zoom.us/j/84174038250?pwd=UmthZGswaUpMRUIHcWpzNzJEWXVGUT09 Meeting ID: 841 7403 8250 Passcode: 784280</p>	

AGENDA

AIHEC SUMMER 2021 BOARD OF DIRECTORS MEETING

Thursday, July 15 — 12:30 PM (ET)

via Zoom Web Conference

- I. **Call to Order:** Elmer Guy, Vice-Chair
 - Opening Prayer – Cynthia Lindquist, Member-at-Large
 - Roll Call – Carrie Billy
 - Web Meeting Protocol Review – Patrese Atine

- II. **Review & Approval of Meeting Agenda:** Elmer Guy

- III. **Secretary's Report:** Leander McDonald, Secretary
 - Review & Approval of Spring 2021 Meeting Minutes
 - Review & Accept Executive Committee Meeting Minutes: April – June 2021

- IV. **Treasurer's Report:** Justin Guillory, Treasurer
 - FY2022 Final Budget: Review and Motion to Approve
 - AIHEC Grant Report (*written*)

- V. **AIHEC Affiliate Reports:** *Written reports in board book*
 - **American Indian College Fund:** Cheryl Crazy Bull, President & CEO
 - **WHIAIANE:** Ron Lessard, Acting Executive Director
 - **Interior-BIE:** Katherine Campbell, Program Analyst
 - **USDA 1994 Programs:** Lawrence Shorty, Director
 - **FALCON/Land-grant:** John Phillips, Ex. Director & AIHEC Land-grant Director (*written*)
 - **AIHEC Tribal College and Universities Librarian Association:** Gary McCone (*written*)

- VI. **AIHEC Report:** Carrie Billy & AIHEC Staff
 - Legislative & Executive Branch Update: Carrie Billy & Patrese Atine
 - AIHEC Central Office Update
Announcements; Upcoming Meetings; TCU Presidents Contact List; AIHEC Staff Directory

- VII. **Committee Report**
 - Membership and Accreditation Committee: Sandra Boham, Chair

- VIII. **Announcements**
 - 2021 WINHEC Annual Conference: Elmer Guy, WINHEC Co-chair
 - 2022 AIHEC Student Conference: Robert Martin, IAIA President & Student Activities Chair
 - Other

IX. New Business: Elmer Guy

- National Advisory Council on Indian Education (NACIE) Recommendations for nomination of potential members

X. Adjournment: Elmer Guy

- Closing Prayer – Sandra Boham

2021 Summer BoD Meeting

AIHEC Board Meeting Minutes:

Spring 2021

**DRAFT MINUTES OF THE AIHEC SPRING 2021 BOARD OF DIRECTORS MEETING
ZOOM WEB CONFERENCE
APRIL 23, 2021 at 1:30 pm ET**

I. **OPENING PRAYER:** President Elmer Guy, Vice Chair, opened the spring Board of Directors meeting with a prayer.

II. **MEMORIAL FOR PRESIDENT ROBERT BIBLE**

AIHEC organized a virtual memorial service to honor the late Robert Bible, who served as president of College of the Muscogee Nation and chair of the AIHEC Membership and Accreditation Committee. President Bible passed away in December 2020 due to covid-19 complications. Many board members spoke of President Bible's dedication to his college, his Tribal community, and the Tribal College Movement. College of the Muscogee Nation staff sang an honor song for President Bible. On behalf of the Board, AIHEC presented a star quilt to the college.

III. **ROLL CALL:** Treasure Dunlap, AIHEC executive assistant, called the roll with the following results.

IV.

Regular Members Present

Aaniiih Nakoda College
Bay Mills Community College
Cankdeska Cikana Community College
College of Menominee Nation
College of the Muscogee Nation
Diné College
Fond du Lac Tribal & Community College
Fort Peck Community College
Iḷisaḡvik 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
Red Lake Nation College
Saginaw Chippewa Tribal College
Salish Kootenai College
Sinte Gleska University
Sisseton Wahpeton College
Sitting Bull College
Southwestern Indian Polytechnic Institute
Stone Child College

President (Voting) or Representative

Sean Chandler
Duane Bedell
Cynthia Lindquist
Christopher Caldwell
Monte Randall
Charles M. Roessel
Roxanne DeLille (proxy)
Haven Gourneau
Justina Wilhelm
Robert Martin
Lori Ann Sherman
Russell Swagger
Raymond Burns
David Yarlott
Manoj Patil
Elmer Guy
Michael Oltrogge
Justin Guillory
Twyla Baker
Thomas Shortbull
Dan King
Carla Sineway
Sandra Boham
Lionel Bordeaux
Lane Azure
Laurel Vermillion
Monte Monteith
Cory Sangrey-Billy

Tohono O’odham Community College
Turtle Mountain Community College
United Tribes Technical College
White Earth Tribal & Community College

Paul Robertson
Donna Brown
Leander R. McDonald
Lorna LaGue

Regular Members Absent

Blackfeet Community College
Chief Dull Knife College
Haskell Indian Nations University

Karla Bird
Richard Littlebear
Ronald Graham

With 32 regular members being present, a quorum was established.

Other members present:

San Carlos Apache Tribe College

Martin Ahumada

Other members absent:

California Tribal College:

Juliet Maestas

CALL TO ORDER: Following the virtual memorial service for President Bible and roll call, AIHEC Board Chair David E. Yarlott, Jr. called the 2021 AIHEC fall Board of Directors meeting to order at 2:26 p.m. ET.

REVIEW AND APPROVE OF THE MEETING AGENDA

Chair Yarlott reviewed the proposed agenda for the 2021 AIHEC spring Board of Directors meeting.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

V. SECRETARY’S REPORT

President McDonald briefly reviewed the 2020 fall Board of Directors meeting minutes.

MOTION:

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

OUTCOME:

The motion was agreed to by voice vote.

MOTION:

President McDonald moved [seconded by President Martin] to accept the October and November 2020 and January, February, and March 2021 Executive Committee meeting minutes.

OUTCOME:

The motion was agreed to by voice vote.

VI. TREASURER'S REPORT

Finance and Audit Committee Chair Justin Guillory presented the committee's motions to the Board. A written report is included in the board book, pages 35–97.

President Guillory noted that AIHEC has contracted with Gelman, Rosenberg & Freedman CPAs for more than 15 years as the auditor (rotating audit lead partner and team members every few years), and that the committee has been satisfied with the firm's work. However, consistent with AIHEC's procurement policy, the Committee recommends issuing a request for proposals for an independent audit firm beginning with the fiscal year (FY) 2021 audit.

MOTION:

President Guillory moved [seconded by President Oltrogge] that the AIHEC Board of Directors directs AIHEC staff to prepare and issue a solicitation (request for proposals) to engage an audit firm for a period of up to three years, at AIHEC's discretion; beginning with the fiscal year 2021 audit; and further, that AIHEC's current audit firm shall be invited to submit a proposal in response to the solicitation.

OUTCOME:

The motion was agreed to by voice vote.

Board policy is that the AIHEC Finance and Audit Committee will approve and present to the full board a **draft** fiscal year budget for AIHEC at the spring board meeting preceding the fiscal year that is the subject of the budget, and that the committee will approve and present a **final** fiscal year budget for AIHEC at the summer board meeting, in advance of such fiscal year.

MOTION:

President Guillory moved [seconded by President McDonald] that the AIHEC Board of Directors approves AIHEC's draft fiscal year 2022 budget.

OUTCOME:

The motion was agreed to by voice vote.

AIHEC board practice is to set an annual membership dues structure for a period of five years. The existing structure ends in FY2021. Therefore, the Finance and Audit Committee proposed a new five-year structure, whereby dues would increase at a rate of approximately \$600 per year for five years, to a total annual level of \$30,000 by FY2026. A \$600 per year increase is roughly two percent, which is consistent with the current rate of inflation.

MOTION:

President Guillory moved [seconded by President Oltrogge] that AIHEC's annual base dues for regular members shall be adjusted proportionally for a period of five years, to a level of \$30,000 in fiscal year 2026; and further, that AIHEC staff are directed to provide options to board members for paying and pre-paying annual dues, including pre-paying the annual increase in dues.

OUTCOME:

The motion was agreed to by voice vote.

VII. PRESENTATIONS TO THE BOARD

A. AMERICAN INDIAN COLLEGE FUND (A*CF)

A*CF President and CEO, Cheryl Crazy Bull, provided a PowerPoint presentation and written report, which is included in the board book, pages 99-110.

President Crazy Bull noted that A*CF is receiving an insufficient number of applications for faculty development awards and student scholarships. As of April 20, 2021, A*CF has received 1,068 fewer applications than 2020. Carrie Billy, AIHEC, inquired whether the College Fund knew why fewer students are applying for scholarships. Specifically, she wondered whether the recent student aid provided through federal covid-19 relief funding was impacting applications for private sector aid. Ms. Crazy Bull responded that applications appear to have dropped significantly due to several factors, including a reduction in first-time college students. She emphasized that even with financial assistance and federal aid there remains a gap in students' ability to pay for college. Additionally, some students are experiencing college application exhaustion and burnout. Tiffany Gusbeth, A*CF Senior Director of Student Success Services, stated that nationally, there is a significant drop in the number of high school graduates pursuing post-secondary education. President Cynthia Lindquist asked Ms. Crazy Bull about the possible outcomes if students do not apply for the scholarships. Ms. Crazy Bull responded that TCUs may adjust the per student award amount in administering A*CF scholarship funding. Regarding A*CF Full Circle scholarships, A*CF staff may need to work with donors to recommend changes in award criteria to ensure the scholarship funding does not go unused. President McDonald shared that students who are not considered financially "well off" often have more barriers when applying for college, but once enrolled, these students are successful in completing programs of study.

Ms. Crazy Bull requested that all TCU presidents share student scholarship information with the appropriate faculty and staff. She also asked that each president provide a single contact person to better facilitate the flow of A*CF information and opportunities to TCU students. She noted that there is a \$20 incentive for TCU students who apply for A*CF scholarships before April 30, 2021.

Ms. Crazy Bull said the A*CF Indigenous Early Childhood Education Strategic Plan is working to support family and teacher engagement and development. Finally, she said that A*CF has been notified by the Mellon Foundation that they will no longer support some of faculty development work. Currently, A*CF has nearly 20 unawarded Mellon faculty fellowships in the Humanities, varying between \$15,000 and \$40,000. More than 20 awards also remain unfilled for several other faculty fellowships A*CF is hosting. (See pages 100-101 of the board book.)

The board was asked to make recommendations for membership on the A*CF governing board, including reaffirming several current members and recommending a president to fill President Bible's remaining term.

MOTION:

President Martin moved [seconded by President Lindquist] that the AIHEC Board of Directors reaffirms Presidents Dan King (Red Lake Nation College), Justin Guillory (Northwest Indian College), Michael

Oltrogge (Nebraska Indian Community College), and Twyla Baker (Nueta Hidatsa Sahnish College) to serve a second three-year term on the A*CF board.

OUTCOME:

The motion was agreed to by voice vote.

Nomination: President Lane Azure nominated President Laurel Vermillion to fill the A*CF board vacancy created by the untimely passing of President Bible.

Nomination: President Dan King nominated President Haven Gourneau to fill the vacancy.

Motion: President McDonald moved [seconded by President Burns] to close nominations; and the motion was agreed to by voice vote.

Discussion: President Gourneau asked about the demographics of the TCU Presidents serving on the A*CF board.

The board voted by secret ballot, which resulted in an 11-11 tie.

Stating that she had the honor of serving on the A*CF board previously, President Vermillion withdrew from consideration.

OUTCOME:

By acclamation, the Board recommends that President Gourneau be nominated to serve on the A*CF board, filling the seat left vacant by President Bible's passing.

B. BUREAU OF INDIAN EDUCATION (BIE)

Dr. Katherine Campbell, BIE Program Analyst, provided a brief update. She stated that BIE school operations has requested that each TCU draw down all covid-19 relief funds provided by the BIE. She cautioned TCUs to keep BIE funds separate and to track spending. Dr. Campbell is awaiting approval of reporting forms for BIE-CARES and BIE-CRRSAA funding. Reporting requirements for BIE-ARP funding have not been determined. Dr. Campbell stated that TCUs have the option to request an updated reporting agreement due to the awarding of additional covid-19 relief funds.

A memorandum of understanding regarding dual student enrollment at TCUs has been approved by BIE senior leadership.

Finally, Drs. Venida Chenault and Freda Gipp are assisting Dr. Campbell with the BIE Strategic Plan: Goal 4, addressing career and college readiness. Through a contract with the American Indian Graduate Center (AIGC), BIE will be releasing a student pocket guide with information about TCUs. AIGC also administers three BIE funded scholarship programs. Dr. Campbell explained that a special emphasis will be placed on the teacher training through the loan-for-service program to address teacher shortages at BIE funded K-12 schools.

C. USDA-1994 LAND-GRANT PROGRAMS

A written report is included in the board book on pages 131 - 133.

D. AIHEC TRIBAL COLLEGES AND UNIVERSITIES LIBRARIANS' ASSOCIATION

A written report is included in the board book on pages 120 – 130.

E. FALCON LAND-GRANT

The 2021 FALCON Annual Conference is scheduled for October 21–24. Currently, the conference is planned as an in-person event, to be held in Kansas City, MO.

RECESS

President Yarlott declared the meeting in recess at 3:35 pm ET. The meeting resumed at 3:53 p.m. ET.

F. WHITE HOUSE INITIATIVE ON AMERICAN INDIAN AND ALASKAN NATIVE EDUCATION (WHIAIANE)

Ron Lessard, Acting Executive Director of the WHIAIANE, provided an update on various matters. He announced that he had joined Secretary Miguel Cardona (Department of Education) earlier today in a meeting of the recently re-established White House Council on Native American Affairs. During the council meeting, cabinet members discussed Indian education, including TCUs and student needs; broadband access in Indian Country; and the impacts of the pandemic. During the Obama administration, an annual Tribal nations conference was convened to allow Tribal leaders to travel to Washington D.C. to attend meetings with government officials, including political appointees and cabinet members. Plans are being made to resume these annual events, tentatively beginning with an in-person conference in October or November 2021.

VIII. AIHEC BOARD REPORT

A. LEGISLATIVE & EXECUTIVE BRANCH UPDATE

Ms. Patrese Atine provided an overview of the three federal covid-19 relief packages, TCU-specific funding, authorized uses, and spending timelines. A summary of covid-19 funding is provided in the board book on page 163. President Guillory expressed the difficulties experienced as NWIC has tried to create spending plans, which has been difficult due to the lack of clarity from the Departments of Education and the Interior/BIE. Ms. Billy and Ms. Atine agreed the process has been difficult for everyone but will continue to advocate for flexibility from the departments regarding covid-19 relief funding uses, including construction, as well as spending timelines. In response to a question regarding TCU funding estimates under the recently passed American Rescue Plan, Ms. Billy explained AIHEC's hesitancy is due to caution regarding the potential for providing inaccurate information. President Lindquist stated that she and her staff have been able to develop internal estimates and plans based on past information.

In response to comments regarding a special meeting to discuss covid-19 relief fund planning, President Gourneau and President Guillory agreed that a special meeting would be beneficial. Mr. Lessard explained that ED is experiencing issues in the implementation of funding due to limited staffing capacity and very short distribution timelines mandated by Congress. Mr. Lessard offered to assist in organizing a meeting with ED officials and TCU presidents to discuss these issues.

President McDonald shared that UTTC's bank was limited in receiving large amounts of money from federal agencies on behalf of UTTC. Dr. Campbell said she would share this information with BIE staff. A brief discussion occurred regarding limits on interest earned from covid-19 relief funds. Ms. Billy encouraged TCUs to review the FAQs that AIHEC has distributed, and which are located on the ED website. These documents address many of the issues raised.

Ms. Atine provided a summary on the following issues:

- Final funding levels for federal TCU programs for FY 2021 and AIHEC funding request for FY 2022. (Funding table, pages 159-162 of board book);
- Recently introduced and upcoming TCU related legislation (pages 144-145 of board book); and
- Brief overview of free community college proposals and other Biden-Harris higher education priorities.

The Department of the Interior will host a Tribal consultation on May 7, 2021, regarding the administration of \$15 million provided to TCU for facilities construction through the final FY 2021 consolidated appropriations act. Several presidents stated they had not received notice of this consultation from the Department, and many expressed their disappointment that TCUs were not included in departmental outreach since TCUs were the key stakeholders in the new program. Dr. Campbell stated that the BIE, like the TCUs, had not received notice of the consultation.

B. AIHEC CENTRAL OFFICE REPORT & UPDATE

The AIHEC Quarterly Report is included in the board book, pages 134 – 152.

C. UPCOMING AIHEC MEETINGS

A schedule of upcoming AIHEC Board meetings and other events is included in the board book on page 180. Of note:

- AIHEC 2021 Summer Board meeting dates are July 13 – 15, 2021.
- AIHEC 2021 Fall Board meeting dates are October 7 – 8, 2021.

In response to President Azure's question regarding the continued planning of virtual AIHEC meetings, Ms. Billy shared that for planning purposes, AIHEC board meeting dates are determined well in advance (with the exception of the summer meeting) and that earlier this year, the AIHEC Executive Committee had determined that in the interest of health and safety all board meetings would be virtual through the end of 2021, with a slight modification of meeting dates. Further, once a decision had been made, AIHEC would adhere to that decision, primarily to enable all involved to plan for the meetings. However, this did not mean that all AIHEC meetings would be virtual in 2021 and AIHEC is planning an in-person legislative summit in Washington D.C. in February 2022.

D. ANNOUNCEMENTS

Ms. Billy announced that on April 27, 2021, President Sherry Allison will retire as the president of Southwestern Indian Polytechnic Institute (SIPI). Although she will no longer be president, President Allison is hoping to stay active within American Indian education and the Tribal College Movement. Mr. Monte Monteith will serve as the interim president while a presidential search is conducted. AIHEC

hopes to honor all presidents who have retired or transitioned from their positions during AIHEC's spring 2022 board meeting or the 2022 AIHEC Student Conference.

E. WHIAIANE DIRECTORSHIP

President Bordeaux stated that to his knowledge, President Biden has not nominated an individual to fill the vacant position of executive director for the White House Initiative on American Indian and Alaska Native Education. Ron Lessard, Mohawk, currently serves as WHIAIANE acting executive director, and he has been a strong supporter of TCUs and Tribal education. He said that Mr. Lessard has participated in Sun Dances for many years, demonstrating tremendous courage and strength.

MOTION:

President Bordeaux moved [seconded by President King] that the AIHEC Board of Directors supports Ron Lessard to be named permanent executive director of the White House Initiative on Indian Education and liaison between the American Indian Higher Education Consortium and the White House Council on American Indians.

OUTCOME:

The motion was agreed to by voice vote.

President Bordeaux then spoke of the extreme poverty in Indian Country. He shared his belief that there needs to be a greater emphasis placed on students learning entrepreneurial skills. He asked AIHEC to work in partnership with George Washington University's Office of Innovation and Entrepreneurship to support entrepreneurial education in Indian Country. He also asked AIHEC to push initiatives that support economic development in Indian Country.

IX. COMMITTEE REPORTS & MOTIONS

A. RESEARCH COMMITTEE: Leander McDonald, Chair

President McDonald reported that AIHEC has been asked by a partner institution/subrecipient to change or delete standard contract language that states AIHEC (through the AIHEC Research Committee) shall have final approval, with the right to refuse, any publication of research based on a particular project, and specifically, any TCU-related data collected through the project. The committee's position is that waiving this right would undermine the integrity and best interests of TCUs and the sovereign rights of Tribal nations who allow research within their lands.

MOTION:

President McDonald moved [seconded by President Guy] that the AIHEC Board of Directors directs that AIHEC shall not under any circumstances waive the "publication/dissemination review and approval" clause contained in AIHEC's existing contract template, in recognition of the sovereignty of Tribal nations and well-established requirements regarding research on tribal lands and Tribal Institutional Review Board protocols.

OUTCOME:

The motion was agreed to by voice vote.

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

The committee had no motions.

C. STUDENT ACTIVITIES COMMITTEE: Robert Martin, Chair

President Martin stated that Mr. Juan Perez has been an important member of the AIHEC Athletic Commission for many years, due to his long-time position as the Athletic Director at Salish Kootenai College; however, in 2020 he was named Director of Admissions at Salish Kootenai College. The AIHEC Athletic Constitution and Bylaws require a serving commissioner to be either a TCU President, an athletic director, or a coach at their institution. Due to Commissioner Perez's wealth of institutional knowledge of AIHEC Athletics, the AIHEC Athletic Commission and Student Activities Committee requests that the AIHEC Board of Directors approve an exception for Commissioner Perez to remain on the AIHEC Athletic Commission until the end of his existing term (late 2026). President Boham (SKC) has approved this request.

MOTION:

President Martin moved [seconded by President Sangrey-Billy] that the AIHEC Board of Directors approves an exception to the AIHEC Athletic Commission constitution and bylaws to permit AIHEC Athletic Commissioner Juan Perez to remain as a commissioner and finish his current term, which ends in late 2026.

OUTCOME:

The motion was agreed to by voice vote.

D. MEMBERSHIP & ACCREDITATION COMMITTEE:

The Membership and Accreditation Committee did not meet prior to the board meeting due to the passing of President Bible, who served as committee chair until his untimely passing. A meeting will be held in the upcoming weeks, provided a new chair is elected. All matters discussed during that meeting will be addressed during the 2021 AIHEC summer board meeting.

NOMINATION:

President Guy [seconded by President Lindquist] nominated President Boham to serve as chair of the Membership and Accreditation committee.

President Vermillion [seconded by President McDonald] moved that the nominations cease. Hearing no further nominations, the chair closed the nominations.

OUTCOME:

By acclamation, President Boham is named chair of the Membership and Accreditation committee.

E. EXECUTIVE COMMITTEE: David Yarlott, Chair

Chair Yarlott announced that the executive committee had one motion for board consideration and asked Ms. Billy to explain the issue. Ms. Billy said the motion is regarding a Financial Conflict of Interest Policy, which is included in the board book at the end of the AIHEC report on pages 167 - 179. This policy is similar to and consistent with AIHEC's existing conflict of interest policy and code of conduct. However, under a relatively new federal law, the National Institutes of Health requires that organizations whose staff will serve as principal investigators applying for and working on NIH funded research, must have a clear and lengthy policy (a) requiring disclosure of significant financial interests (SFIs) that are related to the investigator's institutional/organizational responsibilities; and (b) that the

organization have a process for monitoring, enforcing, and reporting on this requirement. The policy approved by the executive committee accomplishes these objectives and provides a framework to identify, evaluate, and correct or remove real, apparent and potential conflicts of interest. The policy is based on policies in place at several institutions of higher education, of which NIH has approved. Under the policy, “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.

MOTION:

President McDonald [seconded by President Guy] that the AIHEC Board of Directors approves the AIHEC Financial Conflict of Interest Policy, as approved by the executive committee on April 22, 2021.

OUTCOME:

The motion was agreed to by voice vote.

X. NEW BUSINESS

No new business was put forward.

XI. ADJOURNMENT

President Yarlott made very brief remarks, thanking AIHEC and A*CF for their work and stating that we [the TCUs] are the beacons of hope for our Tribal community.

President McDonald offered a closing prayer.

MOTION:

President Oltrogge moved [seconded by President Sangrey-Billy] that the 2021 AIHEC spring Board of Directors meeting be adjourned.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting adjourned at 5:46 pm EDT.

Minutes prepared by AIHEC staff.

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

2021 Summer BoD Meeting

Executive Committee Minutes:

April-June 2021

MINUTES OF THE AIHEC 2021 APRIL EXECUTIVE COMMITTEE MEETING
Thursday, April 22, 2021

I. Call to Order

AIHEC Chair, David Yarlott Jr., called the April 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

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)

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

II. Review & Approval of the Meeting Agenda – President Yarlott

Motion:

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

Outcome:

The motion was agreed to by voice vote.

III. Review & Approval of March 2021 Executive Committee Minutes – Leader McDonald

Motion:

President McDonald moved [seconded by President Guy] to approve the minutes of the March 2021 Executive Committee meeting.

Outcome:

The motion was agreed to by voice vote.

IV. Legislative & Executive Branch Updates & Issues – Ms. Billy & Ms. Atine

Capital Financing Program: Congress is considering various college affordability proposals and infrastructure proposals as part of President Biden's effort to provide additional pandemic relief and recovery to the country. The Hispanic Association of Colleges and Universities (HACU), an AIHEC partner organization through the Alliance for Equity in Higher Education, is advocating for the establishment of a Capital Financing Program for Hispanic Serving Institutions, similar to the current HBCU Capital Financial Program (CFP). Ms. Billy and Ms. Atine discussed the history of the HBCU CFP, including the recent massive forgiveness of HBCU loans, and potential pros and cons of a similar TCU Capital Financing Program. President Yarlott mentioned lending challenges in Indian Country and President Lindquist discussed Cankdeska Cikana Community College's issue with a federal (USDA) loan for the tribal Head Start center.

The committee determined that since AIHEC is advocating for a dedicated TCU construction grant fund, a separate TCU operation and maintenance grant fund, and is in discussions with BIE regarding the administration of \$15 million in TCU facilities funding, the request for an additional TCU CFP may send conflicting messages to lawmakers. AIHEC will review the existing federal loan programs available to Tribes

and compare those to a potential TCU CFP. This information will be presented during the summer board meeting.

Free College Proposals: College affordability legislative proposals are being presented to AIHEC with a request for formal AIHEC endorsement. Over the past several sessions of Congress, AIHEC has worked with congressional offices during the development of “free community college” proposals as staff attempt to include TCUs. Typically, the proposals are designed to provide incentives to states to further invest in public high education, primarily at two-year institutions. As part of these discussions, higher education organizations are calling for a concentrated effort to double the amount of Pell awards as a more targeted effort to ensure low-income students are supported. Many higher education advocates believe doubling Pell grants should be the priority over “free community college” proposals. Additional college affordability issues include general student loan forgiveness and the public service loan forgiveness program. The committee discussed the potential for increased institutional accountability tied to student competition rates, which can be overly burdensome to smaller, under-resourced institutions, as part of new proposed funding. AIHEC will continue working with congressional offices as proposals are developed to ensure TCUs are explicitly included. In response to requests for endorsement, AIHEC will provide a general statement in support of the overall concept with language signifying that we intend to work with the bill sponsor to improve TCU inclusion within the bill.

An expanded presentation and discussion regarding legislative issues and executive branch updates will be provided during the full board meeting on Friday, April 22, 2021.

BIE Tribal Consultation on TCU Construction Funding: On May 7, 2021, BIE will be holding a Tribal consultation regarding the administration of \$15 million for TCU facilities, which was provided through the fiscal year 2021 appropriations bill for the U.S. Department of the Interior. A formal announcement was sent to Tribal leaders but was not sent to TCU presidents. AIHEC believes the BIE is misinterpreting the legislative “Explanatory Statement” accompanying the funding bill by redesignating TCU construction funding to TCU operations and maintenance funding¹.

V. TCU and AIHEC Central Office Updates & Issues

AIHEC Financial Conflict of Interest Policy: New federal regulations require organizations and institutions of higher education that operate grants from certain federal science agencies to adopt and implement a specific *financial* conflict of interest policy, which is similar to the current AIHEC conflict of interest policy and Code of Ethics. This regulation applies to AIHEC, due to a grant from the National Institutes of Health (NIH). A draft AIHEC policy, designed to mirror policies that the NIH has deemed acceptable, is included in the meeting packet for consideration by the committee. If approved, the policy will be presented to the full board for consideration and approval.

Motion:

President Martin moved [seconded by President Guy] to approve the AIHEC financial conflict of interest policy as presented, for further consideration by the full board.

Outcome:

The motion was agreed to by voice vote.

¹ Following the spring board meeting, BIE clarified that all TCU presidents are invited to participate in the consultation.

Review of AIHEC Spring Board Meeting Agenda: The draft board meeting agenda was presented to the committee for review. A special memorial service is scheduled at the beginning of the meeting to honor President Robert Bible, former president of College of the Muscogee Nation, who passed away from covid-19 complications in December 2020.

Membership and Accreditation—New Chair: Due to the untimely passing of President Bible, a new chair must be selected to lead the AIHEC Membership and Accreditation Committee. It was determined that the nomination and election of a new committee chair should occur during the committee reports portion of the spring board meeting. A Membership and Accreditation Committee meeting will be scheduled after the spring board meeting and any motions will be brought to the board during the summer board meeting.

VI. Miscellaneous & New Business

OLC Inquiry: On April 8, 2021, the executive committee met with Oglala Lakota College (OLC) at President Shortbull's request regarding the eligibility and status of Fond du Lac Tribal and Community College as a recipient of federal TCU-related funds. President Shortbull stated that FDLTCC should not be eligible for covid-19 relief funds or federal funds allocated to TCUs.

Motion:

President Lindquist moved [seconded by President Guy] that the Oglala Lakota College inquiry regarding Fond du Lac Tribal and Community College be referred to the Membership and Accreditation Committee.

Outcome:

The motion was agreed to by voice vote, with one abstention (President Martin).

Upcoming AIHEC Board Meetings: AIHEC staff proposed potential details for virtual summer and fall board meetings; however, conflicts were noted. Staff will present revised meeting dates at the spring board meeting.

VII. Adjournment – President Yarlott

Motion:

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

Outcome:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 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

MINUTES OF THE AIHEC 2021 MAY EXECUTIVE COMMITTEE MEETING
Thursday, May 20, 2021

I. Call to Order

AIHEC Chair, David Yarlott Jr., called the May 2021 meeting of the AIHEC Executive Committee to order at 12:07 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

Sandra Boham, Membership & Accreditation Committee Chair

Cynthia Lindquist, Member-at-Large

AIHEC Staff: Carrie Billy and Patrese Atine

II. Review & Approval of the Meeting Agenda – President Yarlott

Motion:

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

Outcome:

The motion was agreed to by voice vote.

III. April 2021 Executive Committee Minutes – Leader McDonald

The minutes of the April 2021 Executive Committee meeting will be distributed and considered at the June 2021 meeting, due to late finalization and review.

IV. Legislative & Executive Branch Updates & Issues – Ms. Billy & Ms. Atine

Ms. Billy stated that since AIHEC's biweekly meeting of Tribal College and University (TCU) presidents will occur at 2:00 p.m. today, the legislative and executive branch updates will be presented at that time.

American Rescue Plan: ED & Interior: Brief discussion occurred on several issues regarding covid-19¹ relief funding provided to TCUs through the U.S. Departments of Education and the Interior under the American Rescue Plan Act (ARP), enacted in March 2021, including questions arising from the May 11, 2021 "Higher Education Emergency Relief Fund (HEERF) III Frequently Asked Questions" document (May 11 FAQs) distributed by the Department of Education (ED):

- **ED – Student Exceptional Need:** At least half of an institution's allocation under ARP (a)(1) must be used to make emergency financial aid grants to students (Student Aid Portion), while the remainder may be used for institutional purposes (Institutional Aid Portion). The May 11 FAQs clarify ED's final rule that:
 - (a) Any student that is or was enrolled in an institution of higher education (IHE) on the date the national emergency was declared (March 13, 2020) or later, is eligible for HEERF emergency financial aid grants, regardless of whether the student completed a FAFSA or is eligible for participation in programs authorized under Title IV of the Higher Education Act of 1965. This

¹ Covid-19 is the disease caused by SARS-CoV-2, a novel strain of the coronavirus that emerged in late 2020 and led to a worldwide pandemic. AIHEC refers to the disease as "covid-19" but capitalizes the first letter of the disease when it begins a sentence.

includes citizens, permanent residents, refugees, asylum seekers, Deferred Action for Childhood Arrival (DACA) recipients, other DREAMers, and similar *undocumented students*; and

- (b) In distributing funding, an IHE must prioritize students with *exceptional need* and the institution must be able to provide proof of this priority. (Note: ED is “exploring [further] reporting requirements regarding the distribution of emergency financial aid grants to students.” According to the FAQs, proof of *exceptional need* includes a student’s participation in the Pell grant program or extraordinary financial circumstances evidenced by eligibility for other federal, state, or tribal need-based aid, or significant unexpected expenses (self or family) such as loss of employment, reduced income, or food or housing insecurity.

Examples of an IHE’s failure to prioritize exceptional need are establishing preconditions for students to receive emergency financial aid grants (e.g. establishing a minimum GPA; imposing other academic or athletic performance or good standing requirements; requiring continued enrollment in the institution; or requiring the student to first pay any outstanding debt or balance). Ms. Billy noted that an IHE may not control or direct how a student spends his or her emergency student aid awarded under the Student Aid Portion.

- **ED - Facilities Needs:** ED has stated that it recognizes that many IHEs have facilities needs arising from covid-19, including the need for additional space due to physical distancing and sanitation requirements. However, under the new FAQs, construction is not allowed. Further, no structural changes may be made to an IHE’s facilities using covid-19 relief funding. Rather, an IHE may do “minor remodeling” (per 34 CFR § 77.1), such as minor alterations in a previously completed building, installation or renovation of an HVAC system, purchase or installation of “room dividers”, and purchase or lease of “temporary trailer classroom units.” Staff noted that these rules are far more restrictive than directives issued by the previous administration, which allowed the purchase of modular buildings for physical distancing. According to new ED leadership, modular buildings are “temporary trailers.”

President Martin inquired whether an outdoor covered pavilion would be allowed. Ms. Billy and Ms. Atine said no. A question was asked regarding expanding an existing structure. Ms. Billy and Ms. Atine said expanding existing structures to allow more space for physical distancing is not allowed. However, the TCU can purchase temporary room dividers.

President Guillory expressed his frustration that the ED interpretation of the covid-19 relief and recovery laws seems disconnected from the situation of rural Tribal Colleges, as mission-based institutions serving American Indian and Alaska Native students, communities, and Tribal nations, as well as being inconsistent with President Biden’s professed commitment to environmental sustainability and the mitigation of impacts of climate change. Being outdoors or in buildings that embody our world view, culture, and environment are important to us as Native peoples; and having proper ventilation and safe air quality is important for emergency relief, yet the Department is telling us to spend thousands of dollars putting inadequate HVAC systems in old, inefficient or “disposable” and environmentally unfriendly facilities. It is hard to reconcile, he said.

- **Interior – BIE Strategies for K-12 Schools and TCUs:** Ms. Atine discussed statements made by Bureau of Indian Education (BIE) Director Tony Dearman during a recent Senate Committee on Indian Affairs hearing on the status of BIE schools in light of the covid-19 pandemic. During the hearing, Mr. Dearman stated that TCUs are included in the BIE’s new mental health training program and IT infrastructure program. Because neither AIHEC nor any committee member has been contacted

regarding either of these programs, the Executive Committee asked staff to request a meeting with Mr. Dearman.

BIE Tribal Consultation on Fiscal Year (FY) 2021 TCU Construction Funding: A brief discussion occurred regarding the May 7, 2021, BIE “listening session” with Tribal leaders regarding the administration of \$15 million for TCU facilities, which was provided through the FY 2021 Interior appropriations bill. During and after the listening session, BIE asked questions regarding use of the TCU construction funding for operations and maintenance funding. However, virtually all speakers during the listening session urged the BIE to allocate the funding for construction, although the method for distribution varied (e.g. equally split among all TCUs; distributed by Indian Student Count; distributed equitably; distributed by a formula such as the Higher Education Act section 316 formula). The Committee directed staff to survey the TCUs regarding their preference for distribution of the funding. Next steps will be determined based on the outcome of the survey.

V. TCU and AIHEC Central Office Updates & Issues

Biennial TCU Leadership Salary Survey: Ms. Billy stated that the 2021 biennial TCU leadership salary survey has been completed. After several deadline extensions, we finally achieved participation by 28 presidents, including all 14 female presidents. During a brief overview of the outcomes, a request was made to include regional presidential/leadership salary comparisons, if possible. Regional comparisons would include public and private IHEs.

Upcoming AIHEC Board Meetings: Prior to the widespread availability in the U.S. of covid-19 vaccines, the Committee determined that AIHEC board meetings through the end of 2021 would take place virtually via zoom. Given the rate at which adults in the U.S. – and TCUs specifically -- are getting vaccinated and mask requirements are being lifted or modified, Ms. Billy asked whether the committee wished to reconsider the decision to meet virtually in the fall. President McDonald stated that once a meeting decision is made, the Board or Committee should stay with that decision. However, if no decision has been made, then both options (in-person and virtual meetings) should be considered. Other committee members concurred.

VI. Adjournment – President Yarlott

Motion:

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

Outcome:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 1:30 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

MINUTES OF THE AIHEC 2021 JUNE EXECUTIVE COMMITTEE MEETING
Thursday, June 17, 2021

I. Call to Order

AIHEC Vice-Chair, Elmer Guy, called the June 2021 meeting of the AIHEC Executive Committee to order at 12:10 pm ET. The roll was called with the following results:

Members present:

Elmer Guy, Vice Chair
Leander R. McDonald, Secretary & Research Committee Chair
Justin Guillory, Treasurer
Sandra Boham, Membership & Accreditation Committee Chair
Cynthia Lindquist, Member-at-Large

Members absent:

David Yarlott, Jr., Chair
Robert Martin, Student Activities Committee Chair

AIHEC Staff: Carrie Billy and Patrese Atine

II. Review & Approval of the Meeting Agenda – President Guy

Motion:

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

Outcome:

The motion was agreed to by voice vote.

III. April and May 2021 Executive Committee Minutes – Leader McDonald

Motion:

President McDonald moved [seconded by President Boham] to approve the minutes of the April and May 2021 Executive Committee meeting.

Outcome:

The motion was agreed to by voice vote.

IV. Legislative & Executive Branch Updates & Issues – Ms. Billy & Ms. Atine

Since AIHEC's biweekly meeting of Tribal College and University (TCU) presidents will occur at 2:00 p.m. today, the committee deferred the legislative and executive branch updates until that time.

V. TCU and AIHEC Central Office Updates & Issues

Upcoming AIHEC Board Meetings: AIHEC staff briefly reviewed the schedule of events for the upcoming summer 2021 board of directors meeting. Committee members discussed issue for future discussion and presidential sessions, including:

- Indigenizing curriculum and practices: President Boham expressed interest in learning more about Northwest Indian College's efforts to indigenize their curricula, policies and procedures, and governance structure. President Guillory said college staff began working on the NWIC governance structure in 2014, but progress is slow.
- History of AIHEC: Including the original AIHEC charter and its evolution, and issues of Tribal control and chartering.
- Funding Equity: Strategies for achieving equity in operating funding among TCUs, since currently there are six different TCU operating funding streams.
- Update on Title IX regulations and implementation.

- Broadband resources, including Tribal planning that includes higher education.

AIHEC Grant Announcements and Updates:

Updated AIHEC BIRCH (NARCH) Proposal: Although the full board approved submission by AIHEC on behalf of the nation's 37 TCUs of the AIHEC *Building Indigenous Research Capacity for Health (BIRCH)* proposal to the National Institutes of Health Native American Research Centers for Health (NARCH) competition during the summer 2020 Board of Directors meeting, AIHEC's proposal was not successful. Unfortunately, AIHEC staff failed to include the board motion of support and thus failed to demonstrate tribal support. This was a significant oversight since the AIHEC board comprises the presidents/leadership of all 35 accredited TCUs in the U.S., which are chartered by federally recognized Indian Tribes or the federal government and operate more than 75 sites throughout Indian Country.

Because TCUs work closely with Tribes in 16 states and their connection to Tribes, tribal communities and lands, and American Indian and Alaska Native students is deep, long standing, and focused on achieving the collective vision of "*Strong sovereign Tribal Nations through excellence in Tribal higher education,*" AIHEC would like to re-submit the BIRCH proposal for consideration of an award under the NIH NARCH XI competition. Like the previous submission, the BIRCH proposal is a partnership between AIHEC (TCUs) and the University of North Dakota (UND) School of Medicine and Health Sciences. The current project is narrower and focused on three components: (1) Indigenous Health research course series for students; (2) Hybrid summer institute for TCU students; (3) Indigenous research methods graduate certificate program for TCU faculty, as these have been deemed the highest priorities by TCUs and Tribal focus groups and surveys.

MOTION:

President Boham moved [seconded by President Lindquist] that the AIHEC Executive Committee, acting on behalf of the full AIHEC Board of Directors, which comprises the presidents of the nation's 35 accredited Tribal Colleges and Universities, supports and approves the submission by AIHEC of the *Building Indigenous Research Capacity for Health (BIRCH)* proposal to the 2021 NIH-Native American Research Centers for Health XI competition.

OUTCOME:

The motion was agreed to by unanimous voice vote.

Recent and new AIHEC grants: Ms. Billy briefly described several new grants that AIHEC had received recently, including: National TCU Center of Excellence in Native Languages, Mellon Foundation: \$1.2 million for three years; MacKenzie Scott Capacity Building and Support: in consultation with the AIHEC Treasurer and Board Chair, AIHEC has elected to not publicly disclose the award amount; Forging the Future Pathways Initiative, U.S. Department of Defense: \$946,120 for three years; TCU Open Educational Research Initiative, Hewlett Foundation: \$356,039, 18-month pilot project; and NSF INCLUDES Alliance: Broadening Career Pathways in Food, Energy, and Water Systems with & within Native American Communities (Native FEWS Alliance): \$1.22 million for five years (AIHEC will serve as the backbone organization).

Ms. Billy explained that, with oversight from the AIHEC Finance and Audit Committee and according to AIHEC's investment policy, the MacKenzie Scott award will be conservatively invested for the time being, giving the Board and AIHEC staff time to make long-term plans for this transformative gift. There was agreement that no decisions needed to be made immediately.

AIHEC Central Office: Ms. Billy provided a brief update on several infrastructure and resource management initiatives AIHEC is engaged with through capacity building support from the Bill and Melinda

Gates Foundation (BMGF): (1) AIHEC Business Plan: the draft plan has been completed by the contractor but will require additional refinement by AIHEC staff. (2) AIHEC Human Capital Management strategy: this work is underway and should be extremely beneficial to AIHEC when completed. Already, we are transforming various practices. (3) AIHEC Knowledge Management Plan: staff are working with two consulting firms to develop our new knowledge management plan. In addition to and in support of the plan, AIHEC will soon select a Harvard Data Management Fellow to join our staff for one year.

AIHEC ACCT Governing Board Training: Ms. Billy reported briefly on the TCU Governing Board Leadership Institute, which AIHEC co-hosted with the Association of Community College Trustees (ACCT) on June 7-8, in Great Falls, Montana. Approximately 40 TCU governing board members and presidents attended the training, which was well received. President Boham asked whether dates had set for additional governing board training this fall. Ms. Billy said the training would occur in conjunction with the NIEA annual convention in Omaha, Nebraska, scheduled for October 13-16. The actual governing board training dates have not yet been determined, as they must be negotiated with ACCT.

VI. Adjournment – President Guy

Motion:

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

Outcome:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 1:08 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 Summer BoD Meeting

Treasurer's Report

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	\$ 974,190	\$ -	\$ 974,190
Interest Income	440	\$ 400	\$ -	\$ 400
2018 Carry over		\$ -	\$ -	\$ -
TOTAL REVENUE		\$ 981,590	\$ 601,000	\$ 1,582,590
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		\$ 5,000		
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	\$ 6,500	\$ 5,000	\$ 11,500
Meetings - Equipment Rental	523	\$ 5,400	\$ 7,000	\$ 12,400
Meetings- Food & Beverage	524	\$ 20,000	\$ 35,000	\$ 55,000
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	
<u>Description</u>	<u>Acct</u>			<u>FY 2022</u>
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	\$ 7,500	\$ 4,179	\$ 11,679
TOTAL EXPENSE		\$ 981,590	\$ 601,000	\$ 1,582,589
NET REVENUE OR (EXPENSE)		\$ 0	\$ 0	

American Indian Higher Education Consortium									
Grants and Contracts									
As of May 31, 2021									
Cost Code:	Funding Sources	Funding Type	Grants Titles/Purpose	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement /	Unexpended Balance	Indirect Expense/Credit
100	AIHEC Ops.	Private	AIHEC Membership	10/1/2020 - 9/30/2021	\$ 946,790.00	\$ 946,790.00	\$ 740,278.17	\$ 206,511.83	\$ (125,798.78)
130	AIHEC ASC	Private	AIHEC Student Congress	10/1/2020 - 9/30/2021	\$ 17,500.00	\$ 17,500.00	\$ 1,326.75	\$ 16,173.25	\$ -
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	\$ 161,480.80	\$ 142,645.20	\$ -
200	Bureau of Indian Education (BIE)	Federal	TCU Technical Assistance	10/1/2020 - 9/30/2021	\$ 601,000.00	\$ 601,000.00	\$ 265,170.70	\$ 335,829.30	\$ 21,891.98
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	\$ 27,022.96	\$ 102,212.04	\$ 541.63
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	\$ 155,457.04	\$ 428,017.78	\$ 6,536.20
426	Corporation for National and Community Service (CNCS)	Federal	VISTA-Corporation for National and Community Service	4/12/2020 - 06/19/2021	\$ 25,000.00	\$ 25,000.00	\$ 20,671.04	\$ 4,328.96	\$ -
433	USDA-OPPE	Federal	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	\$ 136,500.10	\$ 94,439.63	\$ 7,252.36
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	\$ 892,186.48	\$ 553,980.93	\$ 5,184.00

American Indian Higher Education Consortium									
Grants and Contracts									
As of May 31, 2021									
Cost Code:	Funding Sources	Funding Type	Grants Titles/Purpose	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement /	Unexpended Balance	Indirect Expense/Credit
481	National Science Foundation (NSF)	Federal	TCU Cyberinfrastructure Partnership Meeting: will organize and convene a group of TCU STEM research and education stakeholders and national CI program representatives for a 2-day meeting hosted by the Texas Advanced Computing Center (TACC)	6/1/2020 - 5/31/2021	\$ 99,547.00	\$ 99,547.00	\$ 27,053.35	\$ 72,493.65	\$ 2,485.31
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	\$ 358,556.14	\$ 405,063.86	\$ 8,028.71
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	\$ 45,340.96	\$ 54,624.04	\$ 4,259.21
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	\$ 49,885.27	\$ 76,826.73	\$ 4,144.03
498	Bureau of Indian Affairs	Federal	BIA Climate Change Adaption Tribal Liaison: will support one tribal science liaison in the Southwest Climate Science Center to address tribal climate change science needs.	6/15/2016 - 9/30/2022	\$ 1,084,412.00	\$ 371,813.87	\$ 128,531.07	\$ 243,282.80	\$ 11,117.96
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	\$ 22,562.38	\$ 144,811.46	\$ 1,942.44
664	Gates Foundation	Private	General Operating Support	7/25/2019 - 10/31/2021	\$ 675,000.00	\$ 211,682.23	\$ 174,395.85	\$ 37,286.38	\$ 10,851.47
680	Native American Agriculture Fund (NAAF)	Private	To support the success of Native farmers and ranchers	1/1/2020 - 06/30/2021	\$ 139,000.00	\$ 49,192.17	\$ 24,082.82	\$ 25,109.35	\$ 3,597.24
701	AIHEC AIMS Data Services (A*CF)	Private	AIHEC-AMS	1/1/2021 - 12/31/2021	\$ 100,000.00	\$ 100,000.00	\$ 46,622.60	\$ 53,377.40	\$ -
709	Wells Fargo Foundation	Private	To Promote the public welfare	11/20/2018 - 5/1/2021	\$ 200,000.00	\$ 44,590.81	\$ 44,104.56	\$ 486.25	\$ 4,341.12
712	Gates Foundation	Private	To create a plan to support institutional transformations at scale	11/19/2019 - 07/31/2022	\$ 1,840,507.00	\$ 880,021.00	\$ 488,076.83	\$ 391,944.17	\$ 29,868.24
713	The William and Flora Hewlett Foundation	Private	The project represents a comprehensive effort to engage faculty, students, Tribal College and Universities (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 focus of the project is on 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.	04/02/2021 - 10/02/2022	\$ 356,039.00	\$ 236,225.88	\$ 582.26	\$ 235,643.62	\$ -
714	EXCITE	Private	Extension Collaborative on Immunization, Teaching & Engagement: To help ensure a smooth and efficient process for institutions and their Pls. To minimize requests for No Cost Extensions where feasible and appropriate. To help ensure budgeted funds are spent as planned, thus minimizing returned funds.	05/01/2021 - 04/30/2023	\$ 964,584.00	\$ -	\$ 6,659.16	\$ (6,659.16)	\$ -
715	America's Languages Initiatives	Private	America's Languages Initiatives: Build a sustainable process for the identification, application, and approval of exemplary schools within the Native American communities.	05/01/2021 - 09-30-2022	\$ 12,500.00	\$ -	\$ -	\$ -	\$ -

2021 Summer BoD Meeting

AFFILIATE REPORTS

College Fund Report to AIHEC Summer 2021



Student Success Services

FINANCIAL SUPPORT

Distribution of all Scholarship Funds

Tribal Colleges and Universities

TCU Scholarships to tribal college students	\$4,662,000	
Full Circle Scholarships to tribal college students	\$2,871,000	
Total to tribal college students		\$7,533,000

Mainstream Colleges and Universities

Total to Mainstream Students		\$2,682,000
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TOTAL ALL SCHOLARSHIPS (Includes Pechanga) \$10,215,000

Wi'aasal (Great Oak) Future Leaders Scholarship Fund (Pechanga Band of Luiseño Indians), included in Full Circle Scholarship balances above:

Total Scholarships for TCU students:	\$ 173,000
Total Scholarships for mainstream students:	\$1,301,000
Total Full Circle scholarships supported by Pechanga:	\$1,474,000

Scholarship Award Totals by TCU

Aaniih Nakoda College	\$140,428
Bay Mills Community College	\$193,443
Blackfeet Community College	\$212,332
Cankdeska Cikana Community College	\$136,921
Chief Dull Knife College	\$134,158
Diné College	\$387,572
Fond du Lac Tribal and Community College	\$139,356
Fort Peck Community College	\$156,030
Haskell Indian Nations University	\$525,801
Institute of American Indian Arts	\$305,851
Iłisaḡvik College	\$149,170
Keweenaw Bay Ojibwa Community College	\$57,600
Lac Courte Oreilles Ojibwa Community College	\$144,687
Leech Lake Tribal College	\$140,814
Little Big Horn College	\$171,604
Little Priest Tribal College	\$123,364
College of Menominee Nation	\$136,774
College of the Muscogee Nation	\$173,834
Nebraska Indian Community College	\$136,649
Navajo Technical University	\$515,923
Nueta Hidatsa Sahnish College	\$142,314
Northwest Indian College	\$401,980
Oglala Lakota College	\$631,423
Red Lake Nation College	\$126,072
Saginaw Chippewa Tribal College	\$87,350
Sinte Gleska University	\$198,951

Southwestern Indian Polytechnic Institute	\$192,710
Sisseton Wahpeton College	\$128,479
Sitting Bull College	\$180,886
Salish Kootenai College	\$399,971
Stone Child College	\$160,686
Tohono O'odham Community College	\$161,598
Turtle Mountain Community College	\$274,987
United Tribes Technical College	\$248,233
White Earth Tribal and Community College	\$115,350
Total Scholarships by TCU	\$7,533,301

SCHOLARSHIP APPLICATIONS

During April and May there was a continued push by the Scholarships team to encourage students at TCUs to complete their Full Circle scholarship application for the 21-22 academic year. During the month of May the number of applications from TCU students picked up and we ended up just short of last year's total applications received. Our overall total increased slightly, reflecting more non-TCU students applying for the Full Circle Scholarship program.

We will continue to encourage TCU students to complete their applications to be considered for awards in 21-22. In the snapshot below you will also see how many of our applicants indicated that this will be their first year of college.

Quick Snapshot: Full Circle applications	20-21	21-22
Total Apps	5720	5732
Apps from TCU students	2064	1873
First Year in College students (total)	1936	2057
First Year in College Students (TCU)	662	663

Of 1193 Full Circle recipients in 20-21, 728 students renewed their applications for 21-22 and are eligible to be considered for renewed funding in the upcoming academic year.

COLLEGE ACCESS AND SUCCESS PROGRAMMING

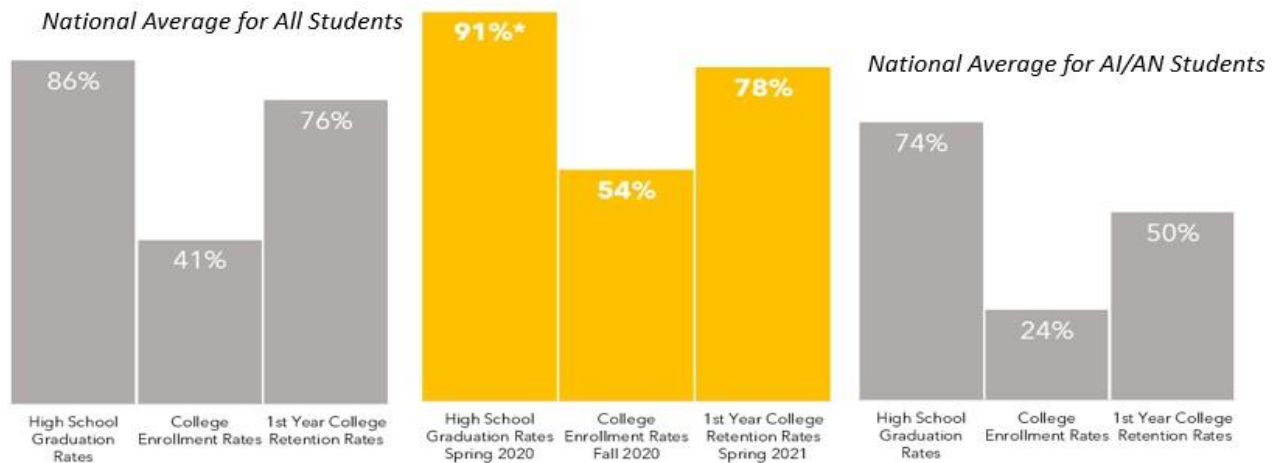
Native Pathways is a program funded by the Andrew W. Mellon Foundation and UPS Foundation. The programming includes developing relationships and supporting 90 high schools and several TCUs to enhance a college going culture in Native communities through college admissions access. The program also supports programming to enhance transfer rates amongst Native students to seek bachelor's degrees once they complete their associate degrees at a TCU. Both elements focus on increasing the success of Native college students through strategies that are responsive and meaningful to the Native student experience.

High School Programming: enhances a college going culture in Native communities through college admissions access.

In 2020-2021, high school programming focused on building and deepening relationships with key high school staff to support our collective effort in bringing the Native high school student graduation rates of our partner schools to greater than 70% (the national average is 86%) and increase immediate first-time college enrollment for these graduating students. Coaches focused on high school staff outreach and connections to establish stronger partnerships and more

opportunities for connecting arose out of the virtual space. The coaches provided a Higher Pathways grant information session in September 2020. Twenty-eight high school staff attended this session, with 64% of these attendees applying for and receiving the grant award in Fall 2020 (16 of the 28 high schools). There were 12 virtual high school visits with Higher Pathways grant recipients as requested by the high school staff. The coaches also participated in 13 virtual college fairs hosted by various Tribes, post-secondary education organizations, and schools to support college readiness at the high schools awarded the grant. Professional development on wellness was offered and co-hosted with the Indigenous Circle of Wellness. This professional development opportunity came from an expressed need to address and better understand wellness from an American Indian and Alaska Native lens by high school staff. A total of 46 high school staff from schools with a Higher Pathway grant award participated in this two-hour interactive workshop.

Native Pathways Students



*Native Pathways partner schools reported results 2019-2020. (NCES, 2019)

Native Pathways high school partner graduation rates were higher than the national average in Spring 2020, with higher enrollment and retention rates as well during the 2020-2021 year.



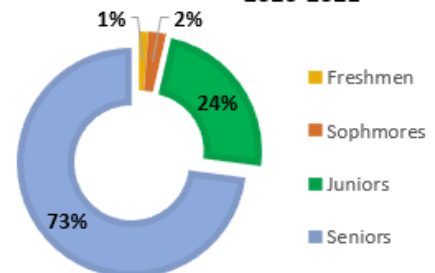
Higher Pathways Grants awarded in 2020-2021

A total of \$234,000

Compared to 58 awarded in 2019-2021

- 64 high schools that feed into over 23 TCUs
- 11 Tribal Education offices & Native youth serving organizations
- 3 TCUs to promote first time college enrollment

PROGRAM PARTICIPANTS 2020-2021



Higher Pathway grant funds were utilized for virtual events, parent and family engagement, FASFA completion, financial literacy including how to pay for college, and other creative ideas from the high schools to encourage college awareness and preparedness. These college readiness strategies attributed to high schools reporting that of the seniors who graduated in

Spring 2021, 67% are enrolled in college for Fall 2021. This is significantly higher than the 21% average for Native students nationally and higher still than the 41% average for all high school students nationally. What this data suggests is that Higher Pathways grant recipients are seeing higher college enrollment rates than the overall national average.

"With the success of this program, I was able to get more support from the school to do more college prep programs! I showed them what we could be doing every year." High School Counselor at Morris H.S. – Morris, OK

There were 58 events offered to high school students by the Native Pathways program and College Fund Student Success Services team over the 2020-2021 year. Activities included: scholarship application workshops, high school student check ins with a coach, choosing a college, paying for college, FASFA completion, wellness sessions, study tips and College Fund Ambassadors leading workshops in the local high school community. A total of 3,299 students participated.

Transfer Programming: enhances transfer rates amongst Native students seeking bachelor's degrees once they complete their associate degrees at a TCU.

The Tribal College Transfer program served 115 active participants in Spring 2020. Of these 115 participants, 18 students graduated, 13 with their associate degrees. In Fall 2020, 14 of these associate degree graduates continued their educational paths, with nine enrolled at a 4-year mainstream institution to pursue a bachelor's degree. Of the 97 TCT participants who did not intend to graduate in Spring 20, 87 persisted into Fall 2020, a 90% retention rate. In Fall 2020, The TCT program expanded from 12 to 40 TCUs with TCT participation increasing to 137 students, with 115 of these participants persisting into Spring 2021, an 84% retention rate. The retention rates of these participants far exceed the national average of 63% (National Center for Education Statistics (NCES) 2019.) At the end of the 2020-2021 academic year, the TCT program gained an additional 53 participants, joining in Spring 2021.

Over 60% of the students (out of 63 survey respondents) are still working on their associates degree with an intended graduation date of Spring 2022, 13% are in the process of transferring for Fall 21. The TCT students were more affected by the pandemic when it came to college enrollment than the high school students, with 25% sharing the pandemic as contributing to a change of plans with respect to their college journey and 40% reporting challenges in their transfer plans due to the COVID pandemic. Financial reasons were listed as the main challenge. The transfer coach offered supports for both students and college staff virtually as part of regular programming. TCT students had opportunities to engage in over 27 Native Pathways and College Fund Student Success Services webinars and workshops on college and career readiness topics, FASFA and scholarship application support, wellness, and social breaks. College students also had access to our Coaches Hotline, a space to gather informally once per month to connect, focus on wellness and ask any questions pertaining to college and career, with 82 participants attending nine hotline sessions. In February 2021, a transfer event was held specifically for Tribal College Transfer students that included a panel with North Dakota State University, New Mexico State University, Nueta Hidatsa Sahnish Community College, Institute of American Indian Arts, and the AISES Workforce Program.

Native Pathways Subgrants			
<i>A total of \$57,500 went to the TCUs below to support recruitment and retention efforts via college readiness programming</i>			
	Preview Day (\$2500) Provides neighboring high schools an opportunity to interact with and learn about their TCU programming.	Transfer Day (\$1000) TCU hosts an event for students interested in transferring to another institution to pursue a bachelor's degree.	College Readiness (\$5000) Provide college readiness programming by implementing a topic from the Native Pathways College Preparatory Bridge Program Curriculum Guide.
	11 of 16 awarded	10 of 16 awarded	4 of 6 awarded
Fond du Lac Tribal and Community College	x	X	
Fort Peck Community College	x	X	
Lac Courte Oreilles Ojibwa College	x	X	
Little Priest Tribal College	x	X	x
Navajo Technical University	x	X	x
Nueta Hidatsa Sahnish College			x
Salish Kootenai College	x	X	
Sisseton Wahpeton College	x	X	
Sitting Bull College	x	X	
Stone Child College	x		x
Turtle Mountain Community College	x	X	
United Tribes Technical College	x	X	

Not all subgrants were awarded this year. Some of the TCUs did not intend to apply to focus on the urgent needs due to COVID. All awarded TCUs shared in their reports that attendance for their events were relatively low, and they attribute this to COVID. However, recordings were created, which did support opportunities for more students to access the information. Activities and events included FASFA nights, college and scholarship application workshops, and transfer process information. Some of the TCUs hosted transfer fairs for students.

"After transfer week, 8/15 (53%) signed up for additional transfer assistance or transfer events. And after the College Preview Week 2/7 are in our Early College Credit Program and currently are earning dual credits from LCOOC." - Lac Courte Oreilles Ojibwa College

The Native Pathways coaches held large virtual celebration events for students this year. These included a two-day spring welcome back event in January with 38 participants that included prayer, college readiness resources on scholarships, FASFA and time management as well as meditations and an end of year Zoom into Summer event in May 2021 with Olympian Billy Mills as the speaker.

Scholarship Coaching: For the 2020-2021 academic year, the Student Success Coaches set goals to 1) increase scholar retention to 70%, 2) track implementation of program components in collaboration with other Student Success Services teams, and 3) measure growth and build the capacity of the success coaches.

Success coaches worked on relationship building with their cohorts to increase scholar retention and promote completion of their program components. Coaches created modules in the CONNECT platform, a digital tool to promote career readiness and networking. Modules included introduction videos of the coaches, and resumé and cover letter supports. Scholars reported in the spring survey that over 50% engaged with the CONNECT platform, with many scholars completing a resumé (80% of scholars in the intensive cohort and 68% in the heavy coaching cohort) to use for future internships and employment.

The Iná wa wóunspe pi (Mothers who are learning) scholarship was introduced in 2020-2021. A total of \$50,000 was awarded to 16 single mothers who attend TCUs and have the goal of pursuing their bachelor’s degree. This program not only provided college and career resources, but also provided resources specific to student parents and a facilitated peer learning environment for the scholars to connect. Of the 16 scholars, one scholar graduated in Fall 2020 and 15 persisted in the Spring 2021 semester.



The Native American Agriculture Fund (NAAF) provided funds to support student community projects. A total of \$86,673 was spent in 2020-2021 to fund 19 students (one student finished her project and applied for a second round of funding) for community-based agriculture and environmental projects. These projects support retention and deep engagement in their scholarship program.

Coaching Cohorts	Number of Scholars	77% persistence rate from Fall to Spring in 2020-2021
Intensive	109 scholars	
Heavy	217 scholars	
Light	685 scholars	

Coaches collaborated across SSS to integrate programming this year. Combined events were hosted, as well as the new “Coaches Chat” introduced in 2020-2021. College Success, Native Pathways and Career Readiness coaches provided a virtual space once a month for students to check in around a topic or theme. Wellness sessions were the most attended, reflective of the student feedback received around the need for connection and support during the pandemic. These opportunities not only provided a space for scholars, but also for the coaches in learning from one another and building capacity in their respective areas. 8 sessions were hosted with 194 total participants.

The team also engaged in national outreach. Coaches participated and presented on the Native Pathways program at the United National Indian Tribal Youth (UNITY) conference, at the National Congress for American Indian (NCAI) annual conference and presented at the Native American Student Advocacy Institute (NASAI.) The Montana Post-Secondary Educational Opportunities Council (MPSEOC) event and the Indian University of North America (IUNA) 7th Generation Summit are student facing events that the coaches participated in as well.

TCU Capacity Building/Strategic Enrollment Management

Cultivating Native Student Success: enhances TCU capacities in strategic enrollment management to increase student enrollment, retention and completion.

Our TCU Capacity Building/Strategic Enrollment Management program supports and enhances the strengths of TCUs to deliver successful educational opportunities to their tribal communities. The Cultivating Native Student Success grant initiative is funded by Margaret A Cargill Philanthropies and focuses on enhancing TCU capacities in strategic enrollment management to increase student enrollment, retention and completion. The five TCU awardees are Stone Child College, Salish Kootenai College, Lac Courte Oreilles Ojibwe College, Oglala Lakota College, United Tribes Technical College.

TCU Capacity Building

Cultivating Native Student Success

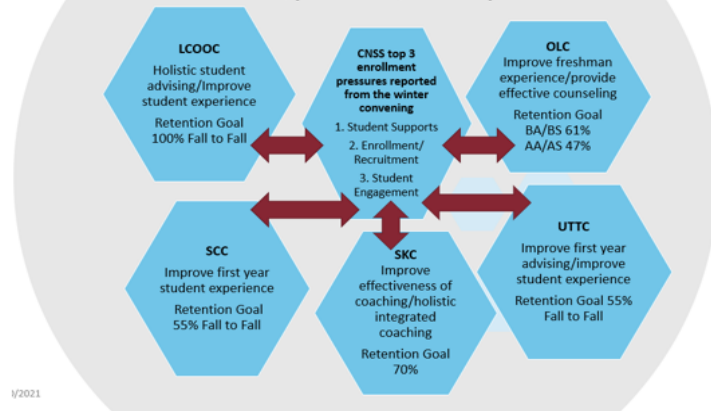
CONNECT* Collaborative Group for 2021-22:

Team members are in a CONNECT group to engage in discussion and share resources. All 5 TCUs have enrolled members.

Emerging themes:

- *Dedicated time* to work on strategic planning.
- *Enrollment Managers*: TCUs with a position at the college dedicated to enrollment management are further along with their SEM implementation than those who do not have this position.

Goal: Deliver effective, efficient, and holistic student support services which will increase student enrollment, persistence, and completion



High Impact Practices Gathering Academic Progression and Career Readiness

\$5000 awards to 6 TCUs

110 attendees (engaged for 45 minutes or more)

12 panelists

"I learned so much from all the presenters. It's great to know what other TCU's are doing to improve our students learning . Thank you so much!"

"Thank you for the opportunity to present and to listen. Listening to everyone troubleshooting their issues helps so much with our own program envisioning."

*CONNECT: a digital tool to promote career readiness and networking. CONNECT is used throughout the SSS department. In our TCU capacity building space, the tool is used to support collaborative groups. Cultivating Native Student Success started this group in Spring 2021, to familiarize the team members with the tool for their students to contextualize the employment and education spaces as well to promote peer networking among one another as a community of practice for the five teams.

In 2020-2021:

- The TCU Cultivating Native Student Success Strategic Enrollment Management (SEM) teams:
 - Created benchmarks for their key performance indicators using AIMS AKIS and IPEDS data on applications, enrollment, first year fall to fall retention, persistence and graduation rates.
 - Participated in four convenings, with the support of our consultants, Deborah His Horse is Thunder and Tom Green, from the American Association of Collegiate Registrars and Admissions Officers.
 - Attended monthly check ins with the TCU Success Program Officer for targeted individual TCU support based on their college's strengths and needs.
 - Had opportunities to connect with and learn about our broader SSS programming, like Native Pathways, Career Readiness and scholarships as these resources promote their SEM recruitment and retention efforts. Teams utilized the Native Pathways subgrants and career readiness tools as a result of these connections.

- Participated in multiple professional development opportunities on Strategic Enrollment Management, including a Tribal Data Summit session provided by the U.S. Census. The feedback for this session was positive from the team members who attended.
- Participated in a president's meeting hosted by the College Fund to learn about each other's perspectives on the SEM work at their TCU and the community impacts.
- SSS provided more professional development opportunities to TCU staff this year:
 - In May 2021, a large high impact practices gathering that generated a participant list of 143 TCU and College Fund staff. One presenter from Northwest Indian College shared at the beginning of the presentation, *"It's nice to present to an audience who understands my college and students. I don't have to explain..."* This comment framed the need for more of these types of opportunities to bring the larger TCU staff together.
 - To support deeper connections for TCU faculty, SSS collaborated with Faculty Development in Research and Evaluation at the College Fund to provide a Virtual Faculty Gathering series. A total of 8 sessions were hosted to support virtual teaching practices and efforts of faculty from all TCUs. These sessions organically grew into true communities of practice within subject areas. Some faculty shared that they are the only faculty member in their subject area at their TCU, having a space to collaborate with other practitioners in their content area was refreshing. An average of 25 faculty participated in each session with over 60 participants in the first session.

CAREER READINESS AND INTERNSHIPS

Goals for career readiness for 20-21 were to 1) develop a guided pathways model to assist in high school and college career advising and employment, 2) increase work-based experience programming to support and track student success among scholarship recipients, 3) implement career advising programs and programming at specific TCUs to impact and track student success, and 4) generate useful data to communicate our impact narrative for current and prospective donors as well as the general public.

With those goals in mind, our culturally-responsive career coaching framework was used to inform our coaching conversations on career development and employment with intensive and heavy coaching scholar cohorts; Specifically, NAAF - Keepseagle Scholars and Reboot Scholars. We created resources and activities for scholars that were focused on resume creation and refinement, elevator speech creation, cover letter creation and refinement, and the interviewing process. Lastly, we supported high school students to provide career readiness programming during virtual events.

To meet our goals of increasing work-based experiences, we developed a student professional development program that served up to 50 students and a College Fund internship program. We hired our first student intern who is supporting Public Education.

Through the AT&T Braiding Student Success program we support 4 TCUs (College of the Muskogee Nation, Tohono O'odham Community College, White Earth Tribal and Community College, Nueta Hidatsa Sahnish College) in developing both college and career readiness programming. WETCC created a passport program that tracked students as they participated in programming offered over the year to register impact on student's overall academic performance. Additionally, we are exploring how to synthesize state specific employment data to understand TCU impact on job markets in the state, local levels, and in tribal communities. NHSU and TMCC have contributed to the work of developing a process of collecting useful data to support an employment narrative of Tribes. We will work to continue learning how to link Tribes

and TCUs. Through Strada Completion with a Purpose we support two TCUs (College of Menominee Nation and Northwest Indian College) in developing a stronger sense of career advising needs at the student and institutional level. CMN created an internship policy to help strengthen their developing experiential education programming throughout the institution. This policy was created by a small team and then was reviewed by faculty and governing board for approval.

Career experiences, internships, and virtual programming

Over the course of the year, we supported over 1,600 students in virtual career readiness programming which included an internship fair, graduate school fair, and various forms of career coaching.

We worked specifically with the NAAF-Keepseagle, Disney, and Reboot scholars to support their career exploration and career development by offering workshops in developing a professional portfolio consisting of an updated resume, elevator speech, an example of a cover letter, and reference list. Additionally, we provided industry specific programming to support their knowledge on how to navigate employment success by utilizing professionals from agriculture (Keepseagle), technology (Reboot), and Disney (tech and entertainment). The Reboot scholars will be virtually attending a conference in the fall and will be securing interviews for internships during that event.

Students who have completed internships and experiences			
Internships	Research Based Career Experiences	Other Career experiences	Career Coaching Meetings
13	13	24	966

Through support provided by the Lilly Endowment and Native American Agriculture Fund, we have supported 50 students in the amount of \$175,000 with valuable experiences such as professional development through conference attendance, professional certifications, funding for research, and student-developed internships to support their career trajectory. This support included providing two students with an opportunity to intern for international corporations through Next Steps Connections, an Asian-based internship group. Further, we supported nearly 1,000 students with much needed career coaching, which included our digital tools - Focus 2 and CONNECT, to impact their employment futures. In a recent survey of heavy and intensive coached scholars (n=249), over 50% shared that they found our career advising resources helpful.

Career programming partners

Over the course of the year, we had over 35 partnering higher education institutions, organizations, and agencies participate in our career readiness programming. Additionally, we met with over 25 companies and organization interested in working with the College Fund career team in developing projects that closely align with our work in developing career pathways for our scholars. The following are outcome highlights:

- Intuit supported Northwest Indian College (NWIC) with a small grant of \$20,000 for an internship program focused on developing financial literacy programming and resources for the Lummi Nation and surrounding communities.
- Next Steps Connections offered NWIC and the College Fund a discounted program rate (discount of \$2,500) to support up to 6 student participants in their program. NWIC placed two with funding through Strada and an additional two through other funding secured

through Ascendium. The College Fund, through the Lilly Endowment, placed an additional two more students in their program.

- We created a partnership with Continental Divide Trail Coalition earlier this year to secure an internship placement for one of our Keepseagle scholars. She is currently interning for them through the summer.
- We have had a long-standing relationship with the Native American Jump Start program. This year, their Board Chair, Victor Koosh, has supplied up to five student grants (\$5,000 each) to participate in the Intern Group program. We have secured one student and will be working to fill the rest of the placements in the coming months.
- Greening Youth Foundation is also a long-standing partner and this year we were able to support a hiring initiative they created with companies in the outdoor industry and natural resource management federal agencies. We had one scholar participate in the event and is about to start an internship with one of their partner organization, Nuestra Tierra - Outdoor F.U.T.U.R.E.S Initiative.

Braiding Student Success grant:

AT&T is one of our leading partners in developing strong work in college and career readiness programming. This grant was awarded in 2016 and has been developing over the years to move beyond building high school partnerships and into employment for college students. Although the pandemic thwarted program expansion this year, participating schools were able to make some movement in their proposed projects. The grant had five key components: emergency food security funding for all TCUs, providing scholarships to AIAN students for postsecondary opportunities, college readiness and strengthening partnerships with local high schools, career readiness programming and developing partnerships with employers, and the construction of a guide pathway program at a TCU.

All 35 TCUs were awarded \$5,700 in emergency food security funding in 2020.

Four colleges participate in the AT&T Braiding Student Success programming: College of Muscogee Nation, Tohono O’odham Community College, White Earth Tribal Community College, and Nueta Hidatsa Sahnish College.

- Scholarships were created for high school students who participated in their college readiness program and were enrolling into their respective TCU, students who dropped out of college during the pandemic and wanted to return, and for transfer students who participated in their college and career readiness programming moving from a 2-year degree to a 4-year degree program.
- Over 600 high school and college students were engaged in the months that the TCUs and high schools were able to connect with students virtually and physically.
- TOCC and CMN created internship programs to support their college and career readiness programming last year. They were not able to implement this program this year but will be looking to support student workers in the coming future.
- The pandemic, again, thwarted the expansion of our Guided Pathways work at TOCC and CMN. Before the in-person meetings were halted, we hosted employer convenings at each school and engaged with up to 80 interested offices, agencies, and organizations from Tribes or were closely aligned with the work of Tribes. We hired a consultant to help gain a deeper understanding of outcomes from the TOCC convening and will be working with the institution on a follow up session. Further, we are working to synthesize a data collection process to help map TCU influence on the local and tribal employment. We will be pursuing this work further with some input from NHSC and TMCC.

TOCC and CMN tracked student progress through the program and noted that nearly 100% of all college readiness program participants graduated from their respective high schools. Additionally, they also noticed that those students who enrolled into their TCU also were more likely to graduate with an associate degree in a timely manner (1 to 2 years) and move on into a 4-year degree program. This was the last year of this funding and we are currently working to draft a new concept for future support from AT&T.

Increasing Native Student Completion with a Purpose grant:

Awarded by Strada Education Network in January 2020, the College Fund is collaborating with Northwest Indian College and the College of Menominee Nation to sustainably build out, scale up, and institutionalize the College Fund's place-based and culturally relevant career readiness model to strengthen institution-employer partnerships and increase Native student completion. Great work has been conducted to improve career advising at both campuses and within specific academic programs. NWIC is focusing their efforts on the Tribal Governance and Business Management Program and CMN is working at an institutional-wide approach.



To date, over 80 students received some form of career advising at these institutions with six NWIC students being supported for edifying work-based experiences. Further, NWIC hosted a virtual employer meeting and career-week which included alumni, professional guest speakers, and professional development workshops. One new employer partner emerged through this work and will be exploring ways in which they can connect to students interested in social work and policy.

CMN is working through a few challenges and recently hired a career advisor. Additionally, CMN is working on developing a synthesized approach to experiential education and installed an institution-wide internship policy to help guide the on-boarding, crediting, and partnership development for internships at this institution. We have one more quarter left in this grant and will be focusing on employer relationships and student employment tracking with each institution.

STUDENT ENGAGEMENT AND COMMUNICATIONS

During 2020-2021, communications and engagement goals focused on continuing successful adaption of practices to pandemic conditions, addressing student needs, promoting tribal colleges and universities, and encouraging students to apply for scholarships. A priority was also placed on partner development and the engagement of topic experts in programming, while collecting more analytics and feedback from participants. Accomplishments included:

- Creation and deployment of several online events that highlighted and featured tribal colleges and partners - including the tribal college fair, field-specific graduate fairs, Native scholarship forum, financial literacy, and mental health sessions.
- Improved feedback and data collection across events and programs is helping student success services better identify trends, successes, and shortcomings to sharpen strategy and decision-making.

2021 Virtual Indigenous Commencement

The College Fund partnered with Native education organizations Cobell, AISES, AIGC, and NIEA again this year to provide an online platform to celebrate Native graduates across the country. In addition to messages from Cheryl Crazy Bull and other education leaders, celebrities, and Native leaders from across Indian Country contributed messages of congratulations and support. This online platform and commencement video drew more than 7,000 participants.



2021 Coca-Cola Student of the Year Virtual Ceremony



The College Fund worked with all TCUs, dedicated funders and talented performers to host a virtual Coca-Cola Student of the Year Ceremony in April for our 2021 honored students. President Corey Sangrey-Billy from Stone Child College was our 2021 Tribal College Honoree, and entertainment was provided by the Sampson Bros.

Addition of Boarding School Scholarship

The College Fund launched a scholarship to benefit the descendants of boarding school attendees. Partnering with the National Native American Boarding School Healing Coalition, five new opportunities were made available to support descendants for the 2021-2022 school year. Our student success team held a well attended launch event on April 27, which included the sharing of other tribal college healing and education events about the boarding school experience.



Communications Performance - July 2020 to June 2021

Performance for student Facebook, Instagram and Twitter Pages

- 2.65 million impressions
- Audience increased to 14,375

Chatbot

- 40,000 active users since January 2021 assisting with scholarships, events and other student supports

Email

- 20,905 student/institution email contacts
- 1.4 million emails sent with a 25% open rate
- Almost 29K click-throughs to content

Events

- Student survey indicates the following results for Spring 2021 Events (207 responses)
 - 97% of attendees found the educational and support events helpful
 - 93% agree that they have a better understanding of the event topic
 - 90% were likely to apply skills learned in their college journey
- Top Events
 - July 2020 Virtual Summer Camp: 550+ registrants
 - Feb 2021 Native Scholarship Forum: 1,000+ registrants

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.

STUDENT SUCCESS

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. A virtual retreat was hosted on May 19-20, 2021. Three TCUs (Diné College, Fond du Lac Tribal and Community College and Salish Kootenai College) participated with a mentor and two fellows from each TCU. The retreat centered around values such as respect, resilience, and humility and how the fellows and mentors understand, carry, and represent values in our respective cultures, languages, and communities.

The *Dollar General American Indian and Alaska Native Literacy and Adult Education Program* (August 1, 2020 - June 30, 2021) supported 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. Nearly 850 students were served during the program term, 48 of which obtained their GED or HSE. Several of the TCUs also utilized the grants to provide students with emergency aid during the pandemic, which contributed to supporting the whole student.

FACULTY CAPACITY BUILDING

TCU Program Administrators participated in a Distance Learning webinar presented by the *Native Arts and Culture program* in March 2021. This webinar showcased best practices and lessons learned from the transition of in person learning to non-contact teaching from four TCU presenters, Aaron LaFromboise, Blackfeet Community College; Ryan Winn, College of Menominee Nation; Amber Marlow; Lac Courte Oreilles Ojibwe College; and Roxanne Delille, Fond du Lac Tribal and Community College. Presenters shared the following topics - teaching on Zoom or other online platforms, which cameras or technology are the best and which ones to stay away from, how to engage students and community through online advertisement. In addition, TCUs addressed the question on how you monitor participation when learning is happening asynchronous, synchronous and hybrid. Each TCU provided examples on how each of these styles of learning can be adapted and how you monitor participation in both settings. Participants from 19 TCUs attended.

The *Tribal College & University Computer Science Initiative* was developed to support 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.

Awarded TCUs plan to support faculty in the following ways:

- Bay Mills Community College will support their current CIS Department Chair/Faculty in his pursuit of higher education to obtain a graduate degree and relevant CS education and training.
- Institute of American Indian Arts will support professional development for 35 permanent faculty to take basic computer science coursework to advance knowledge so they can integrate computer science concepts and skills into their courses/programs.
- Navajo Technical University will support current CS faculty and new hire in professional development opportunities relevant to Computer Science education and training, as well as bringing in computer science industry experts and professionals to speak to faculty, staff, and students.
- Salish Kootenai College will support current and new faculty with professional development opportunities in Culturally Sustaining Pedagogy, Technical Pedagogy, and Specialized Industry Training relevant to Computer Science education and training.

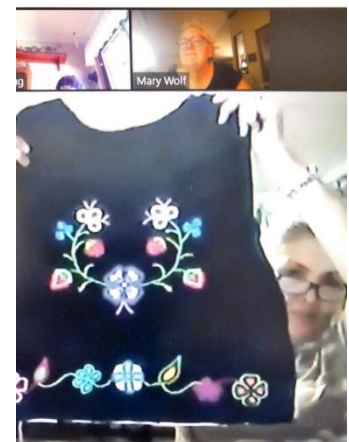
The *Dollar General American Indian and Alaska Native Literacy and Adult Education Program* (August 1, 2020 - June 30, 2021) supported faculty through trainings, webinars, and sharing spaces. These included an informational training webinar on electronic TABE in August 2020, a college and career readiness webinar in November 2020, and the sharing of best practices in February 2021.

Obdaya Opta Tate Kin Kah'Boke, environmental steward program projects awarded between July 2020 and July 2021 are supporting a total of three faculty members to obtain a masters or PhD degree. Aaniiih Nakoda College is supporting faculty members to obtain their master's degrees in Fish, Wildlife & Conservation Biology and Science Education. United Tribes Technical College is supporting and one faculty member to obtain their Doctoral degree in Environmental Engineering.

INSTITUTIONAL CAPACITY BUILDING

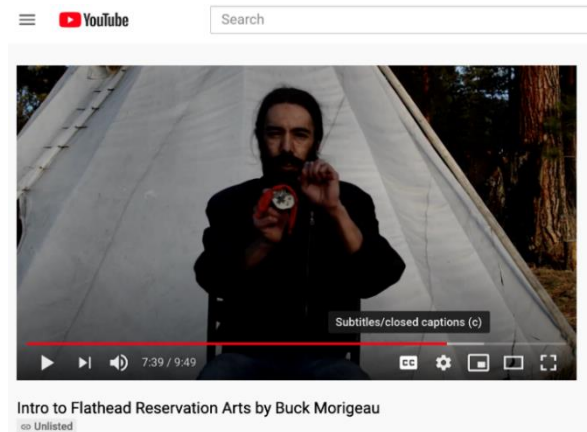
The Distance Learning Grant was the first grant disbursed through the Native Arts Enrichment and Expansion program. This grant helped TCUs transition their Native Arts programming from in person to distance learning that has happened as a result to COVID-19. Seven TCUs were awarded for the July to October 2020 grant period. A total of 225 students and 168 community members participated in the Distance Learning grant. Highlights include:

- Fond du Lac Tribal and Community College
"Restoring and preserving" became the guiding focal point that spurred the idea of a traditional arts video library - a repository of traditional arts tutorials to preserve the processes and protocols of various traditional art forms.
- Lac Courte Oreilles Ojibwa College
The distance learning grant provided LCOOC the opportunity to allow tribal members that are living off reservation, and in some cases, many states away to participate with their mom, sister, or relatives in a class where they were making a tangible piece of Ojibwe art.



Lac Courte Oreilles Ojibwe College's Master Artist, Clarissa Bressette, teaching via ZOOM

- Salish Kootenai College Support received through the Distance Learning Grant allowed the masters artist adjunct instructors to film some of their processes to continue offering classes through the pandemic. This video content has allowed for innovative course delivery, some being the first of its kind, especially for SKC and CSKT.



Salish Kootenai College's Native Arts lesson on YouTube with master artist Buck Morigeau

The Native Arts Technology grant provided funding for technology support (e.g., lighting, cameras, etc.) for TCUs to adjust Distance Learning strategies for Native Arts. Four (4) TCUs were awarded for the October 2020 to January 2021 grant period - Iłisaǵvik College, Oglala Lakota College, Salish Kootenai College, and White Earth Tribal and Community College.

The Native Arts and Culture Program awarded eight (8) TCUs Native Arts Curriculum Development and Enhancement grants that will be implemented from October 2020 to March 2023. This opportunity supports TCUs in 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. TCUs awarded include:

- Blackfeet Community College - 1-Year Certificate in Piikani Arts/Arts Business
- Dine' College - three minors that derive from our Navajo cultural arts: (1) Navajo Cultural Arts Minor; (2) Navajo Silversmithing Minor; (3) Navajo Weaving Minor.
- Fond du Lac Tribal and Community College - Reconfigure FDLTCC's existing conventional Associate of Fine Arts (AFA) Degree program into an Indigenous focused Associate of Arts Degree with accompanying Indigenous Art training certificates. Planning a matriculation agreement with the Institute of American Indian Arts
- Lac Courte Oreilles Ojibwe College - Native Arts Certificate Program
- Sinte Gleska University - new degree Concentration in Native Arts for our teacher education students and returning K-8 teachers.
- Salish Kootenai College - use Sqelix^w and/or Ksanka educational practices in Native Arts courses.
- Sisseton Wahpeton College - revision and expansion of the existing Tribal Arts Certificate Program and the Traditional Dakota Arts Workshop Series
- Stone Child College - certificate in Chippewa Cree Arts

A virtual Native Arts donor convening - *A Vision for the Restoration, Preservation, and Enrichment of Native American Arts & Culture* - was hosted in October 2020. This convening provided the opportunity for the College Fund to cultivate potential donors for the Native Arts and Culture programs by demonstrating the impact of Native Arts at TCUs. Roxanne Delille, Fond du Lac Tribal and Community College and Amber Marlow at Lac Courte Oreilles Ojibwe College each presented on their TCUs Native Arts program highlights and provided insight on Native Arts and Identity. Two representatives from the Margaret A. Cargill Philanthropies organization provided an overview of the relationship with the College Fund and the beneficial impacts of partnering with the College Fund and with TCUs. A call to action for further development in the Native Arts

program included performance art, expanded need for funding for TCUs currently not participating in the Native Arts and Cultural Preservation programs and TCU capacity building through convenings.

The *Dollar General American Indian and Alaska Native Literacy and Adult Education Program* (August 1, 2020 - June 30, 2021) expanded its reach by providing mini grants to three (3) additional TCUs, increasing the cohort to a total of seven (7) TCUs served for the term. Final reports conveyed that though the pandemic caused ramifications that would take time to recover from, TCUs were able to serve students they would have otherwise never reached, through online enrollment, instruction, and testing. As programming has evolved, TCUs expressed they would not return to pre-pandemic practices since hybrid distance and in-person education models would allow their reach to extend further. The program also aimed to understand the visibility of GED/HSE students at TCUs. It is imperative that students feel they are part of the TCU community, as to promote positive educational experiences and encourage college enrollment upon completion of their GED/HSE. TCUs support this belonging by giving students TCU IDs and access to campus resources such as libraries, computer labs, and mentoring, as well as visible spaces on campus such as student lounges or quality classrooms.

The *Obdaya Opta Tate Kin Kah'Boke* program launched on July 1, 2020. The three-year, \$1.3 million project supports up to 10 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. The College Fund awarded six (6) TCU grantees.

- Aaniiih Nakoda College - Strengthening the Baccalaureate Degree in Aaniiih Nakoda Ecology
- United Tribes Technical College - Environmental Engineering Canteyukun Wounspe
- Sitting Bull College - Capacity Building & Community of Practice on Agroforestry
- Nueta Hidatsa Sahnish College - NHSC Food Sovereignty Virtual Community Education
- Fort Peck Community College - FPCC Place-based Curriculum Enhancement in Natural Resources

*Note - Little Big Horn College's project does not have a title as they are currently only participating in the Community of Practice.

A virtual Environmental Stewardship donor convening - A Vision for Indigenous-led Environmental Stewardship and Sustainability - was hosted in August 2020. This convening provided an opportunity to inform potential donors about the Environmental Stewardship projects supported by the College Fund and the resulting impact that place-based environmental science and natural science programming has had at TCUs. Chris Caldwell, College of Menominee Nation, and Dr. Sean Chandler and Scott Friskics, Aaniiih Nakoda College each spoke on their TCUs Environmental Stewardship programs and shared why TCUs are essential in supporting environmental stewardship within tribal communities. One representative from the Margaret A. Cargill Philanthropies organization provided an overview of the relationship with the College Fund and the beneficial impacts of partnering with the College Fund and with TCUs. A call to action for further development in the Environmental Stewardship program included needed expansion upon the current funding region and a need to support infrastructure which contributes to capacity building of programming and place-based research opportunities for students and community.

The Indigenous Education *Ihduwiyayapi Advancing Early Childhood Education Grant* received proposals in June 2021 and will be awarded in July 2021. This program will establish a Community of Practice (CoP) with our partner TCUs 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, TCU-TCU mentorship, 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. As the name *Ihduwiyayapi* suggests, this is seen as a pathway to get TCUs and ECE students ready to strengthen the Indigenous Education system.

COMMUNITY BUILDING

The *Native Arts Community-Based Native Arts Learning and Sharing Grants* is a regranting opportunity available to TCUs to build their Native arts capacity through community extension workshops and/or academic courses. These grants were made in May and June 2021. TCUs have the opportunity to enhance and expand Native arts in two subject areas: 1) continuing to revive and restore traditional Native art forms and 2) enhancing traditional Native arts capacity by incorporating a relationship with contemporary Native arts. Native Arts workshops and/or academic courses will be led by a master artist, culture bearers and/or student apprentices to support the transfer of intergenerational knowledge of artistic skill and knowledge.

A total of 13 TCUs were awarded for a May 2021 to April 2022 grant period.

- Cankdeska Cikana Community College Community - extension workshops that focus on Traditional Native Arts - Ledger Art, Ribbon Skirt Making, basket making, and brain tanning workshop.
- College of Menominee Nation - CMN will host a community workshop on graphic novels that will focus on cultural teachings and storytelling.
- Fort Peck Community College - Community workshops in traditional drum making, bow making, quillwork and hide tanning,
- Iļisaġvik College - Community workshops in wolf skin crafting and traditional maklaks
- Leech Lake Tribal College - LLTC will host workshops that will focus on traditional and contemporary methods of basket making.
- Navajo Technical University - Visual literacy through art and storytelling - painting and drawing.
- Northwest Indian College - Community workshops in traditional harvesting, canoe arts, Salish blanket weaving and cedar baskets.
- Red Lake Nation College - Community workshops in black ash basketry, Ojibwe style moccasins, and birch bark porcupine quill earrings
- Southwestern Indian Polytechnic Institute with SIPI's Board of Regents - Community workshops and academic course in drawing with an emphasis on Indigenous ways of knowing.
- Turtle Mountain Community College - Community workshops in hand drum workshops, split toe moccasins, plains hard sole moccasins and birch bark biting.
- Tohono O'odham Community College - Community workshops in shell engraving, Maricopa pottery and Native Symbology.
- United Tribes Technical College - Community workshops in winter count, hide tanning, pesha making, bow making and pipe bag making.
- White Earth Tribal and Community College - Community workshops in moccasin making, stone carving, beading and ribbon skirt making.

The *Obdaya Opta Tate Kin Kah'Boke* TCU projects are focused on community engagement and place-based projects that serve or engage community members.

- Sitting Bull College secured partnerships with four regional ranchers and three private landowners to begin incorporating agroforestry practices on their lands. SBC initiated a partnership with a local tree nursery to partner in providing trees to community members.
- United Tribes Technical College is working with four other TCUs throughout North and South Dakota to support them in the development of Environmental Engineering course work. This course work development is underway and UTTC is consulting with the Higher Learning Commission on course development.

The *National Endowment for the Humanities Cultural Preservation Endowment* is awarded annually and in 2021 was extended to include all 35 TCUs. The program supports cultural preservation, perpetuation, and revitalization efforts that includes language, arts, literature, food systems, environmental relationships, and governance systems. Innovation incorporating Native languages is encouraged. Many of the TCUs not only adjusted their efforts to comply with COVID-19 safety measures, but they demonstrated an exceptional ability to transform their approaches to cultural programming. Blackfeet Community College developed Piikani language home kits that were distributed to all Piikani language students at BCC. Fond du Lac Tribal & Community College worked with Elders to share and record teachings around quillwork, Ojibwe language, and cultural knowledge. A webinar on the program was held in May for TCUs and Program Administrators new to the program. Disbursement of the 2021 funds to 33 TCUs was made in June.

SYSTEMS

Site visits, especially initial site visits, play a vital role in relationship building with the TCUs. For the Native Arts and Culture domain as we began to write for the Native Arts Enrichment and Expansion grant, we were aware that there would be new TCUs who would have the opportunity to participate and apply for the Native Arts grants because the donor had included new geographic locations (in addition to the ones we were currently partnering with) and it included TCUs in Montana, Washington, Arizona, New Mexico, Alaska and Southern California. An initial site visit was made to eleven of the new TCUs.

At the start of the 2021, the new grant cycle began for the Native Arts Enrichment and Expansion Grant (grant period is from April 2021 to March 2023) and four Native Arts grant opportunities have been available. We have seen an increase of submitted applications from those TCUs who received a site visit. Data for the following grant opportunities are as follows:

- *Distance Learning Grant* - 7 TCUs were awarded and 4 of those TCUs are new participants.
- *Technology Grant* - 5 TCUs were awarded and 2 of those TCUs are new participants.
- *Curriculum Development and Enhancement Grant* - 9 TCUs were awarded and 4 TCUs of those are new participants.
- *Community Sharing and Learning Grants* - 6 TCUs have applied and 3 TCUs of those are new participants.
- *This grant deadline has been extended by an additional month and we are anticipating more submitted applications.

In addition, TCUs who have been participating since the establishment of this program (since 2013) have also built a great foundation with the College Fund and have been active participants in Native arts grant opportunities.

All grants awarded through the Programs department require a team at the TCU to help with grant implementation. For example, in the Native Arts Enrichment and Expansion program TCU

teams consists of a Senior Leadership member, Program Administrator, Master Artists and if available, TCU art faculty member. This ensures that knowledge and information is shared across the TCUs leadership team, faculty, and staff. This helps TCUs to build a strong and well-rounded Native Arts program because of the level of support it receives. TCUs can address barriers and concerns when they are transparent with the issues, and they are able to work through them with a team in place.

Through the *Dollar General American Indian and Alaska Native Literacy and Adult Education Program* (August 1, 2020 - June 30, 2021), small steps in TCU programming have started the path to a systemic impact. One such step is TCUs' subtle incorporation of Native language and culture into their programming. For example, Tohono O'odham Community College (TOCC) includes tribal history in literacy/reading studies and incorporates the O'odham language into brochures. TCUs will continue to grow these efforts. As GED/HSE programming is very institutionalized through national or state testing services, these small steps approach the standing systems in a unique way.

In March 2020, the *Obdaya Opta Tate Kin Kah'Boke* project hosted its first Community of Practice webinar. Through this work TCU grantees will develop a network amongst each other to engage in learning and collaborative opportunities. In the first session current TCU grantees provided overviews of their projects and shared how they viewed TCUs upholding tribal land ethic.

In January 2021, the College Funds Environmental Stewardship program officer along with the Indigenous Early Childhood Education Program Officer and VP of Programs launched a research inquiry into LGBTQ2+ work. Across our programs, we are approaching our work in an interdisciplinary manner that considers the systems we are working in and envisions their futures. We initiated conversations about the domains and barriers of Native languages, LGBTQ relatives, formerly incarcerated individuals, and Native women leaders. This work has included critical conversations centered on LGBTQ theory, three meetings with Native women leaders, and enhanced approaches to incorporating innovative approaches to Native language vitalization. In addition to these approaches, we are developing an Indigenous Education Pathway tool that will help us further see and understand the gaps in supports across programming. This work is leading us to better define and identify key issues across our communities to better serve Students and TCUs. This work will continue to be developed so the College Fund can better support TCUs and related programming in this space.

In June 2021, Carly Bad Heart Bull and Dr. Kate Beane reflected on their roles of leadership with the Programs and Student Success Services Departments. "We often hear that women are the keepers of the language and culture. It means, if our communities are to thrive, that requires language and culture revitalization. If we are going to thrive, our women need to be supported to cultivate the language." - Carly Bad Heart Bull

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 concluded in December 2020. The project focused on developing an internship program model and building

a case for support for emergency aid and internship opportunities by examining the structure, context, and needs of TCUs participating in Project Success. Three participating institutions are 1) Diné College; 2) Stone Child College; and 3) Red Lake Nation College completed the project and dissemination only remains in 2021. 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 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 by December 2021
 - One fellow left employment at their TCU.

The College Fund is actively recruiting applicants for 2021-2022 academic year and accepting applications until awards are filled. Two more awards can be funded in the 17th cohort from Fall 2021 to Spring 2022. 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/>.

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 June 2021, 35 fellows received funding from this program, of those:

- Twenty-three fellows completed the program.
- Twelve are on track with course completion.

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 TCU faculty.
- Published the Vol. V issue of the TCURJ.
- Reconfigured the Intensive Writing Retreat into a Virtual Writing Mentorship Program to be held July 6 & 7, 2021.
- Awarded Professional Development grants to 20 faculty at OLC who are participating in AIHECs Online Course Development Training with ACUE. Awarded one Professional Development Grant to a faculty at CMN.
- Planned and received proposals from faculty for the 7th Annual TCU Research Convening. This convening will be held online on July 8 & 9, 2021.
- Submitted interim report to the Foundation in February 2021.

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 2019 and will conclude in May 2022. To date we completed all 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 is currently in process. We anticipate the completion of analysis of transcripts and interviews by end of July 2021 and the completion of survey data by October 2021. We will produce initial findings reports for both analyses followed by final report on AIAN college affordability by January 2022.

We gained institutional and tribal institutional review board (IRBs) approvals for all TCUs involved in 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. We completed data collection activities for UTTC and TMCC and are currently interviewing NHSC staff, faculty, leadership, and board members. Data collection also includes document analysis along with the interviews and an analysis of TCU 990s and audits where applicable along with AIMS AKIS data that can inform the three strands of research. Data collection from NTU will begin July 2021 and Diné College interviews and data collection will begin in August 2021. We hope to have initial analysis of data with findings done in late fall 2021 and will engage TCUs with these findings. The final report to Lumina Foundation will be completed May 2022.

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 used by the Resource Development team and serves 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 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 in September 2020 and are now working to integrate our scholarships programming and grants management programs. We identified three programs to integrate along with the scholarship programs. The handoff for the scholarships database from WizeHive to College Fund staff will be June 30, 2021. At that point we will be live with that portion of the database and will utilize it for all scholarship activities moving forward. We hired our first-ever scholarships and programs database administrator and analyst in Oct. 2020. The database administrator works closely with WizeHive and departmental teams and our database implementation team to develop and integrate programs into the new platform. Further in-house program integration will continue under the data administrator. The research and evaluation team will be adding an additional researcher and evaluator to our team in July 2021.

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.

To aid in our development of our data sharing agreements the research agenda we are utilizing a consultant to develop research and data assessments for AISES, AIGC, and IEI. Over the last two months information about each organization's work with data and research have been provided to the consultant who will be delivering a report to the NNSP to assist with our move forward with the DMSOA and the research agenda.

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 includes collecting data to inform program design; defining specific and measurable goals and objectives for programming; identifying key performance indicators (KPIs) for programs and broader initiatives; and systematically collecting data to assess program progress and outcomes. Specifically, the College Fund's evaluation work: 1) facilitates program learning, discussion, and storytelling; 2) assesses if programs are achieving their goals and objectives as intended; 3) tracks information on key performance indicators; and 4) captures high impact practices and opportunities to improve and inform future program design. Impact evaluation is integral to

measuring how the College Fund's work creates positive social change for 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.

Our lead research associate continues to collaborate with College Fund staff, TCUs, and partners to create a more evidence-based and clearly articulated impact story about how the College Fund's programming advances positive social change, and build the College Fund's learning and evaluation systems.

Highlights of this work to date include:

- Completing the Scholarly Emergence for Environmental Design and Stewardship (SEEDS) three-year summative evaluation in October 2020.
- A TCU Faculty Needs Assessment completed in March 2021, 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 as well as 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.
- Capturing and analyzing persistence data on the emergency aid stipends awarded to Native students to offset the challenges of COVID-19 during Spring and Summer 2020.
- Contributing theories of change, evaluation methods, contextual data, and feedback on activity-to-outcome linkages for three grant proposals, including two programs funded by the Educational Credit Management Corporation (ECMC) Foundation 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. Completing the annual comprehensive College Fund scholar survey in May 2021.
- In June 2021, completing a 2013-2014 retrospective cohort-based analysis of College Fund scholar outcomes using National Student Clearinghouse data to build a strong foundation of baseline data to demonstrate how our work is closing equity gaps in college retention and graduation among Native students.
- Collaborating with the College Fund's Web Design team to create an Our Impact section on the College Fund website.
- Hosting a Graduate Education Diversity Intern from the American Evaluation Association.
- Strada Employable Graduates program: baseline data collection and quarterly reporting
- AT&T Braided Success program: annual reporting.
- Cultivating Native Student Success (CNSS) program: Collaborating with the five TCU grantees to set key performance indicator targets for their Strategic Enrollment Management (SEM) programming and translating those targets into visual and accessible dashboards to support data-driven discussions about SEM strategy implementation.
- The College Fund joined the Postsecondary Data Partnership, a new National Student Clearinghouse tool, and is obtaining permission to view TCU partner dashboards, which display 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 communities
- Native visibility (mascots, boarding schools, visibility, etc.)
- TCU programs/College Fund programs/student stories that tie into national issues (such as environmental stewardship)
- Student need
- College Fund news

The College Fund placed 148 stories with 4.4 billion placement impressions and generated an additional 23 billion impressions with stories we sent on the wire.

- Samantha Malthais appeared on MSNBC's *The Last Word with Lawrence O'Donnell*.
- AP story about Ivy league colleges falling short with Native enrollment and visibility included interviews with Samantha Malthais, student ambassadors, Cheryl Crazy Bull, and other Native leaders. The article ran worldwide.
- Story about decreased student enrollment and COVID impact on TCUs appeared on *Marketplace* and *Montana Public Radio*.
- Lack of Natives in green collar jobs ran in *USA Today* and Gannett media network.
- The College Fund worked with *New York Times* reporter Mike Wines to arrange interviews with TCU presidents, Census workers in Indian Country, and others in Indian Country to provide background information about his article, "As Census Count Resumes, Doubts About Accuracy Continue to Grow," which appeared August 24. We also worked with *New York Times* reporter Jack Healy on a story about the impact of COVID-19 on Indian Country. Other national coverage was earned in *The Christian Science Monitor* and regional coverage appeared on Montana Public Radio, New Mexico Public Radio.
- The national conversation around mascots offered the College Fund the opportunity to speak with reporters about the importance of representation of Native people and its impact on Native students. Interviews with Cheryl Crazy Bull resulted from pitches to *The Sound of Ideas* (Ohio Public Radio, Cleveland, conversation about renaming the Cleveland Indians), Yahoo News (which was syndicated nationwide), *Volksrant* in Holland, *Capital City Hues* in Wisconsin, and *The Chicago Tribune* in December, as well as a citation in an academic publication.
- The College Fund's blog about land acknowledgements and the Indigenous Higher Education Equity Initiative (IHEEI) report were cited in two national news articles.
- A photo story in *The Hechinger Report* about returning to school during COVID included several photos of TCUs in September.
- The College Fund participated in and pitched the participation of TCU presidents and AIHEC in an *Inside Higher Ed* report, "College Leadership in an Era of Unpredictability," published September 9. Copies were purchased by AIHEC and sent to all TCU presidents.
- Cheryl Crazy Bull, Dr. David Yarlott, Dan King, Carrie Billy, and a TCU student were interviewed for a special report by *Inside Higher Ed* about the impact of COVID-19 on two-year institutions including TCUs, and how students at these institutions are creatively dealing with the challenges they are encountering.
- Former Prisoners Find Second Life as Students-Interview with LCO students, by British author Sophie Campbell will appear in the *Harvard Women's Policy Issue*.
- Regional coverage of COVID-19 and the TCUs interviews with Arizona Health and Channel 7 Denver media segment with Cheryl Crazy Bull.
- Feature story about PPE donations appeared in *Diverse Issues in Higher Education*.

TCU OUTREACH INITIATIVES

- The TCU newsletter includes links to stories about TCUs or Native higher education in the media and is emailed monthly. PE is re-envisioning the newsletter to include original content in addition to the news pick-ups.
- Thank you for completing the May survey on TCU visibility and what you would like to see for media coverage as we move forward with our outreach efforts. Sixteen TCUs completed the survey.
- PE hosted trainings on writing for the College Fund with the programs team and SSS teams on writing for target audiences. Available upon request: dhorwedel@collegefund.org.
- PE hosted a training on marketing to student communities for increasing enrollment during Covid in 2020. We also hosted media trainings with individual TCU presidents who conducted interviews on our behalf and several trainings with TCU students on the issue. We are gearing up for 2021 and creating modules on conducting press interviews for TCU presidents for July-August 2021.

ANNUAL REPORT, FINANCIAL REPORT, AND 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. Contact: dhorwedel@collegefund.org.

NATIONAL EXPERT GOAL

- Cheryl participated with a panel on the roots of systemic racism for the National Academies of Science, Engineering and Medicine's Diversity, Equity, Inclusion, and Anti-Racism Summit on June 29.
- Cheryl 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 four feature stories on TCUs. The journalist is also exploring and planning a story about the work TCUs do with Native languages.

Accountability and Transparency

CHARITY WATCHDOG RATINGS

- 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 Summer BoD Meeting

AIHEC Librarians' Report

2021 Summer TCU Librarian's Report to the AIHEC Board of Directors

Special Note:

Please accept the Tribal College Library Report for summer 2020. This report includes a few delinquent reports from spring, and about half of the summer reports are missing. This is due to the many challenges and disruptions from covid-19. In order to allow librarians to make and continue reopening plans, I am allowing our missing summer reports to be added to the fall.

Sincerely, Aaron LaFromboise, TCULA President,
Blackfeet Community College.

Michigan

Keweenaw Bay Ojibwa Community College Library (KBOCC), L'Anse, MI

Keweenaw Bay Ojibwa Community College serves a student body of around 100. There are about three dozen staff and faculty. The college was created in 1975 and is fully accredited by the Higher Learning Commission. Under normal circumstances, the library is open 27 hours per week. Library services in this reporting period were impacted by the continued unprecedented closure due to the covid-19 pandemic. The entire institution was closed during this reporting period except for late August 2020 to November 4, 2021. All services and classes were conducted remotely. However, on-campus and hybrid courses are planned for fall 2021. Interestingly, online classes were well-received by all segments of the student body. This bolstered enrollment during the covid crisis.



KBOCC Library: Early Childhood
Education Section

The library is staffed by one person who also serves as library director, the career readiness center coordinator, and adjunct instructor for college success seminar and various criminal justice courses. Library curbside services continued.

An outdoor recruiting event, featuring two Sasquatches, was created by the librarian who chaired the planning committee and also produced post-event promotions. In addition, the librarian helped organize and participated in a zoom recruitment meeting in December 2020. The librarian is organizing a mid-semester (fall 2021) recruitment event that will center on return to a fully open

campus with the working title "...and we're back!".

Continuing with last year, there was a focus on the Career Readiness Center (CRC) collection. The CRC provides students with assistance on resumé and cover letter writing. Library staff conducted practice job interviews upon request. Library staff assisted criminal justice students in submitting application materials for corrections officer positions at the Michigan Department of Corrections and in mock job interviews. The library acquired Peterson Presents Gale Career Preparation software. This was a welcome major acquisition with remote utilities for student and staff.



During this reporting period, the librarian served on the following committees:

- Financial Aid
- Student Success Policy revision
- HLC Assurance Argument editing
- Strategic Planning
- IRB
- Emergency Aid
- Sasquatch Recruiting Event
- Human Resources Manual Revision
- Project Success.

The librarian modified the library portion of the Student Orientation PowerPoint and created voice-over PowerPoint presentations that were placed on the KBOCC portal and online library page. Topics include: searching the catalog, JSTOR search tips, career center, and voting rights in Michigan. The librarian also presented remotely to English and communications classes and made other zoom presentations.

The librarian serves as advisor to the college success intern who created the *Eagles Voice*, KBOCC's bi-weekly newsletter and creates articles for each issue that offer advice to students on organization, stress management, and other topics. The librarian created an "idea bank" – a holding area on a shared drive for Student Services for brainstorming ideas. The library staff taught remote sessions for JSTOR and research in electronic databases and remotely conducted individual interview and resume workshop for students, including a socially distanced practice job interview conducted in the college parking lot. Library staff maintained contact with Michigan Works and attended a zoom training sponsored by that agency. Library staff were available to assist criminal justice program students and staff with cover letters, resumés, reference letters, and practice job interviews. The library celebrated Constitution Day in September 2020 with an "I voted" drawing along with voter registration education.

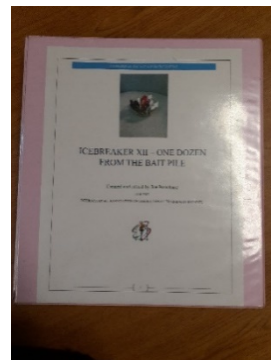


"Contraband Corner" Display in Criminal Justice Classroom)

Library staff provided criminal justice course information during orientation and through the semesters. The librarian taught at least one criminal justice course per semester. These courses were conducted remotely. Library staff were interviewed on local radio about the KBOCC criminal justice program. They created press releases for TV6 news regarding the program and provided voiceovers about the program for commercials.

Fourteen articles were published, including "Sasquatch Recruits for Keweenaw Bay Ojibwa Community College" for *Tribal College Journal* Online Edition April 22, 2021 (with KBOCC Dean of Student Services Amanda Nordstrom). The librarian wrote a book, *Icebreakers XII – One Dozen from the Bait Pile*, for the International Association of Correctional Training Personnel.

The librarian submitted two articles to *Tribal College Journal* which will be published in November 2021. One is a featured article about KBOCC's Criminal Justice Department and its cooperation with the Michigan Department of Corrections in placing graduates for employment. The other article is a featurette that discusses four strategies in serving students who require career readiness services via remote means.



Icebreakers XII

Library staff attended many Upper Peninsula Regional Library Cooperative ZOOM meetings and the inaugural Michigan Tribal Library Staff meeting. MTL is a working name as this group coalesces. This group is reforming and planning for future events, conferences, and meetings.

Submitted by Joseph Bouchard, Librarian
Keweenaw Bay Ojibwa Community College

Minnesota:

Medweganoonind Library, Red Lake Nation College (RLNC), Red Lake, MN

Constant change and challenge – that sums up the past year at Medweganoonind Library. The college and library closed their doors to the public on March 13, 2020, the last day of spring break, due to the global pandemic. The library had no digital collection, so public library services were limited to online databases, recorded instructional videos, and research help from the librarian via email. RLNC students and instructors also had access to Infobase's American Indian History database through the college's learning management system. The pandemic was a wakeup call that it was time to aggressively pursue funding for digital materials for public access. (The library is currently awaiting word on several grant proposals.)

When the college switched to online-only course delivery in March 2020, many students lacked personal computers, internet service, and even cell phones. Emergency funds were used to fulfill immediate needs, but a longer-term solution was needed for the fall. Beginning in the fall term, all full-time students received a "technology suitcase," which included a laptop, cell phone with unlimited data (to provide hotspots), and a virtual reality headset. The director of library services ordered and distributed the suitcases, while the library became a technology distribution center. The director also provided training and IT support to the campus community.

Meanwhile, the college had been scheduled for a comprehensive evaluation and site visit from the Higher Learning Commission for initial accreditation in April 2020. Pandemic restrictions prevented travel and large gatherings, so the visit was postponed until September. Just one evaluator came to campus, and the rest joined virtually. The library space was transformed into a studio for many of the virtual meetings and the director of library services became the ad hoc audiovisual expert and virtual reality tour director. Even though the library was closed, the library director was busier than ever. The hard work paid off. The evaluators were impressed by the use of technology and the overall quality of the college, and RLNC was granted initial accreditation in February 2021.

Currently, Medweganoonind Library is making plans to reopen to students and the public when classes resume this fall. In the meantime, staff are assessing and weeding the collection, planning programming, and conducting a complete inventory in preparation for exploring the possibility of joining Open Library in the future.

Montana

Little Big Horn College, Crow Agency, MT

With covid-19, the library was only open to students in the last year. As instruction was only online, just a handful of students would come to use the library in person each day. Circulation shrank correspondingly. Online use of databases was not what it should have been as faculty struggled to adjust to teaching in an online-only environment. However, discussions have taken place with faculty to plan for more seamless integration of online library resources within courses. Plans are in the works for both synchronous and asynchronous library instruction, including a library "tour," a video on the basics of researching using databases, and more discipline-specific instruction with entire classes live and interactive plus one-on-one specific assistance to students. There was no summer children's reading program in 2020.

On the brighter side, the weekly cultural enrichment series continued, via Facebook and Zoom both, with an average weekly attendance of 17. International attendees also participated. In the Archives, work continued digitizing Crow cultural and historical recordings while great time was put into the creation of metadata. Full launch of the site is expected in the upcoming academic year.

In the new third part of operations – a cultural center/museum – intensive work commenced on the strategic plan. In the fall, a survey went out to all Tribal members, with 265 responses; nine zoom community focus group

meetings were held in November and December and a selection of individual interviews completed. All of this community input was distilled in a 40-page report “Community Preferences Concerning an Apsáalooke Museum or Cultural Center at Little Big Horn College: Summary of Feedback from Surveys, Focus Groups, and Interviews.” The project team and project advisory committee shaped the information into a 41-page strategic plan for the upcoming center. This plan will be completed by the end of June 2021 with board of trustees approval. Phase II will commence in July and will include programming public meetings, site selection, and the design concept. This will be completed by November 30th. Phases III and IV will include schematic design, fund raising, construction documents, and construction of the facility itself. It is hoped that the facility will be completed in three or four years.

New Mexico:

Institute of American Indian Arts Library, Santa Fe, NM

The IAIA Library, like many libraries, developed many new services and collections during the pandemic, as the library was either closed or open but the bookstacks closed off.

The library implemented curbside pick-up, online reference appointments, book deliveries to dorms, scanning services, and online document delivery.

The instructional program converted to a completely online model to support the shift to online learning in the pandemic. Our instructional librarian worked with faculty to support synchronous and asynchronous classes.

- There was an increase in outreach efforts in the past year to reach students, including but a personal librarian program with every new student each semester, embedded librarian programs online, and librarian curated bi-weekly newsletters to all academic departments.
- Online collections have been expanded to multiple e-book platforms and multiple video streaming platforms.
- The IAIA Library hired a new public and technical services librarian, Avi Woontner.

Since June 2020, the IAIA archives staff have worked tirelessly to migrate and build a new public-facing database. The initial migration was completed by Re:Discovery Software in August, consisting of roughly 41 collection-level records and 700 item-level records migrated from previous legacy databases, leaving out roughly 95% of our archival data. Since then, we have manually entered the following: 1,149 series-level records, 10,810 file-level records, 1,714 item-level records, and 3,628 digital assets. This database will be paired with the collection of the IAIA Museum of Contemporary Native Arts, providing access to both archives and art in a singular global search. We plan to roll out the database to the public in fall 2021.

- The archives acquired an original copy of the dissertation of Ralph Pardington, longtime ceramics faculty at IAIA, as well as other paper documentation belonging to Pardington. The archives will receive a large research collection from author Daniel Gibson related to his book on Kevin Red Star.
- In April 2021, the archives began processing the Suzan Shown Harjo papers, an important collection of 20th Century Native American history consisting of over 150 cubic feet of records. The collection will be open for research in fall 2021.

South Dakota

Oglala Lakota College Library & Archives, Kyle, SD

The library did not coordinate any major events for academic year 2020-21 academic year. Due to the covid-19 pandemic, the campus was shut down and closed to the public. All district college centers were shut down and closed to students and faculty. We organized online tutorials for students' academic work and organized tutorials for community members as the public library for the entire Pine Ridge reservation. The community collaborated to set up little free libraries to house books of all reading levels for students and community members to take home.

The college made changes to student learning by switching from in- person to online distance learning through zoom and online campus learning portals. All communication with students occurred via zoom and email or telephone. The college set up an online academic bookstore for courses. Work study opportunities were still offered but only online. Students were given laptops and mobile hotspots for academic use. The upcoming fall academic year will continue to be online until 100% of students are vaccinated.

The library purchased an online magazine portal for students, and the usage statistics were high. The purchase of more laptops for students to use once the library re-opens is another student support effort. The library ordered clear shields for the computer desks and placed all computer stations six feet apart for social distance purposes. The library requested more funding for print and online subscriptions to accommodate student learning and help with research.

The library currently has eight computer workstations; three are library staff workstations that are older and have technological issues at times. Computer workstations need upgrades. Since we are both academic and public, the both students and community members use the computers.

Washington
Lummi Library, Northwest
Indian College, Bellingham, WA

The major issue this year, as with other libraries, has been the pandemic and the response to it. The library closed in March 2020, close to the end of our winter quarter. During the summer, some staff returned part time, but the library remained closed. In November, all staff returned at least part-time, and the library was opened, with doors locked, by appointment only, with limited capacity, and reduced hours. In April, all staff returned full time, and the library unlocked the doors and no longer required



The library garden was planted in 2014, when the building was new, by members of the Library Advisory Board, and with native plants, mostly edible. It had fallen into neglect but was revitalized this spring by one of the original gardeners and student interns.

appointments. Capacity and hours are still reduced. During that time curbside pick-up was introduced, and mailing of library materials was expanded. Library staff have been available via email, telephone, and zoom. It has been slow, but students, faculty, and community members are returning.

In an effort to support distance learning and teaching, the library acquired a new web page and added library instruction to the page.

The Washington State Library offered grants to attend conferences that became remote last year, and library staff attended the Washington State Library Association conference, the Association of Rural and Small Libraries conference, and an interlibrary loan conference. The state library also negotiates a database license, and starting July 1, Gale will be the new provider, offering more content at a lower price than the previous provider.

The library was one of three Tribal libraries invited to take part in a virtual special libraries crawl hosted by the state Special Libraries Association. Each library had ten minutes to present a virtual tour, with questions at the end. This library created a slide show of photographs with narration. Later it was reported that more people had attended the Tribal libraries' crawl than any of the other special libraries' crawls.

Wisconsin

Lac Courte Oreilles Ojibwe College Community Library

The Lac Courte Oreilles (LCO) Ojibwe Community Library is located on the Lac Courte Oreilles Reservation in Northwest Wisconsin. It serves both as a college and a public library established under Wisconsin state statute. It is a member of the Northern Waters Library Service and participates in the system consortium, which features a shared catalog of 29 member libraries. The library mission supports that of the LCO College with an emphasis on advancing the language, culture, and history of the Ojibwe. The collection includes a wide range of Native books, tapes, films, oral histories, maps, obituary files, photographs, periodicals, microfilms, and a *PastPerfect* database featuring community photographs and biographies. The library in-house collection includes 31,000 books, 1,081 audio materials, and 3,000 video recordings. The Wisconsin Digital Library provides access to 154,000 e-books and 59,000 downloadable audio books. In addition, all consortium-circulating materials can be ordered and delivered through a system-wide courier system.

The library was closed to the public until mid-January 2021. The staff worked in-house on a part-time basis but only provided curbside and interlibrary loans. Students were given remote access to library databases and could order materials for curbside pick-up. An attempt was made to open the campus in September, but it was closed due to a surge in covid cases. Curbside pick-up was continued through the fall semester, and the library reopened to full capacity at the start of the spring semester. All area libraries are now open but are facing issues of limited capacity and a slow return to normal services.

It was necessary to extend the IMLS Native American Library Services Enhancement grant for an additional year (until December 2021). The grant focuses on historical collections to be used in conjunction with community programming. Large in-house gatherings are still not being held due to covid concerns, but library staff members have been working with a museum partner on two community projects. Both programs will incorporate library resources for research and presentations. The first "Every Family has a Story" features a group of community Elders who are researching their family/community histories. A local historian has provided sessions of information relating to the needs of the participants. It is hoped that written stories will come out of this project that will then be shared with the community through programs and web access. The second project is a 100-year commemoration of events that led to the loss of a traditional village in the early 1920s. The building of the Winter Dam resulted in the flooding of the community and the destruction of a way of life. In addition, a 50-year anniversary will be observed for the Winter Dam takeover by AIM and the resulting creation of the Honor the Earth Powwow.

2021 Summer BoD Meeting

FALCON Report

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



REPORT TO THE AIHEC BOARD OF DIRECTORS

June 30, 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; Bryan Neztosie (Diné College) Vice-President; Brianna Gunka (Bay Mills Community College), Treasurer; Angeline Sells (Southwestern Indian Polytechnic Institute) 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 an in-person conference with a virtual component for at-distance attendees. 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) and other regional land-grant associations to develop partnerships among 1862 and 1994 land grant extension programs. FALCON attended a Western Region Joint Extension/Research Directors meeting on June 29-30, 2021.
- 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>.

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

2021 Summer BoD Meeting

Federal Agency Reports

White House Initiative on American Indian and Alaska Native Education (WHIAIANE)

Report
June 30, 2021

Update on EO 13592

WHIAIANE and leadership in the Department of Education Secretary's and Under Secretary's office are currently working with the White House Domestic Policy Council to revise EO13592. These meetings are ongoing until we have a new EO13592. We have expressed the need and proposed that we have 2 separate EOs with one strictly for TCUs and one for K-12 and other entities. At this time, I do not believe the White House is planning to have two separate EO's however we shall see as talks progress.

We have expressed the need for more comprehensive language in the revised EO emphasizing the White House and ED's commitment to TCUs. Much more so than in the current EO13592 including language that the Administration is committed to strengthening postsecondary all educational opportunities for Native students by improving and expanding equitable educational opportunities that TCUs provide. Clearly stating that that TCUs are integral and essential to Tribal communities and that the foundation of culture and tradition makes TCUs unique in their missions, and their cultural grounding is an invaluable strength in providing high quality education and successful outcomes for Native students.

Also including language that TCUs fulfill a vital role in maintaining and preserving irreplaceable Native languages and cultural traditions; in promoting excellence in Native education from early childhood through K12 and into postsecondary; in offering a high-quality college education to Native students; in providing job training and other career-building programs to Native people seeking to launch a career or to develop new job skills; and in supporting Tribal economic development efforts by building a talent pipeline of skilled Native workers. Also, ways to strengthen TCUs and increase their participation in the programs of Federal agencies.

To ensure representation across the education spectrum, adding a statement to the EO that the President shall appoint representatives to the National Advisory Council on Indian Education (NACIE) including representatives from TCUs.

Alyce Spotted Bear and Walter Soboleff Commission on Native Children <http://commissiononnativechildren.org/> will hold Commission meeting in Alaska in August 2021 and a public hearing in Phoenix in September 2021.

(See attachment: PUBLIC LAW 114-244—OCT. 14, 2016)

White House Council on Native American Affairs

<https://obamawhitehouse.archives.gov/the-press-office/2013/06/26/executive-order-establishing-white-house-council-native-american-affairs>

The next meeting Including the Secretaries will be held in August. The WHCNAA will soon begin planning the Tribal Nations Summit to be held in October or November 2021.

Native American Language Summit will be held on October 13,2021 in conjunction with the NIEA 2021 Annual Convention and Trade Show Native Control of Native Education: *A Time To Lead*

In November 2012, the Department of Health and Human Service's Administration for Native Americans, the Department of Interior's Bureau of Indian Education and the Department of Education / White House Initiative on American Indian and Alaska Native Education signed a memorandum of agreement (MOA) to collaborate on programming, resource development and policy across our agencies. The MOA encourages programs and projects supported by any of the MOA partners to include instruction in and preservation of Native American languages. The MOA was revised in 2018 (see attached MOA)

2021 International Conference of Indigenous Archives, Libraries, and Museums will be held in Washington, DC from November 29 – December 1, 2021. <https://www.atalm.org/node/430> <https://atalm.org/>

Climate Change, Tribal Homelands, and Treaties Committee

Committee Leads:

- DOI: Bryan Newland, Principal Deputy Assistant Secretary – Indian Affairs, bryan_newland@ios.doi.gov
- EPA: Jane Nishida, Acting Assistant Administrator in Office of International and Tribal Affairs, nishida.jane@epa.gov; JoAnn Chase, Director, American Indian Environmental Office, chase.joann@epa.gov
- USDA: Heather Dawn Thompson, Director, Office of Tribal Relations, heatherdawn.thompson@usda.gov
- WH Rep: Tracy Goodluck, Policy Advisor, DPC, tracy.l.goodluck@who.eop.gov

Participants (this list can/will grow):

- CEQ: Justin Pidot, General Counsel, Justin.R.Pidot@ceq.eop.gov
- WH-Office of Vice President: Isaac “Ike” Irby, Policy Advisor, isaac.d.irby@ovp.eop.gov
- DOD: Richard Kidd IV, DAS for Environment and Energy Resilience, richard.g.kidd6.civ@mail.mil.
- USTR: Sirat Attapit, Assistant U.S. Trade Rep. for Intergovernmental Affairs, Sirat.K.Attapit@ustr.eop.gov; Jamila Thompson, Sr. Advisor to USTR, Jamila.thompson@ustr.eop.gov
- DOJ: Lisa Russell, Deputy Assistant Attorney General, Environment & Natural Resources Division, lisa.russell@usdoj.gov
- ACHP: Valerie Hauser, Director, Office of Native American Affairs, vhauser@achp.gov
- STATE: Lauren Sanchez, Sr. Advisor to the Special Presidential Envoy for Climate, sanchezlk@state.gov

Health Committee

Committee Leads:

- HHS: Stacey Ecoffey, Principal Advisor for Tribal Affairs, stacey.ecoffey@hhs.gov
- VA: Stephanie Birdwell, Director, Office of Tribal Government Relations, stephanie.birdwell@va.gov
- USDA: Heather Dawn Thompson, Director, Office of Tribal Relations, heatherdawn.thompson@usda.gov
- WH Rep: Libby Washburn, Special Assistant to the President on Native American Affairs, DPC, elizabeth.r.washburn@who.eop.gov

Participants (this list can/will grow):

- WH-Office of Vice President: Isaac “Ike” Irby, Policy Advisor, isaac.d.irby@ovp.eop.gov
- EPA: Jane Nishida, Acting Assistant Administrator in Office of International and Tribal Affairs, nishida.jane@epa.gov; JoAnn Chase, Director, American Indian Environmental Office, chase.joann@epa.gov; Abby Cruz, American Indian Environmental Office,

cruz.abigail@epa.gov; Lisa Berrios, American Indian Environmental Office,
berrios.lisa@epa.gov

Education Committee

Committee Leads:

- Dept. of Education: Ron Lessard, Acting Executive Director, White House Initiative on American Indian and Alaska Native Education, ron.lessard@ed.gov
- DOI: Tony Dearman, Director, Bureau of Indian Education, tony.dearman@bie.edu
- WH Rep: Tracy Goodluck, Policy Advisor, DPC, tracy.l.goodluck@who.eop.gov

Participants (this list can/will grow):

- WH-Office of Vice President: Isaac “Ike” Irby, Policy Advisor, isaac.d.irby@ovp.eop.gov
- WH-DPC: Maureen Tracey-Mooney, Special Assistant to the President for Education Policy, maureen.tracey-mooney@who.eop.gov
- ACHP: Valerie Hauser, Director, Office of Native American Affairs, vhauser@achp.gov
- ACF-HHS: Michelle Sauve, Acting Commissioner, Administration for Native Americans/Acting Deputy Assistant Secretary for Native American Affairs/Executive Director, Intradepartmental Council for Native American Affairs/Intergovernmental Affairs Specialist, michelle.sauve@acf.hhs.gov; Moushumi Beltangady, Sr. Policy Advisor for Early Childhood Development/Program Manager for Tribal Home Visiting Program, Administration for Children and Families (ACF), moushumi.beltangady@acf.hhs.gov

Economic Development, Energy and Infrastructure Committee

Committee Leads:

- Department of Energy: Wahleah Johns, Senior Advisor, Office of Indian Energy Policy and Programs, wahleah.johns@hq.doe.gov
- DOT: Arlando Teller, Deputy Assistant Secretary for Tribal Affairs, arlando.teller@dot.gov; Milo Booth, Director, Tribal Affairs, milo.booth@dot.gov
- DOC: Michele Chang, Deputy Assistant Secretary for Policy, Economic Development Administration, mchang1@eda.gov; Edith McCloud, Associate Director for Management, Minority Business Development Agency, emccloud@mbda.gov; Stephanie Mash Sykes, Director of Intergovernmental Affairs, ssykes@doc.gov; Adam Geisler, National Tribal Government Liaison, First Responder Network Authority, adam.geisler@firstnet.gov
- SBA: Lori Gillen, Director, Office of HUBZone Program, lori.gillen@sba.gov; John Klein, Associate General Counsel for Procurement Law, john.klein@sba.gov; John (“Jack”) Bienko, Deputy for Entrepreneurship Education, john.bienko@sba.gov
- WH Rep: PaaWee Rivera, Director of Tribal Affairs and Senior Advisor, Office of Intergovernmental Affairs, paawee.rivera@who.eop.gov

Participants (this list can/will grow):

- USTR: Sirat Attapit, Assistant U.S. Trade Rep. for Intergovernmental Affairs, Sirat.K.Attapit@ustr.eop.gov; Jamila Thompson, Sr. Advisor to USTR, Jamila.thompson@ustr.eop.gov
- CEQ: Justin Pidot, General Counsel, Justin.R.Pidot@ceq.eop.gov
- WH-Office of Vice President: Isaac “Ike” Irby, Policy Advisor, isaac.d.irby@ovp.eop.gov

Public Safety and Justice Committee

Committee Leads:

- DOI: Bryan Newland, Principal Deputy Assistant Secretary – Indian Affairs, bryan_newland@ios.doi.gov; Jennifer Van Der Heide Escobar, Senior Counselor to the Secretary, jennifer_vanderheideescobar@ios.doi.gov
- DOJ: Myesha Braden, Associate Deputy Attorney General, myesha.braden2@usdoj.gov; Tracy Toulou, Director, Office of Tribal Justice, tracy.toulou2@usdoj.gov
- WH Rep: Libby Washburn, Special Assistant to the President on Native American Affairs, DPC, tracy.l.goodluck@who.eop.gov

Participants (this list can/will grow):

- WH-Office of Vice President: Isaac “Ike” Irby, Policy Advisor, isaac.d.irby@ovp.eop.gov
- DHS: Linda Mansour, Director of Engagements, Office of State and Local Law Enforcement, linda.mansour@hq.dhs.gov; Daniel Githens, Chief of Law Enforcement Affairs, Customs and Border Protections, daniel.a.githens@cbp.dhs.gov; David Munro, Director, Tribal Government Affairs, david.munro@hq.dhs.gov

International Indigenous Issues Committee

Committee Leads:

- DOI: Bryan Newland, Principal Deputy Assistant Secretary – Indian Affairs, bryan_newland@ios.doi.gov; Jennifer Van Der Heide Escobar, Senior Counselor to the Secretary, jennifer_vanderheideescobar@ios.doi.gov
- STATE: Stephanie Aktipis, Deputy Director, Office of Policy and Public Outreach, Bureau of Oceans and International Environmental and Scientific Affairs, aktipis@state.gov
- WH Rep: PaaWee Rivera, Director of Tribal Affairs and Senior Advisor, Office of Intergovernmental Affairs, paawee.rivera@who.eop.gov

Participants (this list can/will grow):

- WH-Office of Vice President: Isaac “Ike” Irby, Policy Advisor, isaac.d.irby@ovp.eop.gov
- USTR: Sirat Attapit, Assistant U.S. Trade Rep. for Intergovernmental Affairs, Sirat.K.Attapit@ustr.eop.gov; Jamila Thompson, Sr. Advisor to USTR, Jamila.thompson@ustr.eop.gov
- ACHP: Valerie Hauser, Director, Office of Native American Affairs, vhauser@achp.gov

- DOT: Arlando Teller, Deputy Assistant Secretary for Tribal Affairs, arlando.teller@dot.gov; Milo Booth, Director, Tribal Affairs; Milo Booth, Director, Tribal Affairs, milo.booth@dot.gov
- EPA: Jane Nishida, Acting Assistant Administrator in Office of International and Tribal Affairs, nishida.jane@epa.gov; JoAnn Chase, Director, American Indian Environmental Office (AIEO), chase.joann@epa.gov; Felicia Wright, Deputy Director, AIEO, wright.felicia@epa.gov; Abby Cruz, AIEO, cruz.abigail@epa.gov; Lisa Berrios, AIEO, berrios.lisa@epa.gov;
- WH-National Security Council: Jesse Bernstein, Director, Human Rights and Civil Society, jesse.m.bernstein@nsc.eop.gov; Negah Angha, Director of Multilateral Initiatives, negah.angha@nsc.eop.gov
- United States Patent and Trademark Office (USPTO)-U.S. Dept. Commerce (DOC): Susan Anthony, Attorney-Advisor, Office of Policy and International Affairs/Tribal Affairs Liaison for DOC, susan.anthony@uspto.gov; Michael Shapiro, Senior Counsel, Office of Policy and International Affairs, michael.shapiro@uspto.gov



Memorandum of Agreement
between the
U.S. Department of Education,
U.S. Department of Health and Human Services,
and the U.S. Department of the Interior,
On Native Languages

I. OVERVIEW

This Memorandum of Agreement (MOA) is entered into and by and between the U.S. Department of Education (ED), the U.S. Department of Health and Human Services (HHS), and the U.S. Department of the Interior (DOI), (collectively, the “Partners” or “Federal Agencies”), and constitutes a nonbinding expression of intent between the ED, HHS, and DOI to work together and encourage programs and projects to include instruction in and preservation of Native languages.

II. BACKGROUND

A. Overarching Legal Authority.

The Native American Languages Act, 25 U.S.C. §§2901-2906 (1990) declares that it is the policy of the United States government to preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages.

Additionally, each party to this agreement has express legislative authority to provide funding, technical assistance, and/or research in the area of Native American language preservation, maintenance, or instruction. See the Native American Languages Act, 42 U.S.C. §2991b-3, Section 6005 of Public Law 114-95, the Every Student Succeeds Act of 2016, REPORT ON NATIVE AMERICAN LANGUAGE MEDIUM EDUCATION, the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, Title VI, Part A, subpart 1, and section 6133, 20 U.S.C. § 7453, and section 3127 of Subpart 2 of Part A of Title III 20 U.S.C. 6848 and Title 25 Part 39 Subpart B §39.130-137 “Indian School Equalization Program, Language Development Programs.”

B. Tribal Consultation.

Federal Agencies have heard through tribal consultations, listening and learning sessions, and grantee feedback that successful implementation of Native language programs, across the continuum of language learning settings from birth to college, face the following barriers:

1. Lack of instructional materials and curricula in the Native language(s) of the communities being served;
2. Limited numbers of certified teachers fluent in Native languages;
3. Lack of support by school leadership, including time to work with students, and professional development opportunities.

Additionally, tribal consultation participants identified:

4. Challenges in coordinating programs within a community, such as when Native languages are not taught throughout the education continuum or are not of significant duration and intensity to produce fluent speakers.

Federal Agencies have also heard concerns regarding the:

5. Lack of wide-scale scientifically valid research that informs institutions serving American Indian and Alaska Native on how best to structure and implement programs for maximum effectiveness and efficiency.

C. ED.

The ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access to a high-quality education. The ED administers several key formula and discretionary grant programs focused on building the capacity of state and local educational agencies, tribes, and schools to create high-quality language programs that promote the preservation of Native languages. The primary programs are housed within the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA); and the Office of Elementary and Secondary Education's Office of Indian Education (OIE).

Executive Order No. 13592 established the White House Initiative on American Indian and Alaska Native Education, and it is charged with helping to expand educational opportunities and improve educational outcomes for all American Indian and Alaska Native students, including opportunities to learn their Native languages, cultures, and histories, and receive a high-quality education that prepares them for college, careers, and productive and satisfying lives.

D. HHS.

The Administration for Children and Families (ACF) within HHS is responsible for Federal programs that promote the economic and social well-being of families, children, individuals, and

communities. Several offices provide grants directly to tribes or tribal organizations, such as the Office of Child Care (OCC), the Office of Head Start (OHS), and the Administration for Native Americans (ANA).

The OCC supports low-income working families through child care financial assistance and promotes children's learning by improving the quality of early care and education and after-school programs. OCC partners with tribes to administer the Child Care and Development Fund, which provides funding to 260 tribal grantees, serving 539 tribes and tribal organizations. Tribes have the flexibility to incorporate culturally significant elements into their child care programs.

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. Region XI awards direct grants to 156 American Indian and Alaska Native agencies to provide Head Start and Early Head Start services to over 24,000 children across 26 states, an almost equal number of children identified as American Indian and Alaska Native are served in non-tribal programs. OHS provides technical assistance support to grantees in the form of direct funding to American Indian and Alaska Native programs to secure training and technical assistance in their local communities in addition to OHS funding of a contract for the Region XI Training and Technical Assistance Center and cooperative agreements to six National Centers for the purpose of providing research-based information, practices, and strategies in support of identified grantee needs.

The goal of ANA is to promote the social and economic self-sufficiency of American Indians, Alaska Natives, Native Hawaiians, and other Native American Pacific Islanders by providing community-based project funding to improve the lives of Native American children and families. Part of ANA's mission is to promote, and provide funding for, language preservation and maintenance and language immersion activities.

E. DOI and the Bureau of Indian Education (BIE).

The DOI, through its BIE, directly operates, or provides grants to tribes to operate, an extensive primary, secondary, and college-level school system for American Indian and Alaska Native children and young adults. The BIE's mission is to provide high quality education opportunities from early childhood through adulthood in accordance with a tribe's needs for cultural and economic well-being, and in keeping with the wide diversity of Indian tribes as distinct cultural and governmental entities.

Further, the BIE is to manifest consideration of the whole person by taking into account the spiritual, mental, physical, and cultural aspects of an individual within his or her family and tribal context. The BIE also has particular expertise in Indian education and specific experience with federally funded education programs. In addition, the BIE plays a key part in fulfilling the government's trust responsibility to Indian tribes regarding education.

The BIE also operates the Family and Child Education (FACE) program, an integrated model for American Indian early childhood education and parental involvement. Operating in 49 BIE-funded schools, the FACE program primarily serves families with children prenatal to 5

years of age by providing early childhood education, adult education, and parenting services. Overall, the BIE provides services for about eight percent of American Indian and Alaska Native children nationwide.

III. PURPOSE AND GOALS

A. Purpose.

In response to input obtained through tribal consultations, and in furtherance of their statutory missions, the Federal Agencies enter into this MOA for the purposes of:

1. Acknowledging that the Federal Agencies share a mutual interest in preserving, protecting, and promoting the rights and freedom of Native Americans to use, practice, and develop Native American languages;
2. Establishing that the Federal Agencies intend to promote this mutual interest by coordinating efforts of existing interagency working groups and tribal leaders to implement this MOA and further the goals of the Native American Languages Act;
3. Identifying barriers, levers, and best practices that will help the Federal Agencies further the goals described in paragraph (B); and work to identify ways that these findings can be used by the Federal Agencies to replicate successful programs, implement quality improvement efforts, and disseminate information and provide technical assistance to Federal, State, and tribal governments; schools; or other entities carrying out Native language activities; and
4. Planning to co-sponsor a summit on the preservation and acquisition of Native languages, sharing expertise and advice, and collaborating on such other projects as may be mutually agreed upon by the Federal Agencies, recognizing that their combined efforts, knowledge, and resources can better help the Federal Agencies achieve their common goals.

B. Goals.

This MOA sets forth the following mutual goals:

1. Identify statutory or regulatory barriers that impede collaboration and result in duplication of efforts and/or minimize the impact of efforts on the part of Federal, state, or tribal governments, or schools, or other entities to effectively implement Native language activities;
2. Identify research that explores educational attainment and Native language retention and/or revitalization;
3. Explore ways to gather data about effective and/or exemplary Native language instruction both in terms of the administration of funds and programs, as well as

program impact on educational achievement; disseminate information on best practices across Federal Agencies regarding program and instructional design, and institutional support for Native language instruction for American Indian and Alaska Native populations;

4. Review Federal funding mechanisms, explore means for coordinating funding opportunities to remove barriers, and simplify the process for potential grantees seeking to integrate Native language instruction and activities in educational settings;
5. Review current training and technical assistance provided by HHS, BIE, and ED related to Native language preservation and maintenance efforts; assess needs and identify means for enhancing the quality of this training and technical assistance, both to assist existing grantees and potential grantees; and identify opportunities to provide joint technical assistance;
6. Ensure, to the extent practicable, that programs funded by the Federal Agencies to provide Native language instruction are coordinated, evidence-based, demonstrate accountability through assessments of student achievement, and further the goals of the Native American Languages Act;
7. Identify additional departments and agencies interested in or important to the implementation of the goals of this MOA, including the goals of the Native American Languages Act;
8. Cohost an annual language summit, as funds allow, and encourage all federally funded language programs to participate; and
9. Develop an action plan based on the above goals for review and approval by the chairs of the Native Language Workgroup.

C. Native Language Workgroup (NLW).

To further the goals of this MOA, a Native Language Workgroup (NLW) will be established and will be comprised of senior officials from the ED, HHS, and the BIE. The Executive Director of the White House Initiative on American Indian and Alaska Native Education, the Commissioner of the Administration for Native Americans, and the Director of the Bureau of Indian Education, shall serve as chairs of the NLW. The NLW will meet on a semi-annual basis to further the goals of this MOA.

IV. ANNUAL REVIEW OF AGREEMENT

The ED, HHS, and DOI BIE will review this MOA and any subsequent MOAs annually to determine whether terms and provisions are appropriate and current.

V. FINANCIAL RESPONSIBILITY

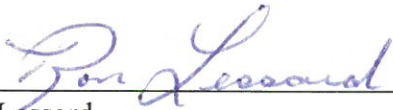
No exchange of funds will occur under this MOA.

VI. TERMINATION

This MOA can be terminated by any party upon issuance of written notice to the other parties not less than 30 days before the proposed termination date. The 30 days' notice may be waived by mutual written consent of all parties involved in this MOA.

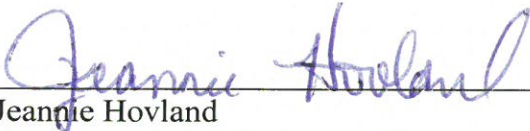
The individuals whose signatures appear below attest to having the right, power, and authority to enter into this MOA on behalf of each Federal Agency and agree that this MOA shall become effective upon the date of the last signature.

VII. SIGNATORIES OF PARTICIPATING AGENCIES ON THE MOA ON NATIVE LANGUAGES.



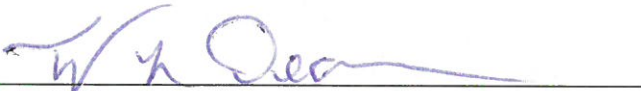
Ron Lessard
Acting Executive Director White House
Initiative on American Indian and Alaska Native Education
U.S. Department of Education

Date: 9-13-18



Jeannie Hovland
Deputy Assistant Secretary for Native American Affairs
Administration for Children and Families
U.S. Health and Human Services

Date: 09/13/18



Tony L. Dearman
Director, Bureau of Indian Education
U.S. Department of the Interior

Date: 9-13-18

USDA 1994 Tribal Land-Grant Colleges and Universities Update
June 2021

Background and 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.

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

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.

Office of Partnerships and Public Engagement (OPPE)

OPPE has a new career Director, Lisa Ramirez, PhD. We will plan for an introductory meeting with 1994 presidents, faculty, and staff.

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>.

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.

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. This will increase the number of applications received and the number of offers made to 1994 students.

The Forest Service, the Foreign Agriculture Service, and the Farm Production and Conservation (FPAC), are developing placements for which the 1994 Program will recruit through the end of the fiscal year.

Forest Service

- Forest Service Strategic Plan – last reported in April 2021.

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 – last reported in April 2021

Forest Service is developing a plan for outreach and recruitment for Alaska Natives from the 1994, Iisagvik 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 – last reported in April 2021

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.

ARS Indigenous Engagement with the Agroecosystem Research and Collaboration meeting

The Long-Term Agroecosystem Research (LTAR) network in support of Tribal Land-Grant Colleges and Universities research, extension, and education initiatives and programs have engaged 1994s through the First American Land Grant Consortium for proposals for collaboration. At the time of this writing, one proposal has been submitted.

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

The USDA Farm Production and Conservation (FPAC) Business Center conducted events for various agriculture, natural resources, environmental science type positions.

FPAC initiated a collaboration with Salish Kootenai College and the Wisconsin Tribal Conservation Advisory Council for an event for 1994s and for Native students.

Climate Work

The Acting Tribal Liaison from the Natural Resource Conservation Service has agreed to assist AIHEC to convene partners in the National Soil Climate and Analysis Network Initiative (SCAN) network. The plan activities are to assist tribes to collect data through an existing funded project.

Outreach and Assistance for Socially Disadvantaged Farmers and Ranchers and Veteran Farmers and Ranchers Program - <https://www.usda.gov/partnerships/socially-disadvantaged-farmers-and-ranchers>

Please note the announcement for proposals will come soon. Please consider applying.

Office of Tribal Relations (OTR)

OTR is also delighted to announce in recognition of the diplomatic nation-to-nation relationship, we will be creating a **USDA Hall of Tribal Nations**, akin to our sister agency the Department of Interior – Bureau of Indian Affairs. We will be sending out an official Dear Tribal Leader letter respectfully **requesting the honor of your 3x5 tribal flag to be hung at USDA headquarters** in Washington, D.C. Sometime after we all return to in person work, we will host a ribbon cutting ceremony. Tribal flags may be mailed to:

U.S. Department of Agriculture
Attention: Tribal Flags/Office of Tribal Relations
1400 Independence Avenue SW
Room 200A J.L. Whitten Building
Washington, D.C. 20250

American Rescue Plan

The American Rescue Plan includes provisions for USDA to pay up to 120% of loan balances, as of January 1, 2021, for Farm Service Agency (FSA) Direct and Guaranteed Farm Loans and Farm Storage Facility Loans debt relief to any socially disadvantaged producer who has a qualifying loan with FSA. USDA also announced recently that it will begin loan forgiveness Begin Loan Payments to Socially Disadvantaged Borrowers under American Rescue Plan Act Section 1005. This is a tremendous opportunity for financial relief.

USDA officials are engaging communities with support from the Office of Partnerships and Public Engagement Liaisons at higher education institutions.

Veterans Opportunity through the Agriculture Research Service

The Agriculture Research Service is seeking a veterans for a non-competitive hire (without competition) using the Veterans Recruitment Appointment (VRA) <https://www.fedshirevets.gov/job-seekers/veterans/special-hiring-authorities/>.

A resume is needed to begin the process. Please send your resume to Mr. Ramdass at email monshi.ramdass@usda.gov .

USDA 1994 Program Contact:

Lawrence A. Shorty

202-720-7265, lawrence.shorty@usda.gov

2021 Summer BoD Meeting

AIHEC Report

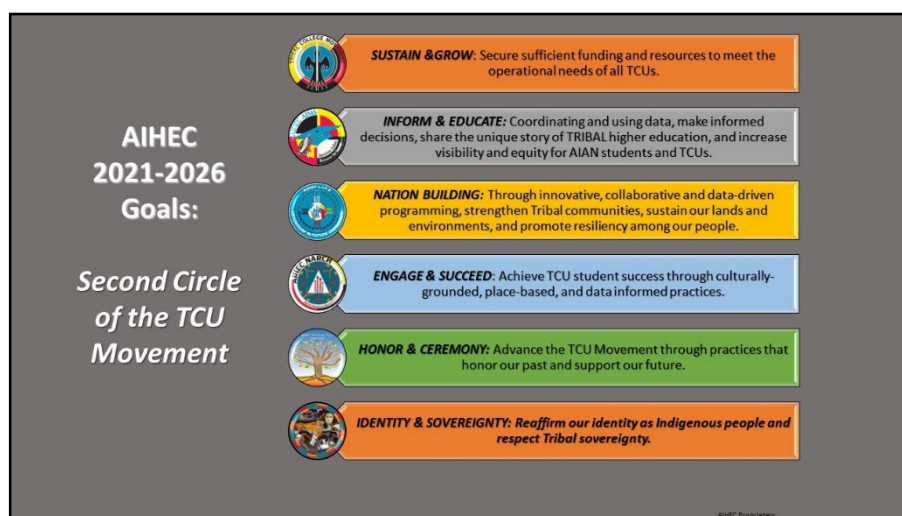
AIHEC SUMMER 2021 UPDATE FOR THE BOARD OF DIRECTORS

JULY 2021

INTRODUCTION

Our world is different from the one we glimpsed through our windows only three months ago, when the AIHEC Board last met in April. Since our meeting, AIHEC has been fortunate to receive several new awards and grants, including a transformative gift from MacKenzie Scott – an acknowledgement “that people working to build power from within communities are the agents of change;” a generous and strategically crafted multi-year award from the Mellon Foundation to establish the *National TCU Native Languages Center of Excellence*; and several other exciting grants from various federal agencies. We held our first in-person meeting since February 2020 – the TCU Governing Board Leadership Institute on June 7-8 in Great Falls, Montana (led by our friends at ACCT)! And perhaps most important, nearly all of us have received the covid-19 vaccine! Although some days are still clouded with sadness and loss, the sun is warm, and hope is in the wind.

We are pleased to share with you some of the activities the AIHEC staff have engaged in over the past three months, focused on advancing the AIHEC strategic plan:



SUSTAIN & GROW: TCU FUNDING AND RESOURCES

Annual Federal Appropriations: Fiscal Year 2022:

Last year and early this year, Congress was focused on drafting and passing multiple legislative packages to mitigate the impact of the covid-19 pandemic. This spring, Congress was anxious to start getting back to normal and members began the annual appropriations process for fiscal year (FY) 2022 *before* the president had submitted his FY2022 budget request *and* before the House and Senate agreed on a required “concurrent budget resolution”, which determines topline spending levels for the federal government and allocates funds among the various budget accounts¹. In fact, the House has already drafted and reported most of its 12 spending bills, and the Senate is set to begin drafting its versions of the various bills in the coming month or so.

¹ To enable work to begin on appropriations absent these two important initial steps, Congress used a “deeming resolution” temporarily to set a topline discretionary spending limit of \$1.506 trillion. Once Congress agrees on and passes a concurrent resolution for FY2022, this will supersede the deeming resolution.

Despite the activity in the House on the spending measures, we anticipate that a final budget resolution will not be passed by Congress until the fall (see below). When Congress finally does take up the budget resolution, democratic leadership likely will include a special process called “reconciliation” within the resolution to expedite changes to federal spending levels, federal revenues, and the debt ceiling – and to enact priorities of President Biden without being subject to potential filibusters in the Senate². Specifically, we anticipate that budget reconciliation will be used to advance portions of President Biden’s American Families Plan (AFP) and potentially some aspects of the American Jobs Plan (AJP or infrastructure), including child care, public education expansion (early childhood and postsecondary education), and education infrastructure. Final passage of a sweeping budget reconciliation package will not occur until this fall, as mentioned above and in statements by House Budget Committee Chairman John Yarmuth (D-KY). The Chairman told reporters that his plan was to mark-up a FY 2022 budget resolution in mid-July. That measure will determine the parameters for a reconciliation package. Democrats would then try to adopt the budget with reconciliation instructions on the floor before the August recess, he said.

In the meantime, Congress is working on a bipartisan agreement on infrastructure, including key elements of President Biden’s AJP. AIHEC recently completed an updated survey of TCU facilities needs to help Congress better understand TCU facilities needs as the agreement is being drafted. AIHEC is aggressively meeting with Congressional staff on these issues.

- **Appendix:** Overview of FY 2022 Appropriations: A table outlining final FY 2021, FY 2022 proposed, and FY 2022 AIHEC requested TCU funding
- **Appendix:** President Biden’s American Jobs Plan – Tribal Communities (March 31, 2021)
- **Appendix:** AIHEC Statement on American Jobs Plan submitted to the U.S. House of Representatives – Subcommittee on Indigenous Peoples of the United States – Infrastructure in Indigenous Communities: Priorities for American Jobs Plan (May 5, 2021)
- **Appendix:** President Biden’s American Families Plan – Tribal Communities (April 28, 2021)

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.

- 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 #5: American Rescue Plan Act of 2021 (ARP) Implementation

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. The partisan bill passed the Senate without a single Republican vote, on March 6, 2021. ARP provides funding for TCUs through three funding accounts. To date, two of the three amounts have been distributed to TCUs. The remaining account, MSI-TCU fund from the U.S. Department of Education (ED), should be distributed this month.

- **Appendix: Overview of TCU COVID-19 Relief Funding:** Table outlining higher education and TCU funding

² Reconciliation bills can be passed relatively quickly and with only a simple majority. Under Senate rules for reconciliation, debate is subject to time limits and there are strict limitations on extraneous provisions.

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

At the end of May, the Biden-Harris administration released a detailed budget request for FY 2022. The expanded request compliments priorities outlined in Biden’s infrastructure proposals (AJP and AFP). The budget proposes a 41 percent increase in funding for ED, with specific increases for HBCUs, TCUs, and MSIs.

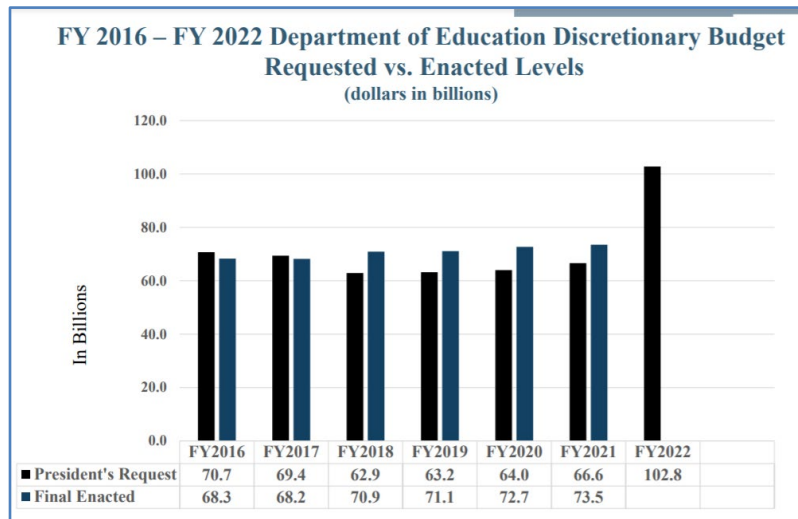
Highlights from the President Biden’s FY2022 budget request include:

Department of Interior – Bureau of Indian Education

- TCUs funding – LEVEL-funded (except \$2M increase for HINU/SIPI)
- \$10 million for Scholarships and Adult Education
- \$2 million for “New Research & Development Internship Scholarships”

Department of Education:

- **Support for Minority-Serving Institutions and Tribal Colleges and Universities:** An additional \$600 million for HBCUs, TCUs, and other MSIs, as well as “low-resourced institutions,” including community colleges.
 - **TCU Title III Part A (discretionary):** FY 2022 \$53.08 million (FY 2021 Enacted: \$36.808 million)
 - **TCU Title III Part F (mandatory):** FY 2022 \$89 million (FY 2021 Enacted: \$30 million, estimate)
- **\$200 million:** Health Professionals of the Future Competitive grant awards to HBCUs, TCUs, and MSIs to create/expand graduate programs for in-demand health occupations
- **\$60 million:** New Hawkins Centers of Excellence to increase quality/number of new minority teachers by expanding teacher programs at HBCUs, TCUs, and MSIs
- **Increase Pell Grants:** Increase of \$3 billion, increasing the maximum award to \$8,370.



As described above, we expect that many of the president’s priorities will be included in a large reconciliation package later this year.

AUTHORIZATIONS

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

The U.S. Department of Commerce, National Telecommunication, and Information Administration (NTIA) currently is finalizing a “rule” (instructions) for the new \$285 million grant program for HBCUs, TCUs, and minority serving institutions authorized under the Connecting Minority Communities Act of 2020 (CMCA). As you may recall, the CMCA was enacted through the CRRSAA (December 2020). Under the competitive CMCA program, TCUs will be able to submit proposals to purchase broadband services, equipment, and hire technology personnel. AIHEC is working closely with NTIA staff to support implementation of this new pilot program.

Improving Minority Participation in Telecommunications Act (IMPACT Act) (S. 996) and U.S. Innovation and Competition Act (S. 1260)

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) (S. 996). The bill would 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.

On June 8, 2021, the Senate passed the **U.S. Innovation and Competition Act (S. 1260)**, formerly known as the Endless Frontier Act, which aims to bolster America's competitive edge. Among other provisions, the bill boosts funding for scientific research, technology, and innovation over the next five years and establishes a new directorate for technology and innovation at the National Science Foundation. The IMPACT Act was included in the Senate bill, which would provide at minimum of \$30 million for TCUs.

On June 28, 2021, the House passed a (somewhat) alternative version of the Senate package through two bills: the **Department of Energy Science for the Future Act (H.R. 3593)** and the **National Science Foundation for the Future Act (H.R. 2225)**. The two House bills totaled 140 pages, compared to the Senate's 2,400-page bill. Now, the House and Senate will have to figure out how to negotiate the huge differences between the measures. (The timeline for negotiations is unclear, due to ongoing reconciliation and infrastructure negotiations.) *As reported earlier, AIHEC worked closely with staff from the House Committee on Science, Space, and Technology in the development of H.R. 2225 to update the and reauthorize the NSF TCU program.*

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 comprehensive reauthorization of the Higher Education Act (HEA) are not at the forefront while Congress continues to address the covid-19 pandemic. However, the Biden administration continues to address higher education policy, such as Pell grant increases, 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.

On June 24, 2021, AIHEC staff participated in a listening session on PK-20 Indian education hosted by the White House Domestic Policy Council. AIHEC provided recommendations on equitable TCU federal funding, possible improvements to TCU programs, TCU-specific recommendations for "free" community college programs, and TCU facilities and broadband needs. AIHEC will continue these discussions with the Biden-Harris administration as they continue to develop higher education and Indian education priorities. In addition to this meeting, AIHEC staff have met with Education Secretary Cardon and members of his leadership team several times on an ongoing basis as well as Agriculture Secretary Vilsack, and Department of Defense and Labor leadership.

INFORM AND EDUCATE: DATA, VISIBILITY, AND EQUITY



AIHEC AIMS

The AIHEC AIMS Spring 2021 Report was requested and received from all TCUs more than a week prior to its original deadline of May 1, 2021. This was done to help inform the AIHEC Board of Directors in making a decision during the spring Board meeting regarding which year of funding that it would like the Department of Education (and other federal agencies) to use for funding calculations. The 2021 data collection cycle will open on August 1.

Since March, AIHEC AIMS staff (Katherine Cardell) has been very busy with AIMS data collection and in providing data to support AIHEC's advocacy efforts, inform news media, and provide key data for AIHEC outreach and presentations, including:

- May 7: National Academy of Sciences, Engineering & Mathematics Town Hall: TCUs in STEM (Carrie Billy,

- moderator w/TCU presidents and faculty)
- May 19: USDA-RD Innovation Center's Rural Workforce Innovation Network (RWIN): TCU rural economic development strategies (Carrie Billy, speaker)
- May 25: National Health Equity Conference; Native American Health Professions Workforce Development to Enhance Healthcare Access and Equity presentation (Carrie Billy, speaker)
- June 7-8: AIHEC Governing Board Leadership Institute: Using Data to Improve Student Success (Katherine Cardell, speaker)
- June 23: 16th Annual NCAI National Tribal Leaders/Scholars Research Conference: Impact of the covid-19 pandemic on TCU Students (Carrie Billy, speaker)
- Several news media inquiries and interviews, including Forbes, Indian Country publications, PBS NewsHour

We are pleased to announce that as part of our Bill and Melinda Gates Foundation (BMGF) Intermediaries for Scale (IfS) initiative, Katherine has been selected to participate in Harvard University's prestigious [Strategic Data Project Fellowship](#) program (SDP). The SDP is a 2-year program that strengthens the capacity of education entities to use data for improvement. SDP matches and trains data strategists to advance critical analytic initiatives, uncover valuable insights, and build a strong data culture in partner organizations. Through the SDP, AIHEC will also be awarded an additional Data Fellow for two years.

Tribal College Journal

TCJ's summer issue (32.4) on Public Health was mailed out on April 26. The magazine includes three feature articles, plus regular departments, web-exclusive content, and a special [In Memoriam](#), penned by College of the Muscogee Nation's new president [Monte Randall](#), in honor of the late Robert Bible. Former SIPI president and TCJ Advisory Board member Dr. Sherry Allison introduces the issue in [Dear Readers](#).

In the feature, [Fighting the Monster](#), Diné College professors Shazia Hakim and J. Angel de Soto illustrate how Diné College implemented a comprehensive approach in response to the pandemic. Leading the Navajo Nation's response to covid-19, they also published their findings in a series of peer-reviewed articles, explaining the myriad factors that put Native communities at a higher risk.



Robert Bible, beloved president of College of the Muscogee Nation

Turtle Mountain Community College professor, Tyler Parisien penned the feature [To Have Heart](#), which explores health education at TMCC. Recognizing the need for trained healthcare professionals to serve the Turtle Mountain Tribal community, TMCC launched the Health Education Access through Rural Training (HEART) Project over a decade ago. Dr. Parisien shows how those efforts paid off when the pandemic hit last March.



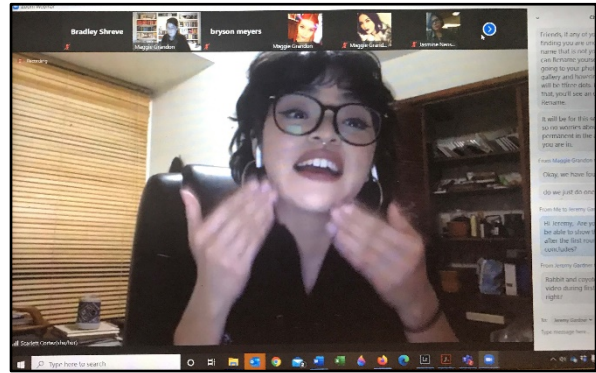
Salish Kootenai College nursing students

College Fund veteran and regular TCJ contributor, Dina Horwedel wrote the feature [Culturally Congruent Care](#), which offers an overview of Salish Kootenai College's groundbreaking nursing program. With changes in credentialing requirements, SKC stepped up to become the first TCU to offer a four-year nursing program. Horwedel investigates how the program blends Western science and Indigenous healing.

Pieces in the print issue include [Talking Circle](#) by Emily Biggane of United Tribes Technical College and James Sanovia of Oglala Lakota College who discuss the creation of a data dashboard designed to inform the Oglala Lakota Nation on covid-19 rates, hotspots, and healthcare locations. [TCJ Student](#) features a powerful narrative on suicide. Penned by Jacynthia Oprenov, a student-of-the-year at Iłisaǵvik College, the story is an honest, up-close look at a suicide attempt and one woman's struggle with feelings of guilt and remorse.

[Media Reviews](#) for the summer issue feature contributions from Dr. Richard Littlebear, president of Chief Dull Knife College; Stephen Wall, professor emeritus at the Institute of American Indian Arts; Professor John Peacock (Dakota); and Professor Ryan Winn of College of Menominee Nation. Meanwhile, On Campus includes featurettes on [Cankdeska Cikana Community College's](#) various public health career pathways, how [Tohono O'odham Community College's](#) public health program addresses Tribal health concerns, [Fond du Lac Tribal and Community College's](#) new program on drone pilot certification, and how the [Summer Health Professions Education Program](#) is reaching out to TCUs.

The summer issue also includes two, full-length, web-exclusive features. The article [Navigating the Unknown](#) by Brent Kleinjan explains how United Tribes Technical College took a multifaceted approach to safeguard its students and staff during the height of the covid-19 pandemic. And IAIA student T'cha-Mi'iko Cosgrove illuminates how the pandemic affected and even changed the lives of students at his institution in the article [In the Eye of the Pandemic](#). Meanwhile, Tribal college giant and longtime SKC president, Dr. Joe McDonald, joined TCJ for this issue's [Current Reflections](#) podcast, discussing how SKC developed their robust health sciences curricula. TCJ columnist and College of Menominee Nation professor Ryan Winn discusses engaging ways for TCU faculty to facilitate creative conversations with their students in the column [Writers Corner](#). And TCJ is happy to bring you [the 2021 AIHEC poetry slam](#), which took place virtually over Zoom as part of Fond du Lac Tribal and Community College's Thunder inDIGifest. If you missed it, you can listen to the whole thing at tribalcollegejournal.org.



On March 27, TCJ Student, partnering with FDLTCC's Thunder inDIGifest, held the 2021 AIHEC poetry slam virtually via Zoom. Bryson Meyers and Scarlett Cortez (pictured here) of the Institute of American Indian Arts hosted the event.

Currently, TCJ is in the designing stage for the fall issue (33.1) on Tribal College Alumni. The issue will feature numerous vignettes on TCU alumni, as well as the 2021 edition of TCJ Student, edited by [Tiffany Midge](#) (Hunkpapa Lakota and a former professor at Northwest Indian College) and featuring her top poetry, fiction, and nonfiction picks from our annual creative writing contest. The issue will arrive in mailboxes late August.

At **TCJ Student**, we are happy to announce that we have not one, but two new student bloggers/columnists. [Mickki Garrity](#) of Northwest Indian College joined our team in late April. Her new blog, entitled [Displaced Native](#), examines issues of concern and interest across Indian Country. Garrity is an excellent writer and insightful critic. She is joined by [Brianna Reed](#) of the Institute of American Indian Arts, whose new creative column [Moccasin Millennial](#) focuses on stories about home and life in the urban wilds of Albuquerque, New Mexico, as she delves into the heartbreak and inspiration of everyday Burqueños. TCJ was able to launch two blogs/columns this year due to a larger than expected grant from the Ballentine Family Fund. The charitable organization has funded our student blogger for several years, but this year it more than tripled the amount normally gifted to TCJ.

The [Tribal College Press](#) received positive reports from two anonymous peer reviewers (both TCU faculty) on Professor Stephen Wall's manuscript on Tribal government. After discussing this with our advisory board during our spring meeting, we offered Professor Wall a contract and proceeded with the revisions stage of his manuscript. We are now entering the editing phase of production. The book should be published this fall or next spring. This will be the third TCP title since we rebooted the press in 2018.

In May and June, the advertising department finalized the fall issue's ad sales. Nueta Hidatsa Sahnish College secured the back page for this issue. We had several new full-page ads, including the Diné College - Master's Program, The PhD Project, Johns Hopkins Bloomberg School of Public Health, Fulbright U.S. Scholar Program - IIE, Sinte Gleska University, and Institute of American Indian Arts. We sent multiple advertising promotions including a new dedicated email promotion, a job board promotion, and career e-newsletters.

TCJ is gearing up again to do an **online fundraising auction** in November. We hope to net more revenue this year from the auction, encourage corporate interest in TCJ by selling sponsorships, renew the interest of last year's participants, and increase overall interest and participation. Items donated to last year's campaign included art, jewelry, books, outdoor gear, and a vacation stay. **To donate an auction item or sponsor the event, please contact Marvene Tom at marvene@tribalcollegejournal.org.**

TCJ continues to send out a bi-monthly e-newsletter with good results. This helps direct subscribers and others interested in the publication to our web site, promote online-only content, and direct readers to the job board and the TCJ Student web site. It has also become a new revenue source, providing another opportunity for advertisers to reach our audience. Our email list has grown to more than 10,500. We hope all TCUs will help by signing up their staff, faculty, administrators, students, and board members to receive the e-newsletter.

NATION BUILDING: INNOVATING AND STRENGTHENING

TCU Cyberinfrastructure Initiatives (CI)

AIHEC STEM staff are moving forward with efforts to promote and support TCUs in developing and implementing campus cyberinfrastructure to support STEM education and research, particularly through the use of data science methods and tools. The project was initiated in 2018 with the NSF-funded TCU CI Study, under which the AIHEC CI team conducted site visits at 34 of the 36 TCUs. Based on the site visits, the team provided recommendations (policy, systems upgrades, staffing, etc.) for improving campus technology infrastructure and its operation/management, in support of each college's programs and services. Last fall, the AIHEC CI team secured new NSF funding that was, in large part, based on the information generated by the TCU CI Study project. Al Kuslikis is serving as PI and project lead. Alex Grandon and Russell Hofmann serve as the project coordinators, and Dale Smith and Jim Bottum continue serving as expert consultants in CI technical and operational management. Data collected through this effort have been shared widely with Congress, the administration, key foundations, and the news media. This data was used to inform AIHEC's advocacy efforts related to TCU cyberinfrastructure funding, capacity building, and state/federal policy development.

- o **Appendix:** National Higher Education Community Funding Request (letter)

Technical Cyberinfrastructure (CI) Projects

Communities of Practice and Professional Development

Currently AIHEC hosts two regular remote meetings with the TCU IT directors. The AIHEC CI team invites all the TCU IT directors and chief information officers (CIOs) to what we refer to as the IT directors' community of practice (COP) meeting. This meeting provides TCU IT staff the opportunity to discuss the entire range of IT technologies and practices and includes professional development opportunities with industry partners such as Google and Cisco. The IT directors COP provides TCU IT staff an opportunity to discuss ongoing challenges to their IT departments associated with covid-19 and the opportunities that the covid-19 relief funds are providing for infrastructure upgrades. The AIHEC CI team invites the IT directors/CIOs and the TCU staff who implement the Jenzabar enterprise resource planning system to the second regular meeting, which provides a forum for discussing Jenzabar issues, solutions, and practices. Recently the AIHEC Jenzabar Tribal College Community of Practice (JTC) and Jenzabar began negotiations on a new Tribal consortium agreement. A new draft agreement will be made available for distribution to the Jenzabar TCUs for their feedback by midsummer.

CI Strategic Planning

One of the NSF grants mentioned above is to support TCU CI strategic planning. The AIHEC CI team is meeting with interested TCUs to support integration of CI planning into the TCUs' institutional planning processes, particularly to incorporate access to CI resources more broadly into the colleges' research and education programs. The AIHEC CI team encourages all TCUs to embed the CI planning process within their overall strategic planning and priority setting process and can provide support to all colleges wishing to accomplish this. The AIHEC CI team is available to work with TCUs interested in submitting a planning grant proposal in October 2021 to the NSF Campus Cyberinfrastructure solicitation (up to \$250,000 for planning grants) or NSF TCUP, which will provide a \$50,000 planning grant to offset staff time to develop a comprehensive campus-wide CI strategic plan.

North Dakota Cyberteam

The North Dakota CyberTeam project involves the five North Dakota TCUs (Sitting Bull College, Nueta Hidatsa Sahnish College, United Tribes Technical College, Turtle Mountain Community College, and Cankdeska Cikana Community College) and North Dakota State University, which together are working to establish the foundations of a North Dakota research infrastructure that will support current STEM research and education programs and provide the framework for developing new research projects and programs. The ND Cyberteam project is intended in the long term to facilitate opportunities for the participating ND TCUs pursue economic development opportunities and the design and delivery of health, education, and other services developed through cyberinfrastructure enabled research at their campuses and in collaboration with NDSU, UND, and national partners. The AIHEC CI team anticipates that the project will serve as a model for engaging TCUs nationally in the adoption of CI resources necessary to support implementation of a significantly broader range of research and education activities, particularly involving collaborations with the larger research community.

CyberTeam Technical Focus: Currently the AIHEC technical team and NDSU technical staff are working with the ND TCU IT directors on these focus areas:

- 1) Advancing campus cybersecurity infrastructure with support from AIHEC and NDSU CI partners;
- 2) Developing a centralized active directory for campus network access management, which will also prepare the colleges to implement EduRoam and In-Common for seamless Internet connectivity for TCU faculty and students from any EduRoam participating institution or research facility;
- 3) Exploring network and server monitoring applications to improve the capability of IT staff to identify and address network and server performance issues; and
- 4) Creating opportunities for professional development in critical IT skill areas such as the VMware server management system.

CyberTeam Research Focus: As mentioned above, the primary goal of the CyberTeam project is to develop the infrastructure (involving both human and technology components) of a North Dakota research infrastructure. Under this project, AIHEC, the ND TCUs, North Dakota State University, and the University of North Dakota are developing partnerships that focus on environmental science and the health sciences. The climate change research experience project described below provides an opportunity for ND TCU students to focus on North Dakota environmental data collection and analysis, particularly in relation to the current drought conditions being experienced throughout the region. The AIHEC CI team is working with University of North Dakota and NDSU faculty to assist in the development of an overall environmental monitoring plan which will provide TCU faculty and students the opportunity to contribute meaningfully to climate resilience planning at the ND Tribal nations. NDSU's North Dakota Agriculture Weather Network (NDAWN) has emerged as a primary partner on this project. NDAWN operates a network of weather stations throughout North Dakota and, with funding from the Army Corps of Engineering, is expanding and improving the network of weather stations, including those located on Tribal lands. AIHEC anticipates that this climate change-focused collaboration among ND universities and TCUs will lead to activities and partnerships that continue well beyond the period of the CyberTeam grant.

The health sciences research focus involves capacity building on the part of TCUs, Tribal health agencies, and other Tribal health stakeholders to benefit from the use of health data science tools and resources to address AIAN health disparities. The AIHEC CI team is working with both NDSU and UND faculty to develop a health data sciences plan that would include both a research and education component. A health informatics-focused curriculum is planned that would supplement TCUs' current health sciences programs. Health data science research training would provide a foundation for both faculty and students interested in pursuing data-intensive health research. Finally, AIHEC is exploring funding for a feasibility study focused on development of a Tribal health data center that would provide a resource for Tribally driven health research that maintains and protects data sovereignty.

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 online learning platform to build interest in data science and develop data science skills among TCU faculty and students. AIHEC coordinates the data science workshop in collaboration with the data science community of practice on a regular rotation. The data science workshop solicits the TCU STEM faculty for workshop topics and their feedback about workshop content and delivery to ensure that topics are consistent with their interests and data science learning goals.

Climate Collaboratory

The AIHEC CI team continues to develop the Climate Collaboratory coursework for TCU students interested in climate research. AIHEC will use the current content from the course 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 (REUs)

The University of Miami: The AIHEC CI team developed relationships with university collaborators that offer research opportunities to TCU STEM students. The AIHEC CI team recruited Ben Kirtman at the University of Miami Center for the Cooperative Institute for Marine and Atmospheric Studies (CIMAS) to fund TCU students recruited by AIHEC to work with CIMAS climate researchers investigating extreme weather events and how they can be predicted.

The REU opportunity provided the opportunity for up to eight TCU students who will be supported by two faculty and eight graduate students at UM CIMAS. This first year, AIHEC recruited two students – a good start, given the late development of the opportunity. These climate change REUs will be a pilot for a future REU program that the AIHEC CI team will expand to include research faculty and a larger number of institutions.



SKC Natural Resources faculty member Cody Sifford and student Logan Williams with drone used for environmental monitoring

North Dakota State University: Dr. Dmitri Kilin, a computational chemist at NDSU, offered a virtual internship in molecular modeling for up to two TCU students. Unfortunately, AIHEC was not successful in recruiting students to participate in this opportunity this year. Dr. Kilin plans to make this opportunity available to TCU students next year, which will allow AIHEC to generate more interest and participation.

TCUs and the Open Education Network

As was reported previously, AIHEC was 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 (OEN) community and as developers of locally sourced and developed content. AIHEC is planning a series of workshops for TCU faculty and librarians to promote and support the use of OEN resources by faculty and students in instruction. A second important component of the project is the recruitment and

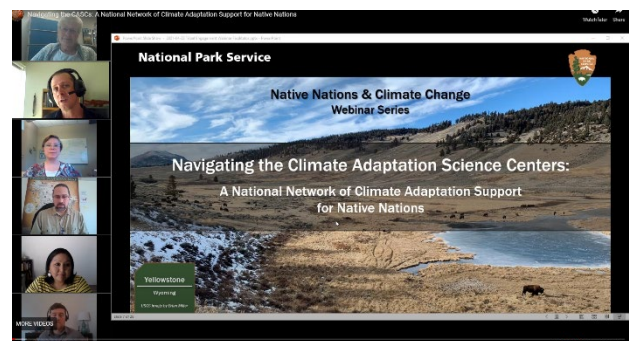
support of faculty and students in the development of learning materials that contextualize (and indigenize) course topics by incorporating local cultural knowledge and perspectives. AIHEC plans to recruit TCU faculty to help identify students to work on digital media (short videos, podcasts) on topics such as local history, language, or climate issues that can be shared across the Open Education Network. The project will fund the student projects.

NEW AIHEC NSF-INCLUDES Initiative: *Indigenous Food, Energy, Water (FEWS) Alliance*

AIHEC is pleased to be partnering with the TCUs, University of Arizona, UC Berkeley, AISES and several other partners on a project that is being awarded under the National Science Foundation's INCLUDES program, *Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science*. The **Native FEWS Alliance** is a 5-year project that aims to significantly broaden the participation of American Indians, Alaska Native, and underrepresented students in Food, Energy and Water Systems (FEWS) education and careers to address critical challenges facing Tribal Nations and Native communities. The Alliance brings together Indigenous and non-Indigenous scholars from a wide range of disciplines and institutions to design and deploy place-based and experiential learning curricula that combine Indigenous ways of knowing with physical sciences and engineering methodologies. The Alliance has the following four interrelated goals: (1) Address urgent FEWS challenges in Indigenous communities; (2) Co-develop integrated, Indigenous, place based FEWS curricula, mentoring, and practice experiences; (3) Transform institutional STEM fields to be relevant and accessible to Indigenous communities; (4) Recruit, retain and graduate Indigenous students to pursue higher education and careers in FEWS and bring their knowledge back to their communities. AIHEC will serve as the backbone of the FEWS Alliance project, an NSF INCLUDES role which provides a framework that facilitates communication and networking across all partners, monitors network interactions to help maintain, reinforce Alliance relations, and creates new partnerships and relationships with the larger national NSF INCLUDES network. AIHEC will help ensure Alliance visibility and identify opportunities for expansion. This initiative represents a major opportunity to place TCUs in a key role in recruiting and preparing students for FEWS-related careers and provides a vehicle for generating research partnerships among TCUs and regional universities focused on food, energy and water systems, essential priority areas for Tribal resilience. We are exciting to be launching this major initiative in the next few months!

AIHEC Tribal Climate Adaptation Science Liaison

AIHEC Tribal Climate Adaptation Science Liaison Althea Walker is part of the planning efforts for three separate events: the National Adaptation Forum Tribal and Indigenous Webinar series, Virtual Rising Voices 9, and the Southwestern Tribal Climate Change Summit, which will take place in California in January 2022. Althea recently joined the National Tribal Resilience Data Work group and advises on the Tribal Adaptation Guidebook 2.0. Althea was recently a visiting instructor for the TCU/Tribal Climate Resilience Summer Program. She shared with the cohort her experience with Tribal climate resilience and how Tribes are approaching climate change adaptation planning across the nation. Althea recently partnered with the National Park Service and delivered a presentation entitled "Navigating the DOI Climate Adaptation Science Centers: A National Network of Climate Adaptation Support for Native Nations." Lastly, Althea helped lead the planning efforts for the [2021 Virtual Southwest Adaptation Forum](#), held April 6-8, 2021, where she played a strong role in delivering a full-day training around the topic of authentic collaborations with Indigenous communities.



AIHEC Tribal Climate Adaptation Science Liaison, Althea Walker, partnered with the National Park Service on the presentation entitled "Navigating the DOI Climate Adaptation Science Centers: A National Network of Climate Adaptation Support for Native Nations."

Climate Change Research Opportunity

AIHEC's BIA Tribal Resilience Program supports 12 students participating in a pilot TCU climate change research project. The student participants are enrolled at UTTC, CCCC, TMCC, SBC, NHSH, SKC, and NICC, and they are working on local climate change projects with support from TCU and NDSU research mentors. The project includes an academic enrichment component provided by Dr. Kyle Whyte, a faculty member at the University of Michigan's School

for Environment and Sustainability. Dr. Whyte, an enrolled member of the Citizen Potawatomi Nation, emphasizes Indigenous research methodologies and the incorporation of traditional knowledge in climate research in his work with the students. Dr. Whyte is involved with several projects that advance Indigenous research methodologies, including extensive work with CMN's Sustainable Development Institute. AIHEC hopes that this summer climate research project will serve as a model for a broad implementation funded by NSF that would provide research opportunities to students at all the TCUs.

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 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 is soliciting input from the TCUs. 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. Three TCUs (Lac Courte Oreilles Ojibwe College, Sitting Bull College, and Navajo Technical University) are currently participating. One-year TCU projects include at least one local community training workshop. Each TCU employs an AmeriCorps VISTA volunteer who helps to implement a training and technical assistance program that helps agricultural operators and/or household gardeners increase their local food production and economic activity. AIHEC has applied for funding from the Native American Agriculture Fund (NAAF) to support two additional projects.

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 an in-person conference with a virtual component for at-distance attendees. 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 the TCUs and Tribal organizations. In total, the program now supports 16 VISTA sites in seven states, with seven current placements at TCUs. The program's goal is to support more TCUs, which remain our top priority audience. Our goal is to place VISTAs in 20 TCUs over the next several years.

The AIHEC Tribal VISTA Program includes three areas of focus: (1) natural resource management; (2) education, student success; and (3) youth development. 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



VISTA member with pasta made from microgreens, part of USDA Farm-to-School program.

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 are completing Year 5 (the final year) of the project to develop and offer Records and Information Management certificate programs under the TCU Records Management project funded by the BIA Office of Trust Records. The project aims to increase the number of TCU students prepared to enter the records management workforce.

As reported previously, the plan is for the BCC and CMN RIM courses series to eventually be made available online to all TCU students. The BCC and CMN RIM I and II courses differ in that CMN's courses have a health data focus which integrates with their health sciences curriculum. Courses in either program could be incorporated into existing certificate or degree programs at other TCUs interested in helping area Tribal agencies, businesses, and service-providing organizations strengthen their records management capability.

AIHEC/TCU Advanced Manufacturing Network Initiative (AMNI)

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

The AMNI colleges (BMCC, CCCC, NTU, SKC, and TMCC) have continued 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 Atcitty, Navajo research engineer at Sandia National Laboratories, continues to serve as lead expert consultant working with this project. In addition, Amy Moser from the Kansas City National Security Complex continues to provide subject matter experts from KCNSC to support TCU projects.

This summer's 8-week advanced manufacturing summer institute is being conducted in a hybrid manner, with the first three weeks offered online and the final five weeks hosted by Navajo Technical University. Due in large part to the continuing impact of the covid-19 pandemic on student participation in internships and summer academic enrichment opportunities, only four students are participating in the Institute. Due to covid-19 disruptions of both the 2020 and 2021 summer institutes, AIHEC and the participating AMNI TCUs have carryover funds that will allow for a third institute in summer 2022.

AMNI expansion: AIHEC plans to support up to six new TCUs with acquisition of a modest advanced manufacturing lab that students and faculty can use to acquire basic design, production, and testing skills. It is envisioned to also be a place students and faculty can design and test new product ideas that could lead to small business ventures and give students a new way to express their creativity and innovativeness while acquiring highly marketable technical skills. As mentioned, the AMNI plans to create and offer a series of online advanced manufacturing courses to students at all TCUs, so a TCU establishing an AM lab through this opportunity will not have to establish a new program with new instructors. We hope that eventually students at all TCUs interested in technical and engineering careers will be able to embark on their career pathway through this hybrid online/on-site model.



EXCITE

Extension Collaborative on
Immunization Teaching & Engagement

AIHEC covid-19 Pandemic National Strategies

EXCITE: Extension Collaborative on Immunization Teaching & Engagement

The Extension Foundation supports the educational outreach from the nation's land-grant universities (LGUs). The Extension Foundation serves the Cooperative Extension System by working with Extension professionals to help increase the impact within their local communities. Cooperative Extension partnered with the CDC to strengthen immunization education and developed the EXCITE program and team. AIHEC's Maggie Grandon is part of the EXCITE leadership team and serves as the 1994 EXCITE engagement coordinator.

The long-term goal of the EXCITE project is immunization education in adult populations with particular focus on adult vaccine hesitancy around covid-19, but to include other adult immunizations as well. The immediate goal of this project is to promote the uptake of covid-19 vaccinations through relevant messaging and innovative models for community action. The priority target audience of the entire project is rural and hard-to-reach audiences including Black, Indigenous people of color (BIPOC), LatinX, and medically underserved audiences, including people within urban areas.

Activity 1 of the EXCITE program is a year-long engagement with the CDC’s Vaccinate with Confidence communication campaign. Applicants will develop communication campaigns that leads to increased vaccination confidence within their



[Online interactive map of Cooperative Extension: Immunization Education Programs](#)

selected priority population with a particular focus among those who do not have plans to receive the covid-19 vaccination or are hesitant about receiving it. Seven TCUs applied for the Vaccinate with Confidence activity and were approved for funding. The seven TCUs receive their funding within the next few weeks and will be involved in this project until April 30, 2022.

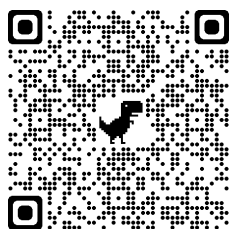
Activity 2 of the EXCITE program required participation in Activity 1. Applicant teams were to be composed of Extension professionals and health partners who would work collaboratively to produce proposals for immunization education pilot programs. Zero TCUs applied for this funding opportunity, but there is a potential for the development of multi-state and multi-institution pilot program that may target TCU communities.

Outreach efforts to the LGUs, including the 1994 LGUs, begin in March 2021. The application deadline for LGUs to submit their Activity 1 and Activity 2 applications was May 14, 2021. Funding is currently being released to the 1994 LGUs, and their Activity 1

communication programs are in the beginning stages of development. Ms. Grandon will continue to support the 1994 LGUs throughout the length of the grant as well as serve on the leadership team to support the overall immunization education goals and objectives of the EXCITE program.

White House covid-19 College Challenge!

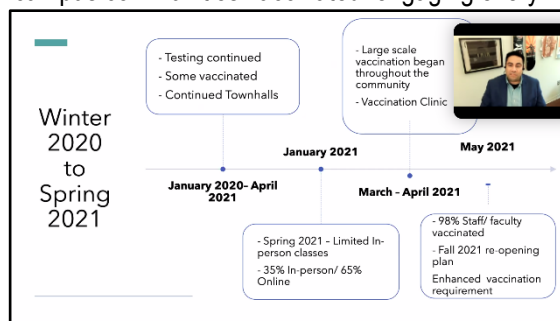
We are thrilled that more than half of the TCUs responded to our request to sign up for the White House covid-19 College Challenge. Our goal now is 100 percent participation! If you have joined, your TCU is among more than **350 institutions that have joined. If your TCU has not, please consider doing so ASAP.**



You can learn more about the Challenge through this QR code, or by visiting the [Challenge website](#).

Organized by the White House and U.S. Department of Education, participating colleges commit to taking three key actions to help get their campus communities vaccinated: engaging every student, faculty, and staff member; organizing their college communities;

and delivering vaccine access for all. Challenge staff organize informative weekly webinars and are adding resources to the website. Earlier this month, **Felipe Colón, IAIA’s Chief Academic Officer**, gave a great presentation during the second weekly webinar, sharing information on IAIA’s efforts and highlighting IAIA’s focus on community and family, rather than self.



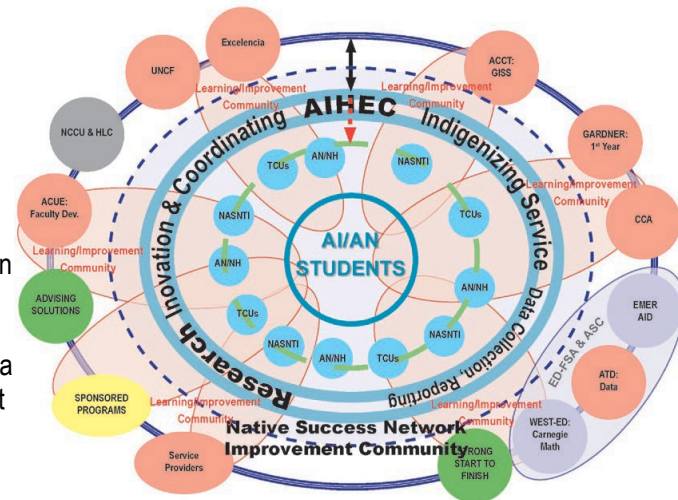
If you have already joined the Challenge, we encourage you to promote *your progress on social media using #COVIDCollegeChallenge and #WeCanDoThis*. You can also share stories and progress by email: COVIDCollegeChallenge@ed.gov.

ENGAGE AND SUCCEED: STUDENT SUCCESS

Bill and Melinda Gates Foundation (BMGF): Intermediaries for Scale (IFS) 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 IFS is a multi-layered project that is showing considerable growth. The IFS team, in collaboration with others, has engaged in the following activities between March 2020 – June 2020:

- Seeking a new program director: the AIHEC job announcement is on the TCJ website. AIHEC is actively recruiting for this exciting and innovative position.
- ICA Capability Building: Through the first iteration of the ICA process, AIHEC identified two high-priority areas for building its intermediaries for scale (IFS) capabilities.
- Building Human Capital: AIHEC is working with a firm to develop a robust human capital strategy.
- Building Data +CI: AIHEC will work with Western Interstate Commission for Higher Education (WICHE) and National Center for Higher Education Management (NCHEMS) to develop a strong and sustainable knowledge management strategic plan.
- Increasing data capacity: As mentioned above, AIHEC is partnering with the Center for Education Policy Research at Harvard University to acquire a data fellow in fall 2021, who will help implement AIHEC’s new knowledge management plan. In addition, Katherine Cardell will join the Harvard University data fellowship program, receiving valuable professional development over the next year.
- 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 participate in shared capacity training and working sessions until fall 2021.
- Institutional Capacity Assessment (ICA): The American Institute of Research will facilitate a self-assessment for AIHEC capturing the areas of growth within the organization; the assessment is schedule for the later part of July 2021-November 2021
- In addition, Carrie Billy has been named a member of Leaders of Color Advisory Committee to the BMGF’s Director of Higher Education’s, as part of the BMGF’s commitment to supporting and advancing equity-focused organizations of color.
- AIHEC has also recently joined the BMGF-supported Equity First initiative, a coalition of national organizations commitment to an equity agenda.



AIHEC Lumina Foundation Students Success Secondary Research Study Initiative

The Lumina Foundation has funded an American Indian/Alaska Native (AIAN) Student Success Secondary Research Study. This project is examining factors that influence participation and completion of AIAN students in higher education, with the goal of developing a holistic framework of strategies designed to help ensure AIAN student success in postsecondary education. We are continuing to review literature on factors contributing to student success and the challenges that they encounter in the pursuit of postsecondary degrees and credentials.

Project staff, with advisory committee guidance, will draft the AIAN Student Success 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 AIANs at multiple levels, including institutions, Tribes, and state/federal governments. The team received an IRB extension to conduct focus groups in late summer 2021. The team has conducted an extensive literature review and will incorporate AIHEC AIMS data in the literature. At this time, AIHEC has received one no-cost extension and may need an additional extension due to challenges with the pandemic and shortage of facing staff capacity.

Reclaiming the Words of Our People: The National TCU Native Languages Center of Excellence

We are pleased to report that in June, AIHEC was awarded a 4-year \$1.3 million grant to establish the National TCU Native Languages Center of Excellence, building on the landmark collaborative Native languages research and planning initiative funded by the Wells Fargo Foundation. Under the Wells Fargo grant, AIHEC conducted virtual site visits and then brought TCU Native language faculty and staff together (virtually, by regions) to formulate a common strategy and an action plan for the teaching and preservation of Indigenous languages.



Photo: English/Dakota at park, Lake Traverse Reservation (South Dakota)

AIHEC launched this multi-phase effort because we knew there was a problem with the effectiveness, sustainability, and growth of Native languages programs at TCUs and our K-12 feeder schools, but we lacked the data and resources to make informed decisions on the best strategies for moving forward. Our research over the past few years has revealed critical gaps in the foundation of many Native language programs in the U.S. and the lack of inadequacy of essential building blocks in others. Further, an urgent need emerged, critical to the type of collective effort that is needed to sustain and scale effective Native language programs: the creation of continuous improvement community of practice in Native language preservation with a trusted intermediary to coordinate and leverage resources and partners, share strategies and guidance, and monitor progress and metrics related to the Tribal Native Language Revitalization Strategy.

Our goal is to ensure the ability of TCUs to address these issues in sustainable, collective, and comprehensive ways - both for students at their own institutions and for their entire tribal communities and tribal nations. We will focus our work in four strategic directions:

1. Standard Set of Native Languages *Text Corpora* for the major language groups taught at TCUs;
2. Curriculum Alignment, Standards, and Assessment;
3. Native Language Revitalization within the Larger Ecosystem (Sociocultural); and
4. Native Language Outreach and Policy Development (policy development not funded under this proposal).

It is important to note that the National TCU Center of Excellence on Native Languages will be a virtual coordinating hub, rather than a “bricks and mortar” site. In essence, it will be virtual network, or community of practice, of TCU language faculty, experts, and elders within a national/international ecosystem of Indigenous language experts, practitioners, researchers, curriculum developers, and providers, *coordinated* by AIHEC. The Center’s staff (Senior Researcher Dr. Jurgita Antoine, and a program director, to be hired) will be guided by a Native Languages Advisory Committee composed of TCU and other university faculty, researchers, practitioners, and linguists recognized as leaders in language preservation and revitalization. We are excited to be moving forward with this transformative work.

Reclaiming the Words of Our People Initiative: Conferences & Partnerships

Dr. Antoine has initiated conversations with Native language organizations, academic institutions, libraries, and archives as well as musicians, artists, producers, and scholars to bring together the skills and talents needed to inform and contribute to this initiative. We are pleased to report that AIHEC was sub-contracted by the American Councils for International Education to assist in including TCU Native language programs in a web-based guide that identifies and describes exemplary models of access and excellence in language education. This project aligns with our strategic

direction to raise awareness about Native American language preservation and teaching, and, by providing the opportunity to showcase the leading TCU language programs, it will help us share the information about our best practices with the world. Applications from several leading TCU language programs in each region have been received by mid-June, and more are expected. The pilot web site can be accessed at <http://americaslanguages.org>.

This quarter, two virtual conferences were attended with the purpose of exchanging new directions in language research and partnership building. The Symposium on American Indian Languages (SAIL) 2021, held April 9-11, 2021, an annual event hosted by the University of Arizona, featured presentations and discussions on language documentation and description as well as new tools and methods for revitalization of the languages of the Americas. Oceti Sakowin: Revitalizing Our Sacred Language, held June 2-3, 2021, 3rd Annual Spring Dakota Language Conference hosted by Whitecap Dakota First Nation, featured leading community scholars and elders working on Dakota/Lakota language revitalization in the United States and Canada.

In addition, we started exploring a partnership with the American Indian Studies Research Institute (AISRI) at Indiana University for potential regional research projects in Siouan languages. During this time, we learned about the collection of Professors Raymond DeMallie and Douglas Parks, which contains more than 2,000 hours of field recordings of Indigenous stories, interviews, and vocabulary ranging through several decades and the entire Northern Plains region. We are investigating the possibilities for TCUs to obtain copies of the collection which, after the professors' deaths, is set to be transferred to the Smithsonian's National Anthropological Archives.

Loss: During the course of this initiative, we witnessed some of the devastating effects of covid-19 across Indian Country and TCU communities. Native American languages were in crisis long before covid-19, yet the pandemic accelerated the loss of Native elders who were knowledge keepers and among the last speakers of some Native languages. During this time, we lost elders, TCU language instructors, and both spiritual and secular leaders who were part of the TCU family. As we pray for the grieving families, we acknowledge that restructuring and redefining of our lives takes time, and we follow our elders' teachings and examples set for us to overcome grief and continue working for our families and communities.

Collaborative Education and Resource Sharing Opportunities

During the Fall 2020 AIHEC board meeting, AIHEC was directed to establish a working group of TCU chief academic officers and AIHEC staff to explore the potential for TCUs to share resources (courses, faculty, and degree programs) across TCUs to expand academic opportunities for all TCU students.

AIHEC staff and working group have been actively meeting to advance this effort, discussing several course sharing consortia models, completing a SWOT analysis, and meeting with regional accreditors to discuss accreditation issues associated with course and program sharing across institutions. Acadeum, a provider of a course sharing management platform specifically designed for consortia, is developing a proposal to work with AIHEC and the TCUs to pilot a course sharing project with funding from the Lumina Foundation. This proposal and the model on which it is based will be shared with the presidents for discussion by fall 2021, together with several alternative models from which the presidents can select an option around which AIHEC staff would develop a more detailed implementation plan.

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 a four-year IPERT II project



funded by the National Institutes of Health (NIH) Innovative Programs to Enhance Research Training (IPERT) Program began on April 1, 2021.

- **Mentoring Program** – Since the spring AIHEC Board of Directors meeting in March, ten Native faculty have applied to serve as mentors in the online Mentoring program with peer and near-peer mentors. Fifty faculty/professional mentors and thirty-five peer mentors is our goal for 2021. We need your help in securing 40 more TCU mentors and 18 TCU peer mentors. The Aseto'ne team recently hired a peer coordinator to help recruit 17 near-peer mentors from student organizations at UND.
 - **Appendix:** Aseto'ne Mentoring Program recruitment materials.
- **Learning Products** – To date, Aseto'ne has collected 95 videos that underwrite the Summer Institute curriculum. Other collected videos will be uploaded as learning products for TCU faculty to use in their courses. The Aseto'ne Network Project web page on the AIHEC web site provides access to eleven webinars, three short courses, and four learning modules. This year, the grant will produce twenty-three more learning products relevant to biomedical, behavioral health, and careers in research. A SharePoint portal will be added to the Aseto'ne Networking Project web page in 2021 to track TCU faculty use of the learning products available for STEM and health education programs.
- **Aseto'ne Summer Institute** – The 2021 Aseto'ne Virtual Institute, slated to open at the beginning of July, features an enhanced delivery model of a prescribed combination of 20-minute lectures followed by an interactive activity for 10 minutes and ending with a 20-minute wrap up reading assignment. Mentoring services will be added to the Praxis learning platform hosting the Institute with daily contacts by faculty and peer mentors. UNMC and UND provided the bulk of the 2021 course content. The NNHRT webinar series providing some course content as well. The impact of the COVID-19 pandemic was seen in the low participation of Tribal College students. The Aseto'ne Summer Institute is seeking 20 students to fill every seat. Rolling registration is open for **all** college students with a GPA of 2.5+. Enrollment preference is given to TCU students. Students seeking college credit will have the option to increase their instructional hours by selecting 1, 2, or 3 credit options within the Institute. A course in cultural resiliency is one of the instructional tracks that students may choose.
 - **Appendix:** Aseto'ne Summer Institute recruitment materials
- **Cultural Resiliency Program** – The Aseto'ne project is negotiating contracts with Dr. Darold Joseph, Northern Arizona University, and Ms. Agnes Attakai, University of Arizona, for the online instruction of cultural resiliency. Interested TCU students have the option to enroll in either a one credit course, titled Medicine Shield, which is solely focused on the Cultural Resilience Program, or a three-credit course, titled Storyteller, that incorporates the full two-credit workload of the Aseto'ne Institute and the Cultural Resilience Program. The Cultural Resiliency Program aims to reach 400 TCU students by the end of the grant in March 2023.
 - **Appendix:** Aseto'ne Cultural Resiliency Program recruitment materials
- **Outreach** - The project has a web page that can be accessed through the AIHEC website 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 AIAN-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. There are 20 seats remaining in the Summer Institute biomedical tracks and ten seats open in the Storyteller Cultural Resiliency Program.
- **New Partnership: Association of American Indian Physicians - National Native Health Professions Conference**
AIHEC is excited to partner with the Association of American Indian Physicians (AAIP) to plan a virtual “National AIAN Health Professions Planning Meeting” on Oct. 25-26, 2021, and an in-person gathering in spring 2022 in Washington, D.C. The overarching goal of this effort is to help address the severe dearth of AIAN nurses and doctors and other health professionals by developing new collaborations and efforts to get our Native youth through

the K-practice pipeline. We hope to build a framework for sustainable AIAN health professions pathways, particularly regionally, beginning in middle school (or earlier), through TCUs/college, and on to graduate or medical school. Key partners are AAIPs, AIHEC, Indian Health Service (HIS) both nationally and regionally, HRSA, regional medical schools and residency programs, and NIEA. More specifically, we will be trying to create regional communities of practice and networked “pathway communities” with national coordination for best practices, information sharing, funding, and data.

- **AIHEC NARCH Proposal** - Building on the Aseto’ne project, in late June AIHEC submitted a \$4 million, 4-year grant proposal to the National Institutes of Health Native American Research Centers on Health program. The AIHEC Building Indigenous Research Capability in Health (BIRCH) initiative would offer a graduate certificate in Indigenous Research and support a curriculum in research concepts and methods for TCU students. BIRCH would be a partnership among AIHEC, TCUs, and the University of North Dakota School of Medicine.

AIHEC Student Congress (ASC) Meetings

The AIHEC Student Congress has been unable to hold elections due to covid-19 issues. The 2020 ASC officers assisted in organizing a virtual election, which was scheduled to occur in July 2020, to elect ASC officers to serve for academic year 2021-2022. Unfortunately, only one student application was received, and the virtual election was cancelled. No ASC Officers were in place for AY 2021-2022. An election for 2022 ASC Officers will held at the 2022 AIHEC Student Conference, if an in-person conference occurs.

AIHEC LIFE Conference

Due to covid-19, the 2021 LIFE Conference was cancelled. Tentative plans are being developed for an in-person LIFE Conference for summer 2022.

IDENTITY AND SOVEREIGNTY:

Stephen C. v. Bureau of Indian Education: Joint AIHEC-NIEA-TEDNA-NCAI Amicus Brief

Plaintiffs in *Stephen C. v. Bureau of Indian Education*, a landmark federal lawsuit brought on behalf of nine students at Havasupai Elementary School, approached AIHEC to ask whether we would be willing to submit an amicus brief in support of their appeal of a lower court decision. AIHEC reached out to the Native American Rights Fund (NARF) who enthusiastically offered to prepare the amicus brief, working closely with plaintiffs’ attorneys. Following AIHEC’s lead, the National Indian Education Association (NIEA), Tribal Education Departments National Assembly (TEDNA), and National Congress of the American Indians agreed to join the brief, which NARF filed this month.

The suit alleges that the BIE failed to provide basic curriculum, like science and physical education, as well as special education services for students who needed them. The lower court ruled in favor of the BIE, stating that the BIE is not required to provide education services that meet standards set in the Indian Education Act. Should this decision stand, it could establish a precedent that it is acceptable for the BIE to provide substandard educational services and deny special education services to students. AIHEC is interested in the decision because so many BIE-educated students eventually transition to TCUs, and we need to ensure that students are adequately prepared. In addition to the joint amicus brief submitted by AIHEC, four other amicus briefs were submitted in support of the plaintiffs (Havasupai students):

- The Havasupai Tribe
- American Indian Law Scholars
- Professors of Administrative Law
- Education Civil Rights Alliance

A website about the case can be accessed here: uniteformativestudents.org.

- **Appendix:** Joint AIHEC-NIEA-TEDNA-NCAI Amicus Brief, prepared by NARF

AIHEC-ACCT Governing Board Leadership Institute: Our First “In Person” Meeting in 16 Months!

AIHEC and the Association of Community College Trustees (ACCT) hosted our first in-person meeting since the pandemic began, the TCU Governing Board Leadership Institute, on June 7-8,2021, in Great Falls, Montana.

Approximately 40 TCU governing board members and presidents attended the training, which focused on improving understanding of board's roles and responsibilities; board/CEO relations; trust building; best practices; and the importance of data driven decision-making, among other topics. In addition, AIHEC offered participating TCUs the opportunity to take ACCT's online board self-assessment, with full report, at no cost. AIHEC plans to host an additional governing board training this fall, in conjunction with the NIEA annual convention in Omaha, Nebraska, scheduled for October 13-16.

2021 Summer BoD Meeting

Appendices:
AIHEC Board Report

AUTHORIZATION/ TCU PROGRAM	FY 2021 ENACTED	FY 2022 BUDGET REQUEST	FY 2022 HOUSE	FY 2022 SENATE	FY 2022 AIHEC REQUEST	FY 2022 Final
Interior: Tribally Controlled Colleges and Universities Assistance Act						
Title I, II, III and contracts (29 TCUs)	\$76,510,000	\$76,510,000	\$83,610,000		\$93,257,409	
Title V (Tribal career/technical institutions)	\$8,151,000	\$8,151,000	\$8,907,000		\$15,000,000	
TCU Construction & Facilities Improvement	\$15,000,000	\$15,000,000	\$16,500,000		\$35,000,000	
Interior: American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act						
Institute of American Indian Arts	\$10,772,000	\$11,000,000	\$11,772,000		\$11,000,000	
HINU and SIPI	\$26,258,000	\$28,622,000	\$28,694,000		\$28,000,000	
ED: Higher Education Act						
TCU HEA Title III-A (\$316) Parts A & F	\$38,080,000 (Part A)	\$53,080,000 (Part A)	Pending		\$53,080,000 (Part A)	
	\$28,290,000 (Part F)	\$89,000,000 (Part F)			\$89,000,000 (Part F)	
ED: Carl Perkins Technical and Career Education Act						
Tribal postsecondary career & technical institutions	\$10,634,000	\$10,634,000	Pending		\$15,000,000	

AUTHORIZATION/ TCU PROGRAM	FY 2021 ENACTED	FY 2022 BUDGET REQUEST	FY 2022 HOUSE	FY 2022 SENATE	FY 2022 AIHEC REQUEST	FY 2022 Final
ED: Indian Education: Special Programs for Indian Children						
Indian Education Professional Development Grants	\$ 9,859,000 (FY21) Total: \$67,993,000	\$19.9 million Total: \$67,993,000	Pending		\$20,000,000 Total: \$78,000,000	
HHS: Tribal Colleges and Universities Head Start Partnership Program						
TCU Head Start Partnership Program	\$ 4,000,000	\$4,000,000	Pending		\$8,000,000 (from existing funds)	
ED: Other Higher Education Programs						
Federal Work Study	\$1.19 billion	\$1.19 billion	Pending		\$1.48 billion	
GEAR UP	\$368 million	\$408 million	Pending		\$430 million	
TRIO	\$1.097 million	\$1.297 million	Pending		\$1.316 billion	
Pell Grant	\$6,495 per student	+\$1,875 =\$8,370	Pending		\$12,990 per student	
USDA: Equity in Educational Land Grant Status Act						
1994 Institutions Extension Program (NIFA)	\$8,500,000	\$8,500,000	\$9,500,000		\$12,250,000	
1994 Institutions Research Program (NIFA)	\$4,000,000	\$4,000,000	\$4,500,000		\$21,500,000	

AUTHORIZATION/ TCU PROGRAM	FY 2021 ENACTED	FY 2022 BUDGET REQUEST	FY 2022 HOUSE	FY 2022 SENATE	FY 2022 AIHEC REQUEST	FY 2022 Final
USDA: Equity in Educational Land Grant Status Act						
1994 Institutions Equity Payment (NIFA)	\$4,500,000	\$4,500,000	\$5,500,000		\$8,750,000	
Native American Endowment Payment (NIFA)	\$11,880,000 Interest: \$5,000,000	\$11,880,000	\$11,880,000		\$17,000,000 (FY 2020 annual interest = \$5M)	
USDA: Consolidated Farm & Rural Development Act						
Federally Recognized Tribes Extension Program (FRTEP)	\$3,200,000	\$3,200,000	\$3,200,000		\$5,000,000	
TCU Essential Community Facilities	\$5,000,000	\$10,000,000	\$10,000,000		\$12,000,000	
TCU Broadband /IT Infrastructure Fund		--	Report language with emphasis on issue		\$24,000,000	
DOE: National Nuclear Security Administration (NNSA) - Minority Serving Institutions Partnership Program (MSIPP)						
MSIPP Initiative: Tribal Education Partnership Program	TCUs: \$5,000,000	TCUs: \$5,000,000	Pending		TCUs: \$5,000,000	
NSF: Education and Human Resources (EHR)						
NSF-TCUP	\$16,500,000	\$21,000,000	Pending		\$20,000,000	

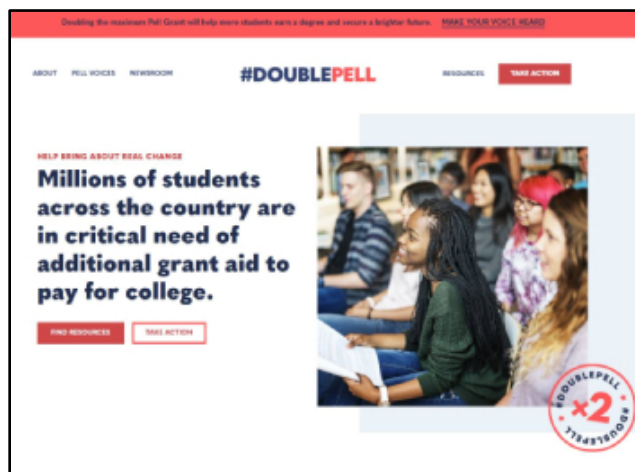
Join the New **#DoublePell Campaign: Let's Double Pell NOW!**

July 13, 2021

Today, AIHEC joins ACE and other national higher education organizations in launching the 2022 **#DoublePell** Campaign!

Our goal: to urge President Biden and the Congress to seize this important opportunity to double the maximum Pell Grant award. To succeed, we need all TCUs and –most important – TCU students, staff, and governing boards, to join our effort: *speak out and contact* your own members of Congress to encourage their support for doubling the maximum Pell Grant to \$13,000 NOW!

Your TCU is critical to spreading this message!



The **Double Pell Alliance**, which is the coalition of national organizations, is committed to doing all we can in support of doubling the maximum Pell Grant by the **50th anniversary** of the creation of the program in June 2022.

Doubling Pell will go a long way in helping students at TCUs meet their full educational needs (annual cost of college).

To learn more and become active, go to doublepell.org. There, you and your students will find tools to communicate with Congress in support of doubling Pell and engage on social media.

Students and families will be able to **share personal stories about how the Pell Grant has helped them.**

Be sure to check out the **Take Action** page, which includes a customizable letter that students, families and all stakeholders can send to their members of Congress. There are also social media graphics that you can use to amplify the **#DoublePell** campaign messages.

For the campaign to be a success, **we need your help:**

1. Send a message about the **#DoublePell** campaign to your students who are Pell Grant recipients and encourage them to get involved. (Download a sample announcement you can tailor to your institution [here](#).) Ask your students to visit the **Take Action** page and send a letter to their House and Senate members in support of doubling Pell *and* to speak out on social media using **#DoublePell**. **Urge them to share their story** – it will be added to other student stories on the website.
2. Let your entire campus and community know about the campaign (newsletters, campus-wide emails, etc.) and urge faculty, staff, board members, and others to join the effort!
3. If you are on social media (including FB), use your TCU's social media accounts to promote the campaign – share why it is important for Congress to **#DoublePell**.
4. Use the fact sheets and other resources on the website for your own advocacy with members of your congressional delegation.

The American Jobs Plan Supports Tribal Communities

President Biden's American Jobs Plan invests tens of billions of dollars directly in Tribal communities across the country, in addition to hundreds of billions of dollars in other investments to which tribal communities are eligible. The plan supports investments for Tribal Governments, advancing key regional development and capacity-building efforts that will help Tribal communities unlock the full potential of this historic funding. Specifically, President Biden's American Jobs Plan will:

EXPAND JOB OPPORTUNITIES

- **Invest in equitable workforce development and job training programs.** As more Americans rejoin the workforce or seek out new opportunities in a changing economy, there is a greater need for skills development opportunities for all workers. President Biden's plan invests \$100 billion in workforce development programs targeted at underserved communities to get our students on paths to trades and careers before they graduate from high school. His plan will help trainees compete for in-demand jobs through wraparound services, income supports, counseling, and case management, paired with high-quality training and effective partnerships between educational institutions, unions, and employers.
- **Bridge the digital divide by achieving 100 percent coverage of high-speed broadband.** The President's plan will prioritize building "future proof" broadband infrastructure in unserved and underserved areas so that we finally reach 100% high-speed broadband coverage. He is committed to lower internet prices for all Americans, and for promoting adoption of affordable broadband internet in both rural and urban communities to help close the digital divide. His plan will also invest in long-overdue expansion of broadband on Tribal lands, in consultation with Tribal Nations, and in U.S. Territories.
- **Invest in caregivers, who are disproportionately women of color.** Caregivers – who are disproportionately women of color – have been underpaid and undervalued for far too long. President Biden's plan ensures domestic workers, including Native women, receive the benefits and protections they deserve and tackles pay inequities based on gender.

SUPPORT CRITICAL INFRASTRUCTURE FOR TRIBAL COMMUNITIES

- **Support clean and safe drinking water.** As part of a \$111 billion investment in water infrastructure to support clean, safe drinking water as a right in all communities, the American Jobs Plan will invest several billion dollars to support water infrastructure in Tribal communities, including the Indian Health Service Sanitation Facilities Construction program. It also includes targeted funding for the Department of the Interior's Rural Water Program and Technical Assistance for Tribes Program. This funding is in addition to large increases in Clean Water State Revolving Fund and Drinking Water State Revolving Fund funding to which a portion will be set-aside for tribal communities.
- **Double the Tribal Transportation Program.** The President's plan provides a historic investment to more than double the Tribal Transportation Program, currently authorized for \$2.4 billion over five years. This funding would provide urgently needed resources for often underdeveloped, unsafe, and poorly maintained road networks, and hundreds of bridges in need of repair.
- **Expand and rehabilitate Indian Housing.** Native Americans are seven times more likely to live in overcrowded conditions and five times more likely to have plumbing, kitchen, or heating problems than

all U.S. households. To close this gap, the President's Plan will invest significant funding in HUD's Indian Housing Block Grant to fund a range of affordable housing activities in tribal areas, including housing development, rehabilitation and housing services.

- **Fix rural bridges.** As part of an historic investment to repair America's crumbling infrastructure, the President's plan focuses \$20 billion over five years exclusively on the smaller, off-system bridges, many in rural areas, that would address 12,000 of the 30,000 off-system bridges currently in poor condition.

ADVANCE CLIMATE AND ENVIRONMENTAL JUSTICE

- **Strengthen community resilience.** The President's plan supports those communities who are most vulnerable, physically and financially, to climate-driven disasters to effectively protect themselves and rebuild. This includes substantial investments in programs for which tribes and tribal members are eligible, such as FEMA's Building Resilient Infrastructure and Communities pre-disaster mitigation program and for USDA's Watershed Protection and Flood Prevention Program. Additionally, it includes targeted funding for tribes for resource management and irrigation improvements, and for Tribal climate resiliency grants to support every federally recognized Tribe that wishes to have a location-specific climate adaptation plan to be able to do so.
- **Provide Tribal communities transition and relocation assistance.** The President's plan invests in a new Tribal transition and relocation assistance program to support planning and voluntary, community-led transitions for those Tribal communities who are most vulnerable to accelerating climate-driven disasters.
- **Protect Tribal land and water.** The President's plan invests in landscape-level resilience and conservation investments on federal, tribal, and partner lands including coastal resilience programs and major landscape restoration initiatives. Tribal communities will be key partners in many of these initiatives.
- **Plug orphan wells and clean up abandoned mines.** Hundreds of thousands of former orphan oil and gas wells and abandoned mines pose serious safety hazards while also causing ongoing air and water contamination and other environmental damage. Many of these old wells and mines are located on tribal lands and in rural communities that have suffered from years of disinvestment. President Biden's plan includes an immediate up-front investment that will put hundreds of thousands to work in union jobs plugging oil and gas wells and restoring and reclaiming abandoned coal, hardrock, and uranium mines.



Statement of the American Indian Higher Education Consortium (AIHEC)
Submitted to the U.S. House of Representatives
Subcommittee on Indigenous Peoples of the United States
Infrastructure in Indigenous Communities: Priorities for American Jobs Plan

May 5, 2021

On behalf of the nation's 37 Tribal Colleges and Universities (TCUs), which together compose the American Indian Higher Education Consortium (AIHEC), we appreciate the opportunity to provide comments on President Biden's American Jobs Plan in response to the hearing held on April 21, 2021.

On March 31, 2021, President Biden released a summary of the American Jobs Plan focused on upgrading and repairing America's physical infrastructure. The plan outlines several focus areas that should include major investments in TCUs. However, in order to fully realize the potential of this plan and its impact on tribal communities, it is imperative that lawmakers move to ensure TCUs are explicitly included in the plan and the legislation that will make it a reality. Our submission includes recommendations for additional policy and increased investments in digital infrastructure, facilities and maintenance, and research and development.

Background: The Tribal College Movement

The nation's 37 TCUs (35 accredited and two development/emerging institutions) operate more than 75 campuses and sites in 16 states. TCU geographic boundaries encompass 80 percent of American Indian reservations and federal Indian trust lands. American Indian and Alaska Native (AI/AN) TCU students represent more than 230 federally recognized tribes and hail from more than 30 states. Nearly 80 percent of these students receive federal financial aid and nearly half are first generation students. In total, TCUs serve more than 160,000 AI/ANs and other rural residents each year through a wide variety of academic and community-based programs.

Prior to the onset of the pandemic, in early March 2020, and for decades, TCUs have produced an AI/AN workforce that includes Head Start teachers, elementary and secondary school teachers, agriculture and land management specialists, engineers, computer programmers, nurses, and more. TCUs were doing this work in an environment far more challenging than that faced by any other institution of higher education (IHE) in the U.S. – an environment that has only become more difficult. A lack of adequate operating support, financial and academic challenges, and food and housing insecurity all create a challenging dynamic that our institutions must work to overcome.

1. **Inadequate Operating Support:** On average, TCUs are the poorest institutions of higher education in the nation. Even in the best of times, TCUs operate with very lean budgets because operating funding, which comes from the federal government, is grossly inadequate to meet TCU needs. Most TCUs received \$8,303 per Indian Student for academic year 2020-2021, significantly below the authorized level of \$9,937 per Indian student.

TCUs receive little or no financial support from their tribal governments because the tribal governments that have chartered them are some of the poorest tribal governments in the nation. For those that do receive funding, it is often inconsistent and dependent on annual tribal revenues. For example, 16 of the 37 TCUs received about \$33 million in tribal support in Academic Year (AY) 2018-19; in AY 2017-18, TCUs received only \$31 million in tribal support (AIHEC AIMS). Additionally, because most TCUs are not part of state education systems, they do not receive state funding. The handful of TCUs that do receive limited state funding receive support only for the non-Native ("non-beneficiary") students enrolled in their school.

Although 28 TCUs have an endowment, most are extremely small. 27 TCU endowments range from \$10,000 to \$14.2 million, while one institution has an endowment just over \$50 million. Nationally, the median college or university endowment is \$65.1 million, while the median TCU endowment is only \$2.4 million. Despite funding challenges, TCUs are committed to their tribes and communities. TCUs are open door institutions, serving any student who is willing to commit to a semester of learning.

Because TCUs serve some of the poorest communities in the nation – communities suffering generational poverty and serious socio-economic challenges – TCUs charge very low tuition (approximately \$3,647 per year for a 4-year degree). Many TCUs provide books to students to keep costs down for students; and although 18 TCUs operate dorms and cafeterias, these are not money-making enterprises like they are at other colleges and universities. Still, many TCU students cannot afford to pay both tuition and room and board. In 2019, pre-pandemic, the average TCU student unmet need was more than \$10,000 per year, according to U.S. Department of Education statistics.

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

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

3. **Student Demographics – Food and Housing Insecurities:** In addition to being low-income, first generation, and academically under-prepared, TCU students – and faculty – face serious health and safety risks because of food and housing insecurity. A recent survey published¹ by the American Indian College Fund and the Hope Center for College, Community, and Justice at Temple University revealed that of the students surveyed, TCU students suffered food and housing insecurity and homelessness at much higher rates than other college students. Nearly 30 percent of the TCU student respondents reported being homeless at some point in the prior 12 months (compared to the national student average of 17 percent); 69 percent of the TCU student respondents said they faced housing insecurity in the prior 12 months (compared to the national student average of 46 percent); and almost 62 percent were food insecure in the prior 30 days (compared to the national student average of 39 percent). Yet, despite these challenges, TCU students reported greater academic success compared to students with similar demographics attending other colleges and universities.

How Can the American Jobs Plan Help TCUs?

Digital Infrastructure

Prior to the pandemic, AIHEC began documenting the unique broadband related challenges faced by our TCUs. Supported by a 2017 grant from the National Science Foundation (NSF), we were able to conduct an in-depth study of the cyberinfrastructure capacity and needs of our institutions. The study results revealed that **TCUs had the slowest Internet speeds, at the highest cost, of any college or university in the country**. Further, most of our students lacked reliable Internet connectivity at home. The study recommended a long-term goal to connect TCUs to

¹ New Study Shows Hunger, Homelessness Hinder TCU Students (Press Release). American Indian College Fund. March 19, 2020. <https://collegefund.org/research/new-study-shows-hunger-homelessness-hinder-tcu-students/>

regional education and research Internet networks that crisscross this country and enable faculty and students at nearly all other U.S. IHEs to learn, work, and conduct research with one another. Unfortunately, as of summer 2020, only 10 TCUs were connected to these networks. Additionally, the study found that in 2015 the average Internet speeds for U.S. IHEs were 513 Mbps for two-year institutions and 3.5 Gbps for four-year institutions, yet, more than one-third of all TCUs (16) had Internet speeds at 100 Mbps or less – and four were at or below 50 Mbps. Overall, the average TCU Internet speed was a slow 375 Mbps. Making the problem even more challenging, the TCU IT equipment refresh rate is 8.3 years, while the industry standard practice is three to five years.

Current TCU Connectivity Costs: In addition to inadequate broadband speed and capacity, many TCUs are paying connectivity rates that are significantly higher than the national average. Due to the extremely high costs, TCUs simply cannot afford connectivity levels that are typical for two-year and four-year institutions. Exorbitant connectivity costs are common for TCUs and their students where monopoly or near monopoly power exists or where a small number of providers charge near-identical high rates, regardless of whether the providers are commercial providers or tribal providers.

- Average TCU Internet connectivity cost: \$40,000 per year
 - Maximum expenses for a single location: \$250,000 for per year for Iñisaġvik College (Barrow, AK).
 - Maximum expense with satellite locations: \$367,000 for per year for Diné College (Tsaile, AZ), includes two satellite locations, as of March 2020.²
- Tohono O'odham Community College (Sells, AZ) pays \$70/Mbps per month, a monthly cost of \$3,500 for 50 Mbps service, which is 70 times the national average cost.
- The national average for 1 Gbps is \$1,000 per month (based on the rate of \$1/Mbps per month).

When examining TCU digital infrastructure, it is important to keep in mind that 32 TCUs are in very remote areas. For these TCUs, there is a lack of choice (competition) of Internet Service Providers (ISPs), which significantly drives up costs. This is the primary reason TCUs pay higher than average rates for their Internet service, particularly given the low speed.

Even TCUs with adequate Internet access on campus face problems delivering classes remotely to students across their reservations. At some TCUs, more than half of students lack consistent, reliable, and affordable Internet access at home³ and many students lack the equipment (tablets, computers, laptops) necessary to engage in coursework and homework. Dr. Richard Littlebear, President of Chief Dull Knife College (CDKC), describes the problem: *"I can use my cell phone to make a call from Hawaii to Lame Deer, but I can't use my cell phone to call from Lame Deer to Busby – there is no cellular service and without cellular, there is no Internet."* Oahu, Hawaii is 3,300 miles from the Northern Cheyenne reservation in Montana. The distance between the reservation towns of Lame Deer and Busby is 16 miles. CDKC had to completely halt class in summer 2020 and fall 2020 due to the lack of Internet infrastructure on the reservation.

AIHEC Recommendation – Establish a \$24 million TCU IT Service Fund: In order to address these ongoing challenges, AIHEC recommends that the Administration and Congress work together to establish a permanent TCU IT Service Fund under the U.S. Department of Agriculture (USDA) - Rural Utilities Service, in either the Community Connect Fund or the Reconnect Program. Approximately \$24 million in TCU set-aside funding is needed for this program, based on AIHEC's extensive data informed analysis.

It is important to note that any program to provide tax credits to existing ISPs for providing free internet access to students provides little or no help in Indian Country because the IT infrastructure does not exist: 68 percent of those on rural Tribal lands lack access to fixed broadband, according to a 2016 Federal Communications Commission Broadband Progress Report.

² Using federal COVID-19 relief funding, Diné College recently upgraded its broadband infrastructure to 3 Gbps. However, the cost for this access is not sustainable: Diné College now pays \$803,000 per year for 3 Gbps of access for its six campuses and two micro-sites, a figure that is 21.33 times the national average.

³ According to a 2016 FCC Broadband Progress Report, 68 percent of those on rural Tribal lands lack access to fixed broadband.

Establishing specific funds for Land-grant institutions within the U.S. Department of Agriculture (USDA) is not unusual. For example, in the last reauthorization of the Farm Bill, Congress established a permanent \$40 million scholarship fund for 1890 Land-grant institutions (Historically Black Colleges and Universities), and Congress annually funds a modest TCU (1994 Land-grant institution) community facilities construction set-aside program within the USDA-Rural Development Community Facilities program.

The American Jobs Plans addresses the issue of broadband accessibility by prioritizing high-speed broadband in unserved and underserved areas with a tribal set aside; and promoting affordable high quality, reliable internet by investing \$100 billion in this effort. AIHEC recommends that the Administration work with Congress to create TCU specific opportunities to address the ongoing broadband challenges faced by TCUs, tribal communities, and students.

Higher Education Facilities

Aaron Sansosie is a veteran of the U.S. Army, father of four, and recent graduate of Navajo Technical University (NTU) in Crownpoint, New Mexico. Like many TCU students, Aaron set impressive educational goals – he earned a carpentry certificate then immediately started an associate’s program in complex building information modeling, completing both programs in less than two years. To achieve his goals, Aaron enrolled in 17 to 19 credits each semester at NTU, taking classes all morning, labs all afternoon, and online courses and studying in the evening. This would be a grueling schedule for any student, but this father of four did all of this while sleeping out of his truck. He is not alone. At NTU and many of our TCUs, many students often sleep in their vehicles to attend class, because TCUs often lack enough affordable student housing.

Aaron has since moved on to pursue other educational goals – he left NTU to enroll in a baccalaureate degree in architecture, because NTU does not have the resources to build out its program beyond the associate’s level. Student housing and limited advanced degree programs, particularly in high-wage, jobs-oriented career and technical fields, are just two of the many outstanding infrastructure needs on TCU campuses throughout Indian Country.

At present, TCUs and their chartering tribal governments must cobble together resources from several different public and private funding sources for new construction and rehabilitation projects. Federal programs tapped by TCUs include the U.S. Department of Education Title III grants for Tribal Colleges and Universities (Parts A and F, Section 316 of the Higher Education Act); USDA TCU Community Facilities Program (small grants of about \$120,000 per eligible TCU); USDA community facility loan programs; limited funding from the U.S. Department of Housing and Urban Development; and private foundation and capital campaign funding. Virtually no construction funding for TCUs comes from the U.S. Department of the Interior, other than small amounts for Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.

AIHEC Recommendation – Establish a \$500 million TCU Construction Fund: For TCUs to realize their goals of strengthening tribes as sovereign nations and building a 21st century AI/AN workforce, they must have the facilities and infrastructure capable of educating and training students in a safe environment. It simply cannot be done with leaking roofs and exposed and substandard electrical wiring; outdated computer labs; students sleeping in vehicles; and the slowest most expensive Internet access. Yet, that is what TCUs are asked to do. In order to solve these issues, we propose the establishment of a \$500 million TCU Construction Fund based on the following research:

- **AIHEC TCU Facilities Survey:** In 2018 AIHEC surveyed 23 TCUs, which revealed a list of chronic facilities-related needs, including student and faculty housing, classrooms, libraries, and laboratories. The 23 TCUs had an estimated total need of \$347.8 million in deferred maintenance and rehabilitation and a need of \$730 million to fully implement existing master plans. Extrapolating this to all 37 TCUs, the total *current* need is \$500 million for Deferred Maintenance and Rehabilitation and \$837 million for Completion of Master Plans. (see appendix: TCU Facilities Needs Survey July 2018). Additionally, the Tribally Controlled Colleges and Universities Assistance Act (TCCUAA P.L. 95-471) directs the Bureau of Indian Affairs (BIA) to conduct a study of the condition of existing facilities, examine facilities-related health and safety concerns, and identify the current and long-term infrastructure needs of all 37 TCUs. Unfortunately, this study has never been

completed, so we call on the BIA and Bureau of Indian Education (BIE) to actually carry this out and provide an updated and thorough inventory of TCU facilities-related needs.

In addition to the TCU facilities study, a TCU construction and facilities program was authorized by law in 1978. After 43 years, Congress appropriated \$15 million in TCU facilities related funding to begin to address these issues. The BIA and BIE are hosting a tribal listening session this month to determine how to administer the \$15 million.

AIHEC Recommendation – Create a TCU Operations and Maintenance Account: In order to properly manage, fully use, and extend the lifespan of TCU facilities, AIHEC recommends the establishment of a TCU Facilities Operations and Maintenance Account. Currently, BIE K-12 schools receive operations and maintenance funding to address safety and health concerns, perform routine maintenance to optimize the lifecycle of facility-related systems, and protect land and property value. As we've outlined, TCUs are creatively addressing a myriad of needs with limited, thinly stretched budgets. The creation of a dedicated TCU Operations and Maintenance Account would allow TCUs to fully use current operational funding for "academic, educational, and administrative purposes" as outlined in the TCCUAA, while building more parity within the BIE K-20 system.

One way the American Jobs Plans focuses on education is by investing in higher education facilities. To begin to address historically neglected TCU infrastructure, AIHEC recommends that the Administration work with Congress to realize the transformative vision of TCUs by investing in TCU facilities through a dedicated construction fund and operations and maintenance fund.

Research and Development: Investments in NSF and TCUs

The National Science Foundation-Tribal Colleges and Universities Program (NSF-TCUP), administered by the NSF Education and Human Resources Directorate, is a competitive grant program that enables TCUs and Alaska Native Serving and Native Hawaiian Serving Institutions (AN/NHSIs) to develop and expand critically needed STEM education and research programs relevant to their Indigenous communities.

Since the program began in 2001, NSF-TCUP has become the primary federal program for building STEM programmatic and research capacity at TCUs. For example, NSF-TCUP funding supported Navajo Technical University (NTU) in the development of its electrical and industrial engineering programs, which received accreditation from the Accreditation Board of Engineering and Technology (ABET) in 2018. This marks a significant milestone, with NTU leading the way as the first TCU to receive ABET accreditation.

There are many success stories at the TCUs. In 2014, Cankdeska Cikana Community College (CCCC), Sitting Bull College, Nueta Hidatsa Sahnish College, and Turtle Mountain Community College established an engineering education partnership with North Dakota State University (NDSU) through funding from NSF-TCUP's Pre-engineering Education Collaborative (PEEC). The TCUs and NDSU developed a formal curriculum and support system for students to obtain a bachelor's degree in engineering, beginning with pre-engineering coursework offered collaboratively by TCU and NDSU engineering faculty; then students transition to NDSU to complete their bachelor's degree. The first graduate of the program, Ryan Brown, was a pre-engineering student at CCCC who went on to earn his Bachelor of Science degree in civil engineering at NDSU in 2018. Brown returned to the Spirit Lake Reservation and currently serves as a project manager for the Spirit Lake Tribal Planning Department.

Growing up in rural Montana, Cody Natoni Sifford (Diné) pursued a degree in environmental science at Salish Kootenai College (SKC) located in Pablo, Montana, participated in several internships with federal agencies, and completed a master's degree in forest resources at the University of Washington Seattle. Sifford has since returned to Montana to serve as an adjunct professor at SKC and works as a geographic information systems analyst for the Confederated Tribes of Salish and Kootenai forest department.

These success stories notwithstanding, AI/AN students are disadvantaged from pursuing STEM-centered careers from an early age. As mentioned earlier, AI/AN youth have the highest high school drop-out rate of any ethnic or racial group in the country. Those who do pursue postsecondary education often require developmental classes before taking on a full load of college-level courses. Placement tests administered at TCUs to first-time entering

students in academic year 2018-19 showed that 36 percent required remedial math. Our data indicates that while 51 percent will successfully complete the course, many will take more than one year to do so.

Through NSF-TCUP grants, TCUs and AN/NHs are actively working to address this problem by developing strong partnerships with their K-12 feeder schools to engage students in culturally appropriate STEM education and outreach programs. SKC, located on the Flathead Indian Reservation, created a two-year STEM Academy to prepare junior and senior high school students for college. Participating high school students engage in collaborative work with STEM researchers, conduct culturally relevant research, and take courses to earn college credit.

As stewards of the land, TCUs and tribal communities are leading the way in climate change research, mitigation, and adaptation. As featured in the *Tribal College Journal*⁴, students at Aaniiih Nakoda College (ANC) are determined to utilize their education to help combat the looming climate change crisis and the effects it will have on their Fort Belknap community. Children at ANC's White Clay Immersion School have built their own weather station and created an Aaniiih language book on climate change for elementary school children. Meanwhile, students in the college's new four-year degree program in Aaniiih Nakoda ecology are taking the *ʔisítáaʔ/peda* (fire) class, comparing burned and unburned areas on the Montana prairie with grasslands restoration and climate change in mind. Other students in environmental science are immersed in studying the buffalo pasture, measuring biomass, and carrying capacity as the effects of global temperature rise take hold.

Elsewhere on the Fort Belknap reservation, allied health and environmental science students are collecting mosquitoes during the summer months to test for the West Nile Virus and to predict outbreaks of the disease in their community, while ANC instructor Dan Kinsey is conducting a long-term monitoring study of organisms found in the Milk River, the community's drinking water source, to assess water health. And the new "Grow Our Own" nursing program is collaborating with the ANC farm to stress food security, nutrition, and the benefits of community members establishing their own gardens. All these initiatives are like streams that flow into a much larger river—a confluence that will be needed if we are to be proactive and adapt to climate change as Indigenous peoples the world over. As you can see from these examples, the NSF-TCUP is critical and could be greatly expanded with greater funding.

AIHEC Recommendation – Increased and Distinct Institutional Research and Development Funding for TCUs: Even with all the advances and successes, funding for the NSF-TCUP has been stagnant for years. Therefore, not all TCUs have had an opportunity to benefit. In addition to increased funding for the NSF-TCUP program, AIHEC recommends the program be restructured and expanded to increase participation from TCUs, Alaska Native Serving Institutions, and Native Hawaiian Serving Institutions.

The American Jobs Plans recommends an investment of \$50 billion within the NSF to build upon existing programs. AIHEC strongly recommends a sizeable investment in NSF programming for TCUs to advance STEM research, aid in eliminating racial and gender inequities, and increase climate change adaption on tribal lands. AIHEC also fully supports President Biden's call for targeted research investments for Historically Black Colleges and Universities (HBCUs), TCUs, and Minority Serving Institutions. Of the proposed \$10 billion research & develop fund and \$15 billion Centers of Excellence fund, a distinct TCU set aside must be established to ensure TCU participation. Without a specific set aside, TCUs will be left out of these well-intentioned programs.

AIHEC Recommendation – Establish a New TCU-Excellence in Research (TCU-EiR) Program: AIHEC recommends the establishment of a TCU-EiR program, identical to the HBCU program, to support basic and applied research at TCUs, which will enable STEM faculty to develop research capacity at TCUs and conduct research. Such a program is desperately needed due to the need for tribally driven STEM research and the dearth of AI/ANs earning graduate degrees and PhDs, particularly in STEM. Without funding for TCU-specific capacity building, the number of AI/ANs with advanced degrees and entering the STEM research workforce will continue to lag far behind other populations. Just as a specific program was established for HBCUs, an identical program is needed for TCUs. In

⁴ Confluences for Climate Education: Aaniiih Nakoda College Addresses Our Changing Environment. *Tribal College Journal*. (February 21, 2021). <https://tribalcollegejournal.org/confluence-for-cimate-education-aaniiih-nakoda-college-addresses-our-changing-environment/>

2015, AI/ANs made up 1.2 percent of the total U.S. population, but represented only 0.4 percent of all engineering Bachelor's degree recipients, 0.3 percent of the engineering workforce, and 0.1 percent of all engineering faculty.⁵ Between 2001 and 2013, the yearly average number of AI/ANs earning PhDs in engineering – in the entire U.S. – was 10. About 75 Masters of Engineering degrees were awarded to AI/ANs during that same time period.⁶ According to the 2019 NSF Report on Women, Minorities, and Persons with Disabilities in Science and Engineering,⁷ 104 AI/ANs earned PhDs in STEM fields in 2017, representing 0.26 percent of all STEM PhDs awarded in the US. Clearly, the need for this capacity building program is tremendous.

AIHEC Recommendation – Establish Separate NSF Alaska Native and Native Hawaiian-Serving Institutions (AN/NHSIs) Programs: Although the title of the NSF-TCUP program is TCU-specific, NSF also allows AN/NHSIs to compete for funding under NSF-TCUP. As currently administered, NSF-TCUP funding intended to address disparities in TCU STEM programming is instead being used by larger, state-supported institutions that are far from resource-challenged. We request that AN/NHSIs be removed from the NSF-TCU program and a separate program be established for these institutions. This would be consistent with programs administered by the U.S. Department of Education. The Strengthening TCUs program is authorized in Section 316 of the Higher Education Act (HEA); and the Strengthening AN/NHSIs program is authorized in HEA Section 317, and both are administered separately by the U.S. Department of Education.

Conclusion: American Jobs Plan TCU Investments Provide a Bright Future

Over the past 50 years of the Tribal College Movement, TCUs have provided quality higher education to thousands of AI/ANs and other rural residents and continue to provide essential community programs and services to those who might otherwise not have access to such opportunities. The modest federal investment in TCUs during this time have paid great dividends in terms of employment, education, research, and economic development and have significantly reduced the costs of social programs, health care, and law enforcement. However, TCUs have been forced to operate on lean budgets year after year without any significant long-term federal investment in infrastructure and broadband support. Further, the global pandemic has exacerbated existing challenges and created new challenges for TCUs as they plan for an uncertain future. More than ever, TCUs need this Administration and Congress to ensure TCUs are distinctly supported and afforded new opportunities within the American Jobs Plan.

As President Biden said in his recent joint address to Congress:

“...We'll invest in Historical Black Colleges and Universities, Tribal Colleges, Minority-Serving Institutions. The reason is: They don't have the endowments, but their students are just as capable of learning about cybersecurity, just as capable of learning about metallurgy — all the things that are going on that provide those jobs of the future.”

We agree with President Biden, our students are just as capable as any student in the country or the world if given the proper support and investment. We appreciate the Subcommittee's past support of TCUs and your thoughtful consideration of our recommendations for the the American Jobs Plan. Thank you.

⁵ Bridging the Racial Gap in STEM Education. *National Action Council for Minorities in Engineering*. November 8, 2021.

<https://www.nacme.org/nacme-career-center/89-news/articles>.

⁶ Sandia Indian Energy—Internship Program. May 2018.

https://www.ncsl.org/Portals/1/Documents/energy/Tribal_Energy/Sandra_Begay_32545.pdf.

⁷ [Women, Minorities, and Persons with Disabilities in Science and Engineering: 2019 | NSF - National Science Foundation](#)

FACT SHEET:

The American Families Plan Advances Equity for Native Americans

President Biden's American Families Plan will deliver a fairer and more equitable America for Native Americans and will support Native families.

FREE COMMUNITY COLLEGE AND OTHER POSTSECONDARY INVESTMENTS

American workers, particularly workers of color and workers from other underrepresented communities, need more opportunities to build their skills, increase their earnings, remain competitive, and share in the benefits of the new economy. The American Families Plan will:

- **Offer First-Time College Students and Workers Wanting to Reskill Two Years of Free Community College.** The American Families Plan will offer free community college and public Tribal college through a federal-state and Tribal partnership. Students can use the benefit over three years with the ability to extend up to one additional year depending on their circumstances.
- **Provide up to Approximately \$1,400 in Additional Assistance to Low-Income Students by Increasing the Pell Grant Award.** Nearly half of American Indian or Alaska Native and more than one-third of Native Hawaiian or Pacific Islander students depend on Pell Grants to help pay for college. But the grant has not kept up with the rising cost of postsecondary education. The American Families Plan would increase the maximum Pell Grant award by more than 20 percent.
- **Increase College Retention and Completion Rates at Colleges and Universities, Including Tribal Colleges and Universities (TCUs).** The President is proposing a \$62 billion investment to provide funding to states, territories, and Tribes to support retention and completion activities at colleges and universities, including TCUs, that serve high numbers of low-income students.
- **Provide Two Years of Subsidized Tuition and Expand Programs in High-Demand Fields at Institutions Such as TCUs.** The President is calling for \$39 billion to provide tuition subsidies to low- and middle-income students attending four-year Historically Black Colleges and Universities (HBCUs), TCUs, and Minority Serving Institutions (MSIs). The President is also calling for \$5 billion to expand existing institutional aid grants to HBCUs, TCUs, and MSIs, which can be used by these institutions to strengthen their academic, administrative, and fiscal capabilities. This includes creating or expanding educational programs in high-demand fields (e.g., STEM, computer sciences, nursing, and allied health). An additional \$2 billion would be directed towards building a pipeline of skilled health care workers with graduate degrees from HBCUs, TCUs, and MSIs.

EDUCATION AND PREPARATION FOR TEACHERS

The U.S. faces a large and growing teacher shortage. President Biden's American Families Plan will:

- **Invest in the Recruitment, Training, and Retention of Underrepresented Teachers to Help Narrow Persistent Educational Disparities.** The American Families Plan invests \$400 million in teacher preparation programs at HBCUs, TCUs, and MSIs. It also doubles scholarships for future teachers from \$4,000 to \$8,000 per year, which would help teachers from underrepresented communities access high-quality teacher preparation programs. The plan will invest a further \$2.8 billion in Grow Your Own programs and year-long, paid teacher residency programs, which are more likely to enroll underrepresented teacher candidates and have a positive impact on student outcomes and teacher retention.
- **Support the Development of Special Education Teachers.** The American Families Plan will invest \$900 million in personnel preparation funds under the Individuals with Disabilities Education Act (IDEA), funding pathways to additional certifications, and strengthening existing teacher preparation programs for special education teachers.
- **Help Current Teachers Earn In-Demand Credentials.** President Biden is calling on Congress to create a new fund to provide more than 100,000 educators with the opportunity to obtain additional certifications in high-demand areas like special education, bilingual education, and certifications that improve teacher performance.

UNIVERSAL PRE-SCHOOL FOR ALL 3- AND 4-YEAR-OLDS

Preschool is critical to ensuring that children start kindergarten with the skills and supports that set them up for success in school. There is great need among American Indian and Alaska Native children for high-quality early care and preschool education. Only 12 percent of American Indian and Alaska Native children ages two to five who are not yet in kindergarten can recognize all the letters of the alphabet, compared to 25 percent of non-Hispanic White children and 28 percent of Black children. To close these gaps that lead to these disparities, President Biden's American Families Plan will:

- **Provide Free, High-Quality, Accessible and Inclusive Pre-School to All 3- And 4-Year-Olds.** President Biden is calling for free, high-quality, accessible, and inclusive preschool for all three-and four-year-olds, benefitting five million children in states, territories, and Tribal Nations.
- **Support Those Seeking Education Degrees or Credentials.** The American Families Plan will leverage investments in tuition-free community college (including Tribal college) and teacher scholarships to support those who wish to earn a bachelor's degree or other credential that supports their work as an early childhood educator.

- **Invest in Employees at Participating Pre-K Programs and Head Start.** The American Families Plan will ensure early childhood staff receive a wage of at least \$15 per hour. Those with comparable qualifications will receive compensation commensurate with that of kindergarten teachers.

CHILD CARE

High-quality early care and education help ensure that children read at grade-level, graduate from high school, and are ready for education and training opportunities later in life. This is especially important for children from low-income families who often face learning disparities before they even start preschool. Native American families have strengths to build on in early childhood programs and care. For example, 84 percent of Native American children age 3 to 5 who are not yet in kindergarten had parents who read to them three or more times in the past week. President Biden’s American Families Plan will:

- **Ensure Low- and Middle-Income Families Can Access Affordable Child Care for Children up to Age Five.** Under the President’s plan, families will pay only a portion of the cost based on a sliding scale percentage of their income. For the most hard-pressed working families, child care costs for their young children would be fully covered and families earning up to 1.5 times their state’s median income will spend no more than 7 percent of their income on child care for young children from birth to age five.
- **Invest in High-Quality Care.** Under the President’s plan, providers will receive funding to support the true cost of quality early childhood care and education—including a developmentally appropriate curriculum, small class sizes, and culturally and linguistically responsive environments that are inclusive of children with disabilities. When fully implemented, the plan will provide an estimated 3 million children from low- and middle-income families with high quality care, saving the average family \$14,800 per child per year on child care expenses.

PAID LEAVE

Paid family and medical leave support workers and families and provide a critical investment in the strength and equity of our economy. The American Families Plan will:

- **Create a National Comprehensive Paid Family and Medical Leave Program.** This would ensure workers receive partial wage replacement to take time to bond with a new child; care for a seriously ill loved one; deal with a loved one’s military deployment; find safety from sexual assault, stalking, or domestic violence; heal from a serious illness; or take time to deal with the death of a loved one. The program will guarantee 12 weeks of paid parental, family, and personal illness/safe leave by year 10, and ensure workers get three days of bereavement leave per year starting in year one. The program will provide workers up to \$4,000 a month, with a minimum of two-thirds of average weekly wages replaced, rising to 80 percent for the lowest-wage workers.

NUTRITION

The pandemic has exacerbated nutrition insecurity among children, which disproportionately affects low-income families including Native American children. President Biden's American Families Plan will:

- **Expand Summer Electronic Benefit Transfer (EBT) to All Eligible Children Nationwide.** This will help low-income Native American families and other underrepresented communities purchase food during the summer.
- **Expand School Meal Programs.** This will allow more schools in high poverty districts, including Tribal schools, to offer meals free of charge to all of their students.
- **Facilitate Re-entry for Formerly Incarcerated Individuals through Supplemental Nutrition Assistance Program (SNAP) Eligibility.** Individuals convicted of a drug-related felony are currently ineligible to receive SNAP benefits unless a state eliminated or modified this restriction.

TAX CUTS FOR AMERICAN FAMILIES AND WORKERS

Direct assistance to families in the form of tax credits paid on a regular basis lifts children and families out of poverty, makes it easier for families to make ends meet, and boosts the academic and economic performance of children over time. President Biden's American Families Plan will:

- **Extend Expanded Affordable Care Act (ACA) Premiums Tax Credits.** The American Families Plan will build on the American Rescue Plan and continue to make health care more affordable. The biggest improvement in health care affordability since the ACA, the American Rescue Plan provides two years of lower health insurance for those buying their own coverage, saving families an average of \$50 per person per month. The American Families Plan will make those insurance premium reductions permanent, a \$200 billion investment.
- **Extend the Child Tax Credit (CTC) Increases in the American Rescue Plan through 2025 and Make the CTC Permanently Fully Refundable.** This would make permanent the expansion of the CTC from \$2,000 per child to \$3,000 per child six-years old and above and \$3,600 per child for children under six. It also makes 17-year-olds eligible for the first time and makes the credit fully refundable on a permanent basis, so that low-income families can benefit from the full tax credit. The expanded CTC in the American Rescue Plan—which the American Families Plan will extend through 2025—will benefit nearly 66 million children. It is the single largest contributor to the plan's historic reductions in child poverty, including a 61 percent reduction in poverty for Native American children.

- **Permanently Increase Tax Credits to Support Families with Child Care Needs.**
President Biden is calling on Congress to make permanent the temporary Child and Dependent Care Tax Credit (CDCTC) expansion enacted in the American Rescue Plan. Families will get back as a tax credit as much as half of their spending on child care for children under age 13, so that they can receive up to \$4,000 for one child or \$8,000 for two or more children.
- **Make the Earned Income Tax Credit Expansion for Childless Workers Permanent.**
Before this year, the federal tax code taxed low-wage childless workers into poverty or deeper into poverty — the only group of workers it treated this way. The American Rescue Plan addressed this problem by roughly tripling the EITC for childless workers, benefitting 17 million low-wage workers, many of whom are essential workers including cashiers, cooks, delivery drivers, food preparation workers, and child care providers. For example, a childless worker who works 30 hours per week at \$9 per hour earns income that, after taxes, leaves them below the federal poverty line. By increasing her EITC to more than \$1,100, this EITC expansion helps pull such workers out of poverty. The President is calling on Congress to make this expansion permanent. President Biden believes our tax code should reward work and not wealth. And that means rewarding workers who work hard every day at modest wages to provide their communities with essential services.

###

COVID-19 Relief Aid Comparison Chart: TCU Funding

CARES Act (P.L. 116-136)		CRRSA Act (P.L. 116-260)		ARP Act (P.L. 117-2)	
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	TCU Portion	Various Funds	TCU Portion	Various Funds	TCU Portion
ED: “90 Percent Fund” or HEERF I (Total: \$12.558 billion)	\$13.5 million	ED: “89 Percent Fund” or HEERF II (Total: \$20.2 billion)	\$28.4 million	ED: “91 Percent Fund” or HEERF III (Total: \$36 billion)	\$49.9 million
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 (Available: July)
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)	TCUs: \$229.5 m K-12: \$535.5 m BIE Reserve: \$85 m
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				



July 8, 2021

The Honorable Frank Pallone
Chair
House Energy and Commerce Committee
U.S. House of Representatives
2125 Rayburn House Office Building
Washington, DC 20515

The Honorable Cathy McMorris Rodgers
Ranking Member
House Energy and Commerce Committee
U.S. House of Representatives
2322 Rayburn House Office Building
Washington, DC 20515

The Honorable Maria Cantwell
Chair
Senate Commerce, Science and
Transportation Committee
United States Senate
420-A Hart Senate Office Building
Washington, DC 20510

The Honorable Roger Wicker
Ranking Member
Senate Commerce, Science and
Transportation Committee
United States Senate
420-A Hart Senate Office Building
Washington, DC 20515

Dear Chairs Pallone and Cantwell and Ranking Members McMorris Rodgers and Wicker,

We write to ask that you, and the members of your committees, include dedicated investments in broadband infrastructure for postsecondary students and institutions in any infrastructure package under consideration.

Since the beginning of the pandemic, students, educators and communities across the country have struggled to ensure that the suspension of in-person learning would not mean the end of quality education and scientific research. While colleges and universities quickly pivoted to online operations, the ability of students to access their courses was uneven at best. The pandemic exacerbated the preexisting digital divide in students' access to fundamental tools such as reliable internet connections and devices capable of managing distance learning. Compounding the problem, many institutions, and particularly those serving the largest numbers of low-income students, experienced an institutional digital divide, lacking the resources to fill students' gaps and struggling to manage aspects of transitioning their operations online.

Addressing these gaps has benefits far beyond the students and schools immediately impacted. In many communities that currently lack reliable internet access, local institutions function as the anchors of access, serving not just their students and staff, but their neighbors as well. This is particularly true in rural and/or tribal areas, as well as in

unserved and underserved urban communities. Congress took steps to help institutions and students in the Coronavirus Response and Relief Supplemental Appropriations Act, providing subsidies for broadband service and devices for households with Pell Grant recipients through the Emergency Broadband Benefit (EBB) Program and directing additional funding to Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and other Minority Serving Institutions (MSIs) through the Connecting Minority Communities Pilot Program, which will allow them to build out their capacities as community anchor institutions.

However, these are limited measures that will expire in the near future, and they do not adequately address the underlying need that all higher education institutions have for high-quality broadband connections that will truly support learning and research, both now and into the future. The Administration, building on a history of bipartisan support, recognized the importance of this challenge in the American Jobs Plan proposal released in March when it proposed an investment of \$100 billion in broadband infrastructure, with a priority for nonprofit providers. Since then, Congressional discussions on an infrastructure package have consistently maintained investments in broadband infrastructure as a core element.

Recent analysis has shown that a comprehensive expansion of and upgrade to our nation's research and education networks will provide significant benefits not just to institutions, students, and researchers, but also to their surrounding communities as well. The Minds We Need (mindsweneed.org and attached), a paper released in May by an extensive group of experts in this area, identifies a path to connecting all institutions of higher education to advanced, research-quality broadband at a cost of less than \$5 billion. Such an investment represents only a small portion of the overall funding currently proposed for broadband infrastructure, and it will deliver disproportionately large benefits.

It will ensure, for example, that all colleges and universities—including community colleges; HBCUs, MSIs, and TCUs; and university-related research facilities—in every state will have the connectivity necessary to provide multi-media rich, bandwidth-intensive courses, programs, and learning resources. Moreover, it will open the door for students at all levels of postsecondary education to participate in academic research that otherwise would largely be unavailable outside traditional research settings. The proposed investment will greatly expand the range of learning opportunities available to students while allowing the nation as a whole to finally leverage all of “the minds we need” to innovate and compete in the 21st century.

Connecting all communities and institutions to research-quality broadband will not help those students who lack the resources to obtain a reliable internet connection and the device needed to access it. Making the EBB Program permanent and expanding the benefit will allow students to truly receive the benefits provided by an infrastructure investment. In addition, with approximately 20% of students lacking an internet-capable device (and larger numbers lacking devices that fully meet the demands of online learning), any comprehensive approach should provide resources to students and institutions to meet this

need. Legislation such as the Supporting Connectivity for Higher Education Students in Need Act offers solutions to this problem that Congress can draw on as they prepare an infrastructure bill. For these reasons, we urge Congress to pair any broadband infrastructure proposal with measures to ensure that all students and institutions see the full benefit of these investments.

Beyond the need for additional resources, solving these problems could require additional attention from the federal government. Currently, some states prohibit public or government-owned networks or prohibit these public networks from owning or leasing fiber optic assets. Such prohibitions may inadvertently limit institutions of higher education in those states from participating in the type of state and regional research and education networks that exist in many other parts of the country (and which typically obtain fiber optic assets and wholesale network capacity from the commercial sector). Congress should consider whether such state prohibitions potentially impact public education and research networks and whether to expressly exclude them from any state prohibitions on public or government-owned networks.

The members of our organizations represent educators, researchers, information and network professionals and college leaders. They have experienced first-hand how transformative access to reliable internet is for students, and just how damaging the lack of such access can be as well. This is a problem Congress can solve. That is why we are asking for a modest investment that will provide overwhelming returns to our nations' educational, scientific and economic vitality.

Sincerely,



Ted Mitchell
President

On behalf of:

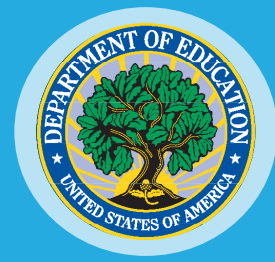
American Association of Community Colleges
American Association of State Colleges and Universities
American Council on Education
American Indian Higher Education Consortium
Association of American Universities
Association of Catholic Colleges and Universities
Association of Governing Boards of Universities and Colleges
Association of Jesuit Colleges and Universities
Association of Public and Land-grant Universities

Higher Education Broadband Infrastructure Letter
July 8, 2021

Council for Christian Colleges & Universities
Council for Higher Education Accreditation
Council for Opportunity in Education
Council of Graduate Schools
EDUCAUSE
Hispanic Association of Colleges and Universities
Internet2
NASPA - Student Affairs Administrators in Higher Education
National Association For Equal Opportunity In Higher Education
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
State Higher Education Executive Officers Association



COVID-19 College Vaccination Challenge



College Vaccine Challenge - Take the Pledge to Become a Vaccine Champion College

President Biden wants as many Americans as possible to get vaccinated. Doing so is critical to saving lives and helping our country return to normal.

While a significant portion of older generations have received the shot, younger Americans lag behind. It is time for younger generations to get their shot. We're all in this together:

Ensuring that young people join their parents and grandparents and get vaccinated will not only keep them safe, but it will also protect their families and communities by reducing the risk of giving the virus to someone else. To do this, we need to reach young people where they are, with information they can use, through a messenger they rely on, and provide opportunities they can access - which is why we're calling on college communities across the nation to help.

Participating colleges and universities commit to taking three key actions to help get their campus communities vaccinated: engaging every student, faculty, and staff member; organizing their college communities; and delivering vaccine access for all.

Everyone has a role to play in ending this pandemic, including your college or university. As President Biden stated in looking ahead to the July 4th goal: let's celebrate our independence as a nation, and our independence of this virus.

We can do this. We will do this.



The Challenge: 3 Key Commitments

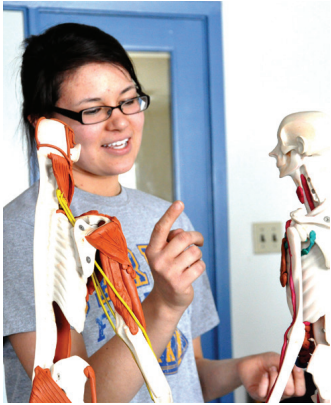
Colleges participating in the COVID-19 College Vaccine Challenge have raised their hands and committed to taking three key actions:

1. Engage every student, faculty, and staff member. Make sure every member of your campus community knows they are eligible for vaccine and has resources to find one.
2. Organize your college community. Lead the way by identifying champions for vaccine efforts across campus and implementing a plan to get as many members of your college community vaccinated as possible.
3. Deliver vaccine access for all. Meet your community where it is: bring vaccines on-site, and make it easy for students, staff, and faculty to get vaccinated sites nearby them this summer.

College Vaccine Challenge Take the Pledge to Become a Vaccine Champion College

You can learn more information and get signed up today by going to:
Whitehouse.gov/COVIDCollegeChallenge.

The AIHEC Aseto'ne Networking Project is offering a
HEALTH RESEARCH MENTORING PROGRAM
Available Year-Round to TCU Students



Ilisagvik College



Haskell Indian Nation University

AIHEC-LED TCU STUDENT RESEARCH MENTOR PROGRAM

The **Aseto'ne Networking Project** provides support and opportunities for TCU students interested in health research, including connecting researchers to TCU Students. Mentors will offer assistance and support, and will help guide students in their academic and professional goals. Mentor support will be provided via email, video chat, or phone call. Students will also have the opportunity to engage with other mentor program participants through Zoom and on-line discussion boards.

ARE YOU INTERESTED IN BECOMING A RESEARCH MENTOR?

The Aseto'ne Networking Project is seeking mentors who are willing to share their experiences and offer professional and career development counsel to aspiring TCU students. Our mentors play a critical role in student success. To become a mentor, you must be a TCU faculty member/instructor or Native professional who is involved in a health or biomedical field. Mentors are paid \$20/hour.

To become a mentor, please click on the link to register: <https://conta.cc/3lZc6sW>

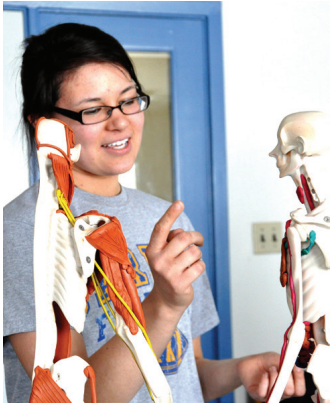
ABOUT AIHEC

AIHEC is the collective spirit and unifying voice of our nation's 37 Tribal Colleges and Universities. AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Indigenous languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs.

The Aseto'ne Network Project is funded by the National Institutes of Health (NIH) by grant number R25GM116816. The opinions stated here do not reflect those of the NIH



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Available Year-Round to TCU Students



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Haskell Indian Nation University

AIHEC-LED TCU STUDENT RESEARCH MENTOR PROGRAM

The **Aseto'ne Networking Project** provides support and opportunities for TCU students interested in health research, including connecting peer and near-peers mentors to TCU students. Peer mentors will offer assistance and support through productive interactions with TCU students as they work towards their academic and professional goals. Peer mentor support will be provided via email, video chat, or phone call.

ARE YOU INTERESTED IN BECOMING A PEER MENTOR?

The Aseto'ne Networking Project is seeking peer and near-peer mentors who are willing to share their experiences and offer counsel to TCU students. Our mentors play a critical role in student success. To become a mentor, you must be a Native student and have an interest or experience in biomedical or behavioral health research. Peer and near-peer mentors are paid \$15/hour.

To become a mentor, please click on the link to register: <https://conta.cc/31SMJzO>

ABOUT AIHEC

AIHEC is the collective spirit and unifying voice of our nation's 37 Tribal Colleges and Universities. AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Indigenous languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs.

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Reno Charette
AIHEC Aseto'ne Networking Project Director
rcharette@aihec.org 406.818.0128

To learn more about the **Aseto'ne Networking Project** visit:
Project Website: www.aihec.org/what-we-do/asetoneNetwork.htm
Facebook: <https://www.facebook.com/asetonenp>





AIHEC VIRTUAL ASETO'NE HEALTH RESEARCH INSTITUTE

For Tribal College/University Students

June 28 - September 3, 2021

WHO: You!

WHAT: The Aseto'ne Institute is an AIHEC-led online project designed for TCU students but is open to *all* college and university students. Learn about vitally-needed health research career opportunities with curriculum centered around health and biomedical research both in academia and as a profession.

WHERE: The entire program is virtual and is delivered through PRAXIS AI, an online educational portal. This is where students meet, engage, and interact with research faculty through presentations, workshops, and activities.

WHEN: June 28-September 3, 2021

WHY: There are so many great reasons to apply! Here are just a few:

- Build a professional network.
- Learn skills to become a better student.
- Boost your future career potential.
- Gain access to Native researchers and mentors.
- Learn from courses developed and delivered from the Native perspective.
- Earn a \$1,000 stipend.

HOW: Complete the online application today!

- <https://www.grantinterface.com/Home/Logon?urlkey=aihec>
- When promoted, enter the required access code: **summer21**

Eligibility	Requirements
<ul style="list-style-type: none"> ✓ Currently enrolled college or university student. ✓ 2.5+ cumulative GPA. ✓ Interest in biomedical and health-related research. 	<ul style="list-style-type: none"> ✓ Completed application. ✓ Letter of reference (faculty preferred). ✓ Short essay on interest in biomedical and health-related research. ✓ Unofficial transcript.

Click [here](#) to complete an online application using the Required Access Code **summer21**

Or use this link: <https://www.grantinterface.com/Home/Logon?urlkey=aihec>

Contact: Reno Charette
AIHEC Project Coordinator
rcharette@aihec.org
406.818.0128

<https://www.facebook.com/asetonenp>



The Aseto'ne Network Project is funded by the National Institutes of Health (NIH) by grant number R25GM116816. The opinions stated here do not reflect those of the NIH.



AIHEC Aseto'ne Networking Program Cultural Resilience Training

Apply today!

Open enrollment begins June 28. Open to all currently enrolled students with a 2.5+ GPA. Students accepted on rolling admission.

To apply, go here:

<https://www.grantinterface.com/Home/Logon?urlkey=aihec>

When promoted, use access code: summer21

To learn more about the Aseto'ne Networking Project visit:

Project Website:

www.aihec.org/what-we-do/asetoneNetwork.htm

Facebook:

<https://www.facebook.com/asetonenp>



Reno Charette

AIHEC Aseto'ne Networking Project Director

rcharette@aihec.org

406.818.0128

Maggie Grandon

AIHEC Aseto'ne Networking Program Assistant

mgrandon@aihec.org

The Cultural Resilience training is a unique, online program offered through the Aseto'ne Institute. It strives to teach students what resilience means within themselves and their Native communities. It provides tools for how to build resilience and integrate resilience into one's community, educational, and professional journey. The Aseto'ne Institute offers the Cultural Resilience training as a one-credit option or a three-credit option. The three-credit option includes additional curriculum centered around health and biomedical research career opportunities. Through participation in either the one or three credit options, students will gain access to Native researchers and mentors and learn from activities developed and delivered from the Native perspective. Meet the Cultural Resilience training instructors below!



Agnes Attakai

I am a citizen of the Dine (Navajo) Nation, raised on both the Dine homelands in Arizona and the urban California suburbs. As Director of Health Disparities Outreach and Prevention Education for the Center of Rural Health at the University of Arizona Mel and Enid Zuckerman College of Public Health, my role is to engage and collaborate with tribal Nations and underserved communities Arizona to reduce health disparities and promote health equity.

My area of specialty is health education, with an emphasis on health communication and health promotion/disease engagement in rural/urban American Indian communities. In addition, I have a broad background in community health, public health education, and STEM mentoring specifically in rural/frontier American Indian communities with training in multi-media curriculum development including brochure/video development and digital storytelling training.

I currently manage the AZ Indians into Medicine funded by the Indian Health Service to recruit Indigenous students into the health professions, the Leadership in Equity for American Indian Health Research & Development (LEAD) Program funded by the National Institutes of Health to support first year and transfer Indigenous students, and the Racial and Ethnic Approaches to Community Health (REACH) program funded by the Centers for Disease Control and Prevention (CDC) to reduce health disparities in American Indian communities in Pima County. As Co-Chair of the Committee on Equity and Inclusion at the College of Public Health, our committee is currently developing and a Racial Justice Toolkit for faculty, staff and students.



Dr. Darold Joseph

Loloma! Nu' Puhusompi yan Hopimatsiwa. Nu' Iswungwa. Pu' nu' Munqangaqasino

Greetings. My Hopi name is Puhusompi "Spider weaving a new home[place]". I represent the Coyote Clan and I am from the village of Munkapi "Place of the flowing water", Hopi Reservation. My English name is Darold Harmon Joseph.

I am an assistant professor in the Department of Educational Specialties at Northern Arizona University. I received my undergraduate and graduate degree from NAU, and my Ph.D in Special Education from the University of Arizona. My research focuses on examining the intersections of Indigenous knowledge, Western education, and dis/ability to identify factors that contribute to the resilience of AI/AN with disabilities to persist in higher education.

Case No. 21-15097

IN THE UNITED STATES COURT OF APPEALS FOR THE NINTH CIRCUIT

STEPHEN C., a minor, by Frank C., guardian ad
litem, et al.,

Plaintiffs-Appellants,

v.

BUREAU OF INDIAN EDUCATION, et al.,

Defendants-Appellees.

On Appeal from the U.S. District Court for the District of Arizona

Case No. 3:17-CV-08004-SPL

The Honorable Steven P. Logan, United States District Judge

BRIEF OF *AMICI CURIAE*
OF THE NATIONAL INDIAN EDUCATION ASSOCIATION,
THE TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY,
THE AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM,
AND THE NATIONAL CONGRESS OF AMERICAN INDIANS,
IN SUPPORT OF PLAINTIFFS-APPELLANTS
AND IN SUPPORT OF REVERSAL

Melody L. McCoy*
Native American Rights Fund
1506 Broadway
Boulder, CO 80302-6296
Tel: (720) 647-9691
Fax: (303) 443-7776
Email: mmccoy@narf.org

Samantha Kelty
Native American Rights Fund
1514 P Street, N.W., Suite D
Washington, DC 20005-1910
Tel: (202) 785-4166
Fax: (202) 822-0068
Email: Kelty@narf.org

Stephen Pevar
American Civil Liberties Union Foundation
765 Asylum Avenue
Hartford, CT 06105
Tel: (860) 570-9830
Fax: (860) 570-9840
Email: spevar@aclu.org

Mark Carter
American Civil Liberties Union Foundation
125 Broad Street, 18th Floor
New York, NY 10004
Tel: (212) 549-2600
Fax: (212) 549-2652
Email: MCarter@aclu.org

**COUNSEL OF RECORD FOR AMICI CURIAE
Attorneys for Amici Curiae the National Indian Education Association, the Tribal
Education Departments National Assembly, the American Indian Higher
Education Consortium, and the National Congress of American Indians*

STATEMENT OF CORPORATE DISCLOSURE

Pursuant to Fed. R. App. P. 26.1, the National Indian Education Association (NIEA), the Tribal Education Departments National Assembly (TEDNA), the American Indian Higher Education Consortium (AIHEC), and the National Congress of American Indians (NCAI) make the following disclosures:

The NIEA, TEDNA, AIHEC, and NCAI have no parent corporations and no publicly traded corporation currently owns 10% or more of their stock.

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INTEREST OF AMICI CURIAE¹

The National Indian Education Association (NIEA), www.niea.org, is the national membership organization for Native educators and others seeking to improve education for American Indians, Alaska Natives, and Native Hawaiians. The Tribal Education Departments National Assembly (TEDNA), www.tedna.org, is the national membership organization for Tribal Education Departments and Agencies. The American Indian Higher Education Consortium (AIHEC), www.aihec.org, is the national membership organization for Tribal Colleges and Universities. The National Congress of American Indians (NCAI), www.ncai.org, is the national membership organization for American Indian and Alaska Native Tribal governments. Because of their longstanding familiarity with federal Indian education law and policy and advocacy on behalf of tribal sovereignty and tribal students, all Amici have an interest in this case, which raises issues of first impression regarding the legal obligations of the United States to educate K-12 tribal students.

¹ Pursuant to Fed. R. App. P. 29(a)(2), all parties have consented to the filing of this brief. Pursuant to Fed. R. App. P. 29(a)(4)(E), no counsel to a party authored this brief in whole or in part; no party or counsel to a party contributed money intended to fund preparing or submitting this brief; and, no person other than Amici and Amici's counsel contributed money intended to fund preparing or submitting this brief.

INTRODUCTION AND SUMMARY OF ARGUMENT

Plaintiffs/Appellants (Plaintiffs) appeal from the District Court’s grant of summary judgment to Defendants/Appellees on Counts I and II of their Third Amendment Complaint (TAC). The District Court concluded that in these Counts, Plaintiffs are making a “systemic challenge,” which is not permitted by the Administrative Procedures Act (APA), 5 U.S.C. § 702, to the Bureau of Indian Education’s (BIE) failure to provide basic education at Havasupai Elementary School (HES), which is a K-8 school operated by the BIE.² *See* Appellants’ Excerpts of Record (ER) Dkt. 23-3 at 1-ER-21 (“the Plaintiffs’ challenges, when aggregated, rise to the level of an impermissible, systematic challenge under the APA that should not be resolved by the courts”). The District Court’s conclusion is erroneous.

For decades, Amici have been tracking the federal law and policy governing the BIE, as well as the BIE’s administration of schools and education programs. They are keenly aware of the BIE’s numerous systemic shortcomings. Plaintiffs’ APA claims do not mention, much less seek to resolve, any of the BIE’s persistent and widespread systemic deficiencies. On the contrary, Plaintiffs challenge the

² For simplicity’s sake, this brief uses only the term BIE, but acknowledges that before August 29, 2006, the BIE was known as the Office of Indian Education Programs, and was located within the Bureau of Indian Affairs (BIA). *See About Us*, <https://www.bie.edu/topic-page/bureau-indian-education>, (last visited July 2, 2021).

BIE's provision of basic education at *one* of the 53 schools that BIE operates: HES.³ ER Dkt. 23-6 at 4-ER-470, *et seq.* Plaintiffs' APA claims make no reference to the 52 other schools operated by BIE or to any practices occurring at those other schools, and they seek to remedy nothing other than unlawful basic education conditions at HES. *Id.*

Contrary to the District Court's unsupported conclusion that Plaintiffs' claims constitute a systemic challenge, Plaintiffs' TAC enumerates nineteen "unlawful failures" regarding the BIE's "obligations to provide an adequate education *to Havasupai children.*" ER Dkt. 23-6 at 4-ER-470 (emphasis added). This list includes alleged failures to provide HES students with educational instruction in "social studies," "science," "computer literacy," and "fine arts," as well as the BIE's failure to provide Student Plaintiffs with "adequate textbooks." *Id.* Thus, Plaintiffs' TAC contains run-of-the-mill claims under the APA, which allows a party "suffering legal wrong because of agency action or adversely affected or aggrieved by agency action" to seek judicial review. 5 U.S.C. § 702. By alleging precise deficiencies in the education services at HES, Plaintiffs' TAC raises discrete and finite claims over

³ According to its website, the BIE directly operates 53 elementary and secondary schools. The BIE funds another 130 elementary and secondary schools that are operated by tribes pursuant to contracts and grants. *See About Us*, <https://www.bie.edu/topic-page/bureau-indian-education>, (last visited July 2, 2021).

which the District Court had jurisdiction under the APA. The District Court's decision to the contrary should be reversed.

ARGUMENT

THE BUREAU OF INDIAN EDUCATION'S SYSTEMIC FAILURES ARE WELL-DOCUMENTED, BUT THEY ARE NOT AT ISSUE IN THIS CASE

Located within the U.S. Department of the Interior (Interior), the BIE is a troubled agency permeated with systemic failures. Amici will describe some of these systemic failures, as they are important background and context for this litigation. In so doing, Amici demonstrate that this lawsuit does not raise, or seek to remedy, these systemic failures. In fact, the systemic failures are conspicuously absent from Plaintiffs' allegations.

A. The BIE's General Systemic Failures, Acknowledged By Congress In The Education Amendments Of 1978, And As Yet Unrectified, Are Not Raised In This Case

The BIE is governed primarily by a statutory framework that dates back to 1978. When Congress amended the Elementary and Secondary Education Act (ESEA) of 1965, Pub. L. No. 89-10, 79 Stat. 27 (1965), with the Education Amendments of 1978, Pub. L. No. 95-561, 92 Stat. 2143 (1978), it added to ESEA a new Title XI, entitled Indian Education. Even then, "[r]ecognizing the Bureau's poor performance," the new Title was intended "to provide a framework for correcting the severe educational and management deficiencies which have thwarted

the delivery of quality education to Indians.” Report by the Comptroller General, U.S. General Accounting Office, to the Chairman, Committee on Governmental Affairs, U.S. Senate, *Should the Bureau of Indian Affairs Continue to Provide Educational Services to Indian Children?*, CED-80-72 (Apr. 23, 1980). “Title XI provides for substantive, structural and procedural changes needed in BIA education.” *Id.* at 4.

A half century later, and to the detriment of generations of students at BIE schools, few if any of the needed changes have materialized. As the U.S. Senate has recognized, “[e]fforts to reform the BIE have been unsuccessful.” S. Rep. No. 114-380, 114th Cong., 1st Sess., 2016 WL 6901962, at *5 (2016). In the last decade alone, the BIE’s multiple, continuing and large-scale deficiencies are detailed in over 45 congressional hearings and major government reports -- including the BIE’s own reports.⁴

In 2013, for instance, the Government Accountability Office (GAO) released a comprehensive report that made multiple recommendations to improve the BIE. U.S. Gov’t Accountability Off., GAO-13-774, *Indian Affairs: Better Management and Accountability Needed to Improve Indian Education* (2013), <https://www.gao.gov/products/gao-13-774>. The recommendations were based on

⁴ Some but not all of the hearings and reports are cited in this brief; accordingly, a fuller list of pertinent selected hearings and reports is attached hereto as an Appendix.

systemic administrative and management deficiencies that included a fragmented administrative structure; frequent leadership and employee turnover; poor communication; and contracting delays. *Id.* at 17-26. All recommendations met with Interior’s concurrence. *Id.* at 27. But BIE officials were unable to provide the GAO with a “specific plan articulating the strategies they will use to achieve BIE’s mission of improving education for Indian students....Without such performance measures, BIE ... cannot be held accountable for meeting agency goals.” *Id.* at 22-23.

One year later, a Cabinet-level-directed BIE Study Group echoed the GAO’s findings of historic and widespread “systemic issues within the BIE.” *Findings and Recommendations Prepared by the Bureau of Indian Education Study Group Submitted to the Secretaries of the Departments of the Interior and Education*, at 2, (June 27, 2014, as revised July 9, 2014), <https://www.doi.gov/sites/doi.gov/files/migrated/news/upload/Study-Group-Blueprint-DOI-FINAL.pdf>. Subsequently, in its own report, the BIE admitted that it should undergo major systemic changes. *Blueprint for Reform Implementation*, <https://www.bie.edu/topic-page/blueprint-reform-implementation>, (last visited July 2, 2021). “[C]rumbling infrastructure, failure to include tribal nations in the decision-making process, [and] lack of access to broadband...contribute to the urgency of the situation.” *Id.*

Significantly for purposes of this case, none of these deficiencies – a fragmented administrative structure, frequent leadership and employee turnover, poor communication, contracting delays, crumbling infrastructure, failure to include tribal nations in the decision-making process, and lack of access to broadband -- or anything like them, are mentioned in Plaintiffs’ TAC. *See* ER Dkt. 23-6 at 4-ER-470.

B. The Systemic Poor And Unsafe BIE School Conditions Are Not At Issue In This Case

Following 2014 oversight hearings on the BIE, the Senate and House held further oversight hearings that focused on BIE school facilities. As Senator Barrasso, then-Chairman of the Senate Committee on Indian Affairs, stated, “Indian children are some of the most at-risk children in the Nation. The school conditions many of them face on a daily basis are deplorable.” Hearing before the U.S. Senate Committee on Indian Affairs, *Bureau of Indian Education: Examining Organizational Challenges in Transforming Educational Opportunities for Indian Children*, S. Hrg. 114-170, 114th Cong., 1st Sess., at 1 (May 13, 2015) <https://www.govinfo.gov/app/details/CHRG-114shrg98435/CHRG-114shrg98435> (Statement of Sen. Barrasso). House members also heard about the “deplorable, deplorable conditions” of BIE schools. “The details we have learned are shocking: falling ceilings, broken water heaters, electrical hazards, rotten floors, and rodent-infested classrooms. At a school I visited earlier this year, blankets hang over the

doors in a desperate attempt to keep out the cold air.” Hearing before the U.S. House of Representatives Committee on Education and the Workforce, *Examining the Federal Government’s Mismanagement of Native American Schools*, Serial No. 114-14, 114th Cong. 2nd Sess., at 2 (May 14, 2015) (Statement of Rep. Kline).

Yet little had changed one year later when Interior’s Office of the Inspector General reported again that BIE schools “are well recognized—by Congress, bureau personnel, school officials, and the media—as broadly in poor condition ...” including “major facility deficiencies and health and safety concerns,” such as “asbestos, radon, and mold,” “electrical issues,” and “problems with fire safety issues.” U.S. Department of the Interior, Office of the Inspector General, *Condition of Indian School Facilities*, Report No. C-EV-BIE-0023-2014, at 1 (Sept. 30, 2016), https://www.doioig.gov/sites/doioig.gov/files/FinalEval_BIESchoolFacilitiesB_093016.pdf. BIE’s management of these facilities “has several systemic programmatic weaknesses.” *Id.*

In July 2019, the U.S. House Interior, Environment, and Related Agencies Appropriations Subcommittee held an Oversight Hearing on Indian Education Construction, at which Subcommittee Chair Representative Betty McCollum, stated, “In 2016 and 2017, this Committee directed BIE to provide a report on a comprehensive, long-term planning approach for every campus and component education facility. We still have not received this report.” *Chair McCollum*

Statement at Oversight Hearing on Indian Education Construction, <https://appropriations.house.gov/news/statements/chair-mccollum-statement-at-oversight-hearing-on-indian-education-construction> (last visited July 2, 2021). As recently as March 2021, the BIE remained on the GAO list of “High-Risk” agencies due to its “limited capacity to support and oversee schools and ensure accountability for school construction projects.” U.S. Gov’t Accountability Off., GAO 21-119SP, *High Risk Series: Dedicated Leadership Needed to Address Limited Progress in Most High-Risk Areas*, at 108 (2021), <https://www.gao.gov/assets/gao-21-119sp.pdf>.

The systemic problems plaguing BIE’s administration of school conditions — crumbling schools, electrical and fire safety issues, asbestos, radon, rot, mold, rodents, *etc.* — could be grounds for broad remedial relief by litigants. But not one of them is mentioned in Plaintiffs’ TAC. *See* ER Dkt. 23-6 at 4-ER-470.

C. The Systemic Failure To Consult With Tribes Is Not Raised In This Case

Another major BIE systemic shortcoming, documented for decades but conspicuously absent from this litigation, is the routine violation of a stringent tribal consultation provision imposed by Congress on BIE precisely because the BIE is incapable of proper self-direction in this area. *See Hearing on S. 1645, to Reauthorize Certain Indian Educational Programs*, before the Select Committee on Indian Affairs, 100th Cong., 1st Sess., at 45 (Aug. 17, 1987) (BIE often acts “without

regard to the trust responsibility, without regard to laws that require consultation with Indian tribal leaders and Indian educators on major program changes[,] without regard to factual basis for assertions made about the quality of education in BIA-operated schools and without regard to the real educational needs of the Indian people”) (Statement of Sen. Daschle). Senator Daschle continued, “[s]imply put, [we will] ... make[] some very serious requirements on [BIE’s] consultation.” *Id.*

Accordingly, as part of the 1988 reauthorization of the ESEA, Congress added the following mandate to the Indian Education provisions: “All actions under [these provisions] shall be done with active consultation with tribes.” Pub. L. No. 100-297, § 5111(b)(1), 102 Stat. 130 (emphasis added), *codified at* 25 U.S.C. § 2011(b). By any standard, this is one of the strictest tribal consultation mandates ever enacted by Congress, *see generally* C. Routel and J. Holth, *Toward Genuine Tribal Consultation in the 21st Century*, 46 U. Mich. J.L. Reform 417 (Winter 2013), and one which to this day the BIE continues to ignore. *See, e.g., Cheyenne River Sioux Tribe v. Jewell*, 205 F. Supp. 3d 1052, 1060 (D.S.D. 2016) (finding that the BIE “once again” failed to consult meaningfully with a tribe regarding a proposed restructuring of the BIE); *see also Eight N. Indian Pueblos Council, Inc. v. Kempthorne*, No. CV 06-745 WJ/ACT, 2006 WL 8443876 (D.N.M. Sept. 15, 2006) (BIE failed to consult on earlier proposed restructuring plan); *accord Yankton Sioux Tribe v. Kempthorne*, 442 F. Supp. 2d 774 (D.S.D. 2006).

Most recently, the BIE's consultation failings have continued with respect to the COVID-19 pandemic. *See, e.g.*, Oversight Hearing before the U.S. House of Representatives, Committee on Natural Resources, Subcommittee for Indigenous Peoples of the United States, *Examining the Bureau of Indian Education's School Reopening Guidance During the COVID-19 Pandemic*, Serial No. 116-40, 116th Cong., 2nd Sess., at 31 (Sept. 10, 2020) <https://www.congress.gov/event/116th-congress/house-event/LC65588/text?s=1&r=13> (last visited July 2, 2021) (in response to a question from Committee Member Rep. Rueben Gallego about whether the BIE had properly consulted with tribal governments, school administrators, and parents regarding its decision to fully re-open BIE-operated schools for the 2020-2021-school year, Witness Joe Garcia, Co-Chair, Tribal Interior Budget Council, Education Subcommittee, National Congress of American Indians, stated "I don't believe so, sir."). Plaintiffs' TAC does not raise the BIE's chronic and systemic failure to adhere to tribal consultation obligations. *See* ER Dkt. 23-6 at 4-ER-470.

CONCLUSION

The briefs filed by Plaintiffs and other amici address the merits of the APA claims in this case. As those briefs explain, the APA is an appropriate vehicle created by Congress by which Student Plaintiffs can bring their federal claims to the attention of the judiciary. The courthouse door should not be slammed shut on them.

They bring precise allegations about specific deficiencies at HES, and seek precise relief. The finite and discrete allegations contained in Counts I and II of the TAC—which challenge *only* basic educational practices and conditions at HES—are nothing like the systemic challenges, many of which are discussed in this brief, that *could have been made* against the BIE. The District Court’s conclusion to the contrary should be reversed.

DATED this 2nd day of July 2021.

Respectfully submitted,

/s/ Melody L. McCoy*

Melody L. McCoy

Native American Rights Fund

1506 Broadway

Boulder, CO 80302-6296

Tel: (720) 647-9691

Fax: (303) 443-7776

Email: mmccoy@narf.org

Samantha Kelty

Native American Rights Fund

1514 P Street, N.W., Suite D

Washington, DC 20005-1910

Tel: (202) 785-4166

Fax: (202) 822-0068

Email: Kelty@narf.org

Stephen Pevar
American Civil Liberties Union Foundation
765 Asylum Avenue
Hartford, CT 06105
Tel: (860) 570-9830
Fax: (860) 570-9840
Email: spevar@aclu.org

Mark Carter
American Civil Liberties Union Foundation
125 Broad Street, 18th Floor
New York, NY 10004
Tel: (212) 549-2600
Fax: (212) 549-2652
Email: MCarter@aclu.org

**Counsel of Record for Amici Curiae
Attorneys for Amici Curiae the National
Indian Education Association, the Tribal
Education Departments National Assembly,
the American Indian Higher Education
Consortium, and the National Congress of
American Indians*

APPENDIX: LIST OF SELECTED MAJOR CONGRESSIONAL HEARINGS AND OTHER REPORTS ON THE SYSTEMIC FAILURES OF THE BUREAU OF INDIAN EDUCATION, 2013 TO PRESENT

2013

1. U.S. Government Accountability Office, Testimony Before the Subcommittee on Interior, Environment, and Related Agencies, Committee on Appropriations, House of Representatives, *Indian Affairs: Management Challenges Continue to Hinder Efforts to Improve Indian Education*, GAO-13-342T (February 27, 2013) <https://www.gao.gov/products/gao-13-342t>
2. U.S. Government Accountability Office, Report to the Chairman, Subcommittee on Interior, Environment, and Related Agencies, Committee on Appropriations, House of Representatives, *Indian Affairs: Better Management and Accountability Needed to Improve Indian Education*, GAO-13-774 (September 2013) <https://www.gao.gov/products/gao-13-774>

2014

3. U.S. Senate, Oversight Hearing Before the Committee on Indian Affairs, *Indian Education Series: Ensuring the Bureau of Indian Education Has The Tools Necessary To Improve*, S. Hrg. 113-523, 113th Cong., 2nd Sess. (May 21, 2014) <https://www.govinfo.gov/app/details/CHRG-113shrg92271/CHRG-113shrg92271>
4. *Findings and Recommendations Prepared by the Bureau of Indian Education Study Group Submitted to the Secretaries of the Departments of the Interior and Education* (June 27, 2014, as revised July 9, 2014) <https://www.doi.gov/sites/doi.gov/files/migrated/news/upload/Study-Group-Blueprint-DOI-FINAL.pdf>
5. U.S. Government Accountability Office, Report to the Chairman, Subcommittee on Interior, Environment, and Related Agencies, Committee on Appropriations, House of Representatives, *Indian Affairs: Bureau of Indian Education Needs to Improve Oversight of School Spending*, GAO-15-121 (November 2014) <https://www.gao.gov/products/gao-15-121>

2015

6. U.S. Government Accountability Office, Testimony Before the Subcommittee on Interior, Environment, and Related Agencies, Committee on Appropriations, House of Representatives, *Indian Affairs: Preliminary Results Show Continued Challenges to the Oversight and Support of Education Facilities*, GAO-15-389T (February 27, 2015) <https://www.gao.gov/products/gao-15-389t>
7. U.S. House of Representatives, Committee on Education and the Workforce, Subcommittee on Early Childhood, Elementary, and Secondary Education, *Examining the Challenges Facing Native American Schools*, Serial No. 114-10, 114th Cong., 1st Sess. (April 22, 2015) <https://www.govinfo.gov/app/details/CHRG-114hhr94209/CHRG-114hhr94209>
8. U.S. Government Accountability Office, Testimony Before the Subcommittee on Early Childhood, Elementary, and Secondary Education, Committee on Education and the Workforce, House of Representatives, *Indian Affairs: Further Actions on GAO Recommendations Needed to Address Systemic Management Challenges with Indian Education*, GAO-15-539T (April 22, 2015) <https://www.gao.gov/products/gao-15-539t>
9. U.S. Government Accountability Office, Testimony Before the Committee on Indian Affairs, U.S. Senate, *Indian Affairs: Further Actions on GAO Recommendations Needed to Address Systemic Management Challenges with Indian Education*, GAO-15-597T (May 13, 2015) <https://www.gao.gov/products/gao-15-597t>
10. U.S. Senate, Hearing Before the Committee on Indian Affairs, *Bureau of Indian Education: Examining Organizational Challenges in Transforming Educational Opportunities for Indian Children*, S. Hrg. 114-170, 114th Cong., 1st Sess. (May 13, 2015) <https://www.govinfo.gov/app/details/CHRG-114shrg98435/CHRG-114shrg98435>
11. U.S. House of Representatives, Hearing Before the Committee on Education and the Workforce, *Examining the Federal Government's Mismanagement of*

Native American Schools, Serial No. 114-14, 114th Cong. 1st Sess. at 2 (May 14, 2015) <https://www.govinfo.gov/app/details/CHRG-114hrg94508/CHRG-114hrg94508>

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2017

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CERTIFICATE OF COMPLIANCE

I hereby certify that this brief complies with the type-volume limitations of Fed. R. App. P. 32(a)(7)(B) because it contains 2,624 words, excluding the items exempted by Fed. R. App. P. 32(f). This brief also complies with the typeface requirements of Fed. R. App. P. 32(a)(5) and the type style requirements of Fed. R. App. P. 32(a)(6) because it was prepared in Microsoft Word using Times New Roman font, a proportionately spaced typeface, and 14-point font.

Dated this 2nd day of July, 2021.

Respectfully submitted,

/s/ Melody L. McCoy

Melody L. McCoy

Counsel of Record for *Amici Curiae*

CERTIFICATE OF SERVICE

I hereby certify that on July 2, 2021, I electronically filed the foregoing brief *amici curiae* with the Clerk of the Court for the United States Court of Appeals for the Ninth Circuit by using the appellate CM/ECF system. All participants in this case were registered CM/ECF users at the time of this filing, and service will be accomplished by the appellate CM/ECF system.

Dated this 2nd day of July, 2021.

Respectfully submitted,

/s/ Melody L. McCoy

Melody L. McCoy

Counsel of Record for *Amici Curiae*

AIHEC

General Information:

Upcoming Meeting Schedule

TCU Presidents List

AIHEC Staff List

UPCOMING AIHEC BOARD & OTHER MEETINGS 2021-2022

DATE	MEETING	LOCATION	INFO
July 13 – 15, 2021	AIHEC 2021 Summer Board Meeting	Virtual via Zoom invite	By Invitation
July 26 – 28, 2021	2021 Annual TCU Meeting: Summer Student Affairs Conference	Virtually via Zoom invite	Registration Agenda
October 7 – 8, 2021	AIHEC 2021 Fall Board Meeting	Virtual via Zoom invite	Registration Link
October 13 – 16, 2021	2021 NIEA Annual Convention & Trade Show	CHI Health Center (Convention Center) Omaha, NE	NIEA Information
October 13 – 14, 2021	AIHEC TCU Governing Board Leadership Institute <i>(Board-President Team Training)</i>		
October 21 – 24, 2021	2021 FALCON Annual Conference <i>(1994 Land-grants, NIFA, & FRTEP)</i>	Embassy Suites-- Country Club Plaza Kansas City, MO	FALCON Information
February 7 – 10, 2022	AIHEC 2022 Annual Legislative Summit	Washington, DC	
March 19 – 23, 2022 Parade of Flags: Mar. 20	AIHEC 41st Annual Student Conference (Hosts: SW TCUs)	Albuquerque, NM	ABQ Convention Center
March 24 – 25, 2022	AIHEC 2022 Spring BoD Meeting	Albuquerque, NM	Doubletree Hotel 201 Marquette Ave NW
TBA (June or July 2022)	AIHEC 2022 Summer Board Meeting	TBA	
August 6 – 10, 2022	2022 WINHEC Annual Meeting Community events: Aug. 6-7 AGM: Aug. 8-10	Fond du Lac Tribal and Community College Cloquet, MN	
October 3 – 4, 2022	AIHEC 2022 Fall Board Meeting	Oklahoma City, OK	
October 5 – 8, 2022	2022 NIEA Annual Convention & Trade Show	Omni Hotel & Convention Center Oklahoma City, OK	
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, 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

Tamarah Pfeiffer, Acting President
155 Indian Ave, Box 5030
Lawrence, KS 66046-4800
785.839.2798
Fax: 785.749.8411
email: tamarah.pfeiffer@bie.edu

Iłisaġvik College

Justina Wilhelm, President
P.O. Box 749, Barrow, AK 99723
907.852.1820
Fax: 907.852.1821
email: justina.wilhelm@ilisagvik.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

Helen Zaikina-Montgomery,
Interim President
6945 Little Wolf Rd NW
Cass Lake, MN 56633
218.335.4200
Fax: 218.335.4215
email: helen.montgomery@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
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
505.786.4100
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
406.275.4800
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

Monte Monteith, Interim President
P.O. Box 10146 - 9169 Coors Road, NW
Albuquerque, NM 87184
505.346.2348
Fax: 505.346.2343
email: monte.montieth@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

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>Al Kuslikis <i>Senior Associate for Strategic Initiatives</i> akuslikis@aihec.org x121</p>
<p>Patrese Atine <i>Director of Congressional/Federal Relations</i> patine@aihec.org x111</p>	<p>Natasha LaRose <i>Program Coordinator</i> nlarose@aihec.org x116</p>
<p>Jim Bottum <i>Cyber-Infrastructure Initiative Consultant</i> jbottum@aihec.org 864-650-0144</p>	<p>Daphne Littlebear <i>Director of Research</i> dlittlebear@aihec.org 571.329.7881</p>
<p>Katherine Cardell <i>Research and Policy Associate</i> kcardell@aihec.org x105</p>	<p>Gary McCone <i>Library & Information Services</i> gmccone@aihec.org 410.707.9307</p>
<p>Reno Charette <i>Project Director of Aseto'ne Network</i> rcharette@aihec.org 406.818.0128</p>	<p>Grace Mukupa <i>Senior Associate of Student Success Initiatives</i> gmukupa@aihec.org x114</p>
<p>Tina Cooper <i>Vice-President of Finance & Administration</i> tcooper@aihec.org x101</p>	<p>John Phillips <i>Land-grant & VISTA Program Director</i> jphillips@aihec.org 706.310.4199</p>
<p>Kathy DePalma <i>Core Support Coordinator</i> kdepalma@aihec.org 571.277.7020</p>	<p>Stacia Prue <i>Office Assistant & Student Services Associate</i> sprue@aihec.org x100</p>
<p>Erica Goldaber <i>Tribal VISTA Leader</i> egoldaber@aihec.org 508.479.0418</p>	<p>Noelia Rameriz <i>Executive Assistant</i> nrameriz@aihec.org x115</p>
<p>Alex Grandon <i>STEM Coordinator</i> agrandon@aihec.org x106</p>	<p>Bradley Shreve <i>TCJ Editor-in-Chief</i> bradley@tribalcollegejournal.org 505.242.2773</p>
<p>Maggie Grandon <i>IPERT Program Assistant & 1994 EXCITE Coordinator</i> mgrandon@aihec.org 703.838.0400</p>	<p>Dale Smith <i>Cyber-Infrastructure Initiative Consultant</i> dsmith@aihec.org 541.521.7565</p>
<p>Russell Hofmann <i>Climate Research Facilitator</i> rhofmann@aihec.org 815.861.8938</p>	<p>Marvene Tom <i>Advertising, Sales & Accounts Administrator</i> marvene@tribalcollegejournal.org 970.764.4238</p>
<p>Frans Klinkenbergh <i>Manager of Finance & Accounting</i> fklinkenbergh@aihec.org 202.340.2448</p>	<p>Althea Walker <i>Tribal Climate Science Liaison</i> awalker@aihec.org 480.258.3963</p>



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