



American Indian Higher
Education Consortium

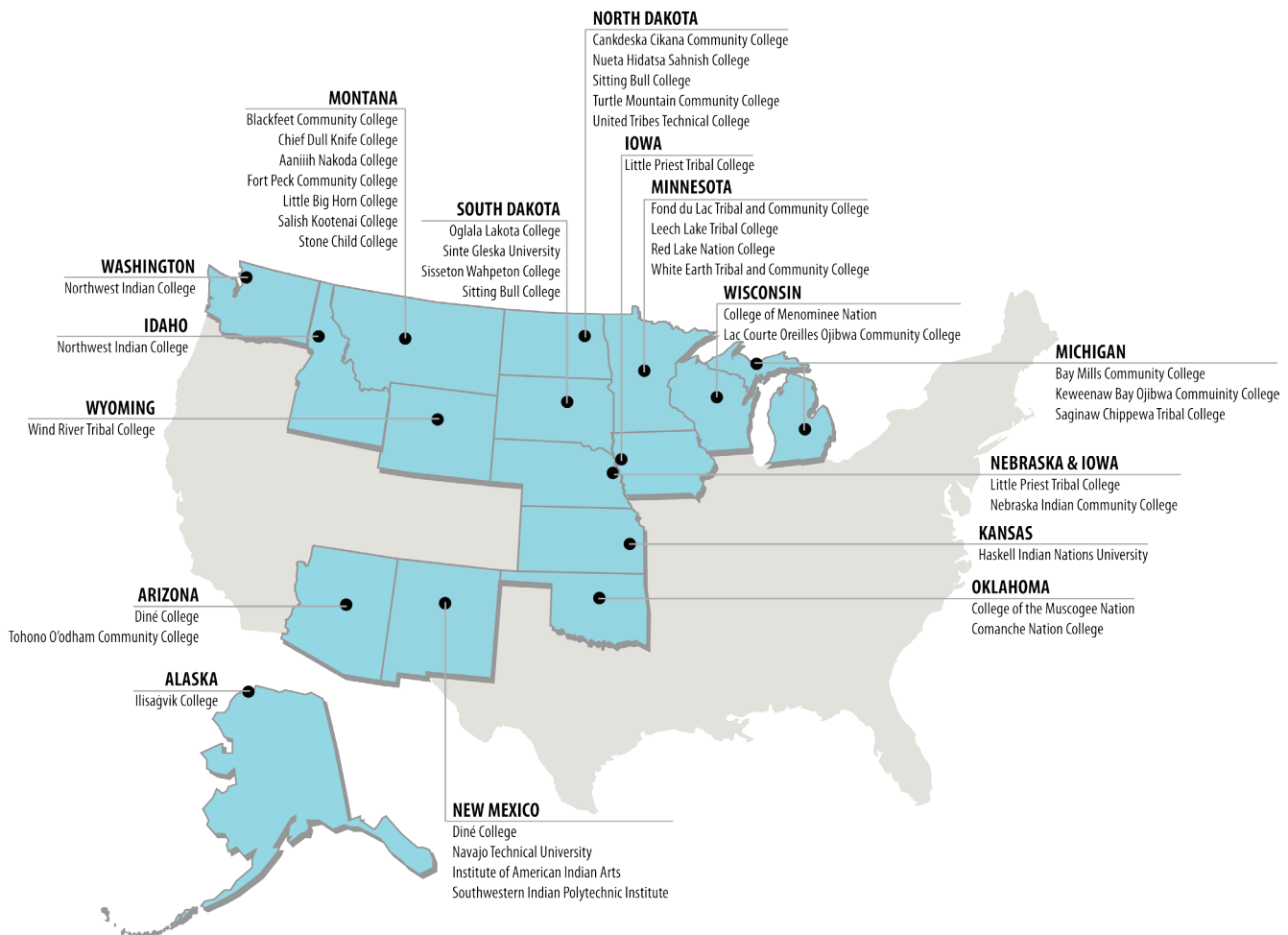
TRIBAL Colleges & Universities: *Educating, Engaging, Innovating, Sustaining, Honoring*
**AIHEC is the collective spirit and unifying voice of
Tribal Colleges and Universities.**

115th Congress Informational Packet • February 8, 2017



Tribal College and University (TCU) Demographic Information:

- 37 TCUs with more than 75 sites in the United States
- TCUs provide access to quality higher education to over 80 percent of Indian Country
- All TCUs offer associate degree programs; 13 offer baccalaureate programs; five offer master's degree programs
- Well over half of the federally recognized tribes are represented at TCUs
- 85 percent of TCU students receive federal financial aid
- TCUs are a proven and solid investment: for every \$1 invested in TCUs, the return is at least \$5.20 annually, according to an independent study



FISCAL YEAR 2018 INTERIOR APPROPRIATIONS REQUESTS TRIBAL COLLEGES AND UNIVERSITIES



Appropriations Bill: INTERIOR

Agency: Bureau of Indian Education

AUTHORIZATION/TCU PROGRAM	FY 2016 APPROPRIATED	FY 2017 H: APPROVED S: CMTE REPORTED	FY 2018 AIHEC REQUEST
Tribally Controlled Colleges and Universities Assistance Act [25 USC 1801 et seq.]			
Title I, II, III and contracts (28 TCUs)	\$69.8 million	\$69.8 million	\$80,200,000 Fully fund at \$8K/ISC (Title I) \$17M (Title II) \$109K (Title III) TA: \$701,000
Title V (Tribal career and technical institutions)	\$6,911,000	\$7,414,000	\$10,000,000
American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act [20 USC 4411]			
Institute of American Indian Arts w/Center for Lifelong Education & Museum (IAIA)	\$11,619,000	\$11,619,000	\$11,948,000
BIE Postsecondary Institutions - Snyder Act [25 USC 13]			
Haskell Indian Nations University (HINU) and Southwestern Indian Polytechnic Institute (SIPI)	\$19,767,000	\$22,117,000	\$25,000,000

HONOR SOVEREIGNTY: EXEMPT TCUs & OTHER TRIBAL PROGRAMS FROM ACROSS THE BOARD CUTS, INCLUDING SEQUESTRATION. TCUs are chartered by their respective American Indian tribes, which hold a long-established special legal relationship with the U.S. federal government, actualized by more than 400 treaties, several Supreme Court decisions, Congressional action, and the ceding of more than one billion acres of land to the U.S. Despite the trust responsibility and treaty obligations, TCUs' primary source of operating funds has never been fully funded. With sequestration, this already underfunded but essential program faces significant cuts and the more than 30 year federal investment in this proven program will be lost, as some of these institutions may be forced to close their doors.

ENGAGED INSTITUTIONS: TCUs are THE job creators in reservation communities that suffer some of the high unemployment rates in the nation. TCUs offer high quality, culturally relevant postsecondary education opportunities, and they uniquely fulfill broader, essential roles within their reservation communities: they are community centers, public libraries, tribal archives, career and business centers, economic development centers, Native language hubs, research centers, and child and elder care centers. Each TCU is committed to improving the lives of its students through higher education and to moving American Indians toward self-sufficiency. TCUs are not only on the forefront of training the future Native workforce to compete in a global economy, but they are large employers in their reservation communities.

CHRONIC UNDERFUNDING: It has been 36 years since the Tribally Controlled Colleges and Universities Assistance Act was initially funded and the TCUs are receiving \$7,191/ISC for academic year 2016-17, still short of the Congressionally authorized enrollment driven funding level for institutional operations. It would take just a bit more than an added \$800/ISC to reach **full** TCU Act funding for the first time since the act was funded over three decades ago. We ask Congress to fully fund these very deserving -- and historically underfunded -- **TRIBAL** institutions of higher education AND provided sufficient funding so that ALL Tribal Colleges can start each academic year with adequate funding appropriated and available. **TCUs need and deserve to be funded at the authorized funding level.**

**FISCAL YEAR 2018 AGRICULTURE APPROPRIATIONS REQUESTS
TRIBAL COLLEGES AND UNIVERSITIES**



Appropriations Bill: AGRICULTURE

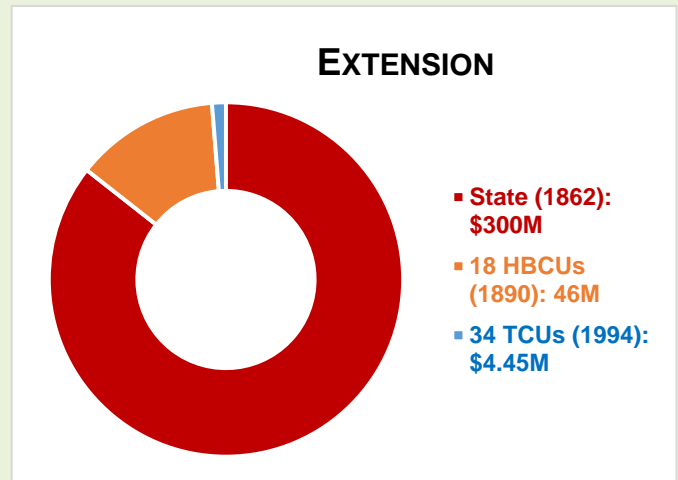
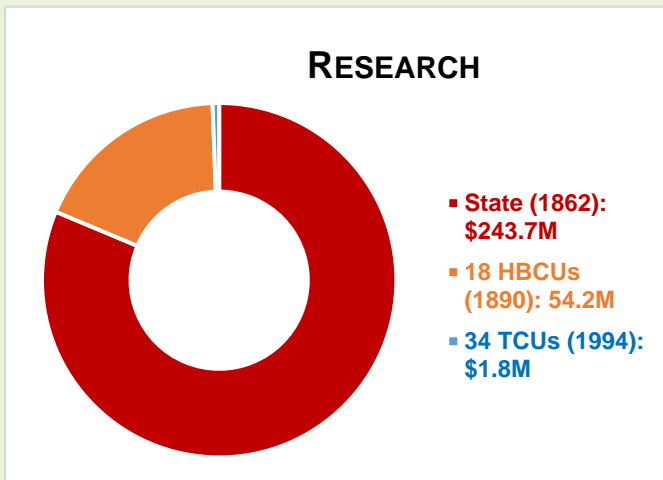
Agencies: NIFA and Rural Development

AUTHORIZATION/TCU PROGRAM	FY 2016 FINAL	FY 2017 HOUSE & SENATE REPORTED	FY 2018 AIHEC REQUEST
Equity in Educational Land Grant Status Act [7 USC 301 note]			
1994 Institutions Extension Program (NIFA)	\$4,446,000	\$4,446,000	\$7,000,000
1994 Institutions Research Program (NIFA)	\$1,801,000	\$1,801,000	\$4,000,000
1994 Institutions Equity Payment (NIFA)	\$3,439,000	\$3,439,000	\$4,000,000
Native American Endowment Payment (NIFA)	\$11,880,000	\$11,880,000	\$136,000,000 corpus payment only annual interest yield is scored (FY 2016 gross interest = \$4.7 M)
Consolidated Farm & Rural Development Act [7 USC 1926(a)]			
TCU Essential Community Facilities (RD)	\$4,000,000	\$4,000,000	\$8,000,000

In Comparison: Research: In FY 2016, the 1862 land-grants (state) research program (Hatch Act) received **\$243.7M**; research at the 1890s (18 HBCUs) received **\$54.2M**; and the research grants for 1994s (34 TCUs) received **\$1.8M**

Extension: In FY 2016, Congress appropriated \$476M for extension activities. The **1862s** (state) received **\$300M** in formula driven extension funds; **1890s** (18 HBCUs) received **\$46M**, also formula driven; and **1994s** (34 TCUs) received **\$4.45M** for competitively awarded grants.

Additionally, the **1994 land-grants** are the only land-grant institutions that are prohibited from competing for over \$85.5M in Smith-Lever 3(d) grant funds, including FRTEP and the Children, Youth, Family at Risk program (CYFAR).



These stark inequities cannot be justified or allowed to continue. The first Americans, last to join the nation's land-grant family, deserve parity. We propose both doubling of the endowment corpus to provide about \$10M in interest income, and to afford the 1994's other NIFA programs increased funding as a step to addressing this inequity.

FISCAL YEAR 2018 LABOR-HHS, EDUCATION APPROPRIATIONS REQUESTS TRIBAL COLLEGES AND UNIVERSITIES

U.S. Departments of Education (OPE/OCTAE) and Health and Human Services (ACF-Head Start)

AUTHORIZATION/TCU PROGRAM	FY 2016 FINAL	FY 2017 HOUSE & SENATE REPORTED	FY 2018 AIHEC REQUEST
Higher Education Act [20 USC 1059c] (OPE)			
TCU HEA Title III-A (§ 316)	\$27,599,000 (D) \$27,960,000 (M)	\$27,599,000 (D) \$27,960,000 (M)	\$30,000,000 +\$30m (SAFRA)
Carl Perkins Technical and Career Education Act [20 USC 2327] (OPE)			
Tribal postsecondary career & technical institutions	\$8,286,000	\$8,286,000	\$10,000,000
Tribal Colleges and Universities - Head Start Partnership Program			
Head Start Act -Technical Assistance and Training [42 USC 9843] (ACF-Head Start)			
TCU-Head Start Partnership Program (set-aside)	—	—	\$8,000,000 (From existing funds)
<u>JUSTIFICATIONS:</u>			
<p>TCU HEA-Title III - The TCUs are by any definition truly developing institutions. They provide high quality, culturally appropriate higher education opportunities to some of the most rural/isolated, impoverished, and historically underserved areas of the country. The goal of HEA Title III programs is "to improve the academic quality, institutional management and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation." The TCU are employing these funds to address the critical, unmet needs of their students who are primarily American Indian/Alaska Native (AI/AN) to effectively prepare them to succeed in a globally competitive workforce.</p>			
<p>Tribally Controlled Career and Technical Institutions: Carl D. Perkins Career and Technical Education Act (§117) provides a competitively awarded grant opportunity for tribally chartered and controlled career and technical institutions, which are providing vitally needed workforce development and job creation education and training programs to AI/ANs from tribes and communities with some of the highest unemployment rates in the nation.</p>			
<p>TCU-Head Start Partnership Program: With the reauthorization of the Head Start program in the mid-1990s, Congress mandated that by 2013, 50 percent of Head Start teachers nationwide must have at least a baccalaureate degree in Early Childhood Education and <i>all</i> teacher assistants must have a child development associate credential or be enrolled in an associate's degree program. Today, almost three-quarters of Head Start teachers nationwide hold the required bachelor's degree; but only 39 percent of Head Start teachers in Indian Country meet the requirement, and only 38 percent of workers meet the associate-level requirements. This disparity in preparation and teaching demands our attention: AI/AN children deserve – and desperately need -- qualified teachers. TCUs are ideal catalysts for filling this gap, as demonstrated by the modest program conducted through a TCU-Head Start Program from 2000-2007, which helped TCUs build capacity in early childhood education by providing scholarships and stipends for Indian Head Start teachers and teacher's aides to enroll in TCU early childhood programs. Before the program ended in 2007 (ironically, the same year that Congress specifically authorized the program in the Head Start Act), TCUs had trained more than 400 Head Start workers and teachers, many of whom have since left for higher paying jobs in elementary schools.</p>			

FISCAL YEAR 2018 SCIENCE & ENERGY APPROPRIATIONS REQUESTS
TRIBAL COLLEGES AND UNIVERSITIES



Appropriations Bill: COMMERCE, JUSTICE, SCIENCE and RELATED AGENCIES

National Science Foundation

Directorate: Education and Human Resources (EHR)

AUTHORIZATION/TCU PROGRAM	FY 2016 FINAL	FY 2017 HOUSE/SENATE REPORTED	FY 2018 AIHEC REQUEST
NSF – Education and Human Resources (EHR)			
NSF-TCUP	\$13,500,000		\$15,000,000
<p>JUSTIFICATION: In FY2009, NSF awarded \$4.2 billion in science and engineering (SE) funding to the nation’s institutions of higher education. TCUs received \$10.5 million, or one-quarter of one percent of this funding. Among MSIs, NSF awarded \$144.2 million in SE funding to 174 HBCUs and HSIs, averaging \$828,545/institution, while 29 TCUs received an average of \$362,000/institution. This disproportionate distribution trend <u>has yet to be recognized and addressed</u>. Since FY2001, modest funding has been allocated to the TCU initiative administered under the NSF-EHR. This competitive grants program enables TCUs to enhance the quality of their STEM instructional, research, and outreach programs. TCUs that have been awarded an NSF-TCUP grant are expected to complete a comprehensive program needs analysis and to develop a plan for addressing both their institutional and NSF goals, with a primary goal being significant and sustainable expansion and improvements to STEM programs. Through NSF-TCUP, tribal colleges have been able to establish and maintain programs that represent a key component of the career pipeline for the American Indian/Alaska Native STEM workforce.</p>			

Appropriations Bill: ENERGY AND WATER DEVELOPMENT

Department of Energy

Agency: National Nuclear Security Administration (NNSA)

AUTHORIZATION/TCU PROGRAM	FY 2016 FINAL	FY 2017 HOUSE/SENATE REPORTED	FY 2018 AIHEC REQUEST
DoE - National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership Program (MSIPP)			
MSIPP/Tribal College Initiative		\$18.956M	\$5,000,000 from existing funds
<p>In the FY2016 Budget, new funds were added to the MSIPP program; but, because the intent of the added funds -- to launch a TCU Initiative within the NNSA-MSIPP -- was not clearly enough articulated, the funds were absorbed into the existing NNSA-MSIPP program. In the end, a modest amount of funding was identified to implement the initial phase of an important TCU Initiative, engaging 5 TCUs. This initiative is designed to support a primary focus of the MSIPP, which includes advancing the TCUs’ capacity for engaging in collaborative research projects throughout the NNSA complex and helping to meet the nation’s STEM workforce needs, including through an innovative and successful advanced manufacturing opportunity in Indian Country.</p> <p>Report Language Request: We request report language in the FY2018 Energy and Water Development, and Related Agencies, Appropriations bill designating \$5 million of the funds appropriated for the Department of Energy, National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership Program (MSIPP), specifically for the Tribal Colleges and Universities Initiative.</p>			

AIHEC BOARD MEMBERS

Alaska

Ilisagvik College
Barrow, AK

Arizona

Diné College
Tsaile, AZ
additionally:
Chinle, AZ
Crownpoint, NM
Shiprock, NM
Tuba City, AZ
Window Rock, AZ

Tohono O'odham Community College
Sells, AZ

Kansas

Haskell Indian Nations University
Lawrence, KS

Michigan

Bay Mills Community College
Brimley, MI
additionally:
L'Anse, MI
Manistee, MI
Petoskey, MI
Sault Ste. Marie, MI

Keweenaw Bay Ojibwa Community College
Baraga, MI

Saginaw Chippewa Tribal College
Mount Pleasant, MI

Minnesota

Fond du Lac Tribal and Community College
Cloquet, MN

Leech Lake Tribal College
Cass Lake, MN

Red Lake Nation College
Red Lake, MN

White Earth Tribal and Community College
Mahnomon, MN

Montana

Aaniiih Nakoda College
Harlem, MT

Blackfeet Community College
Browning, MT

Chief Dull Knife College
Lame Deer, MT

Fort Peck Community College
Poplar, MT
additionally:
Wolf Point, MT

Little Big Horn College
Crow Agency, MT

Salish Kootenai College
Pablo, MT
additionally:
Spokane, WA
Willpinit, WA

Stone Child College
Box Elder, MT

Nebraska

Little Priest Tribal College
Winnebago, NE
additionally:
Sioux City, IA

Nebraska Indian Community College
Macy, NE
additionally:
Niobrara, NE
South Sioux City, NE

New Mexico

Institute of American Indian Arts
Santa Fe, NM

Navajo Technical University
Crownpoint, NM
additionally:
Chinle, AZ
Teec Nos Pos, AZ

Southwestern Indian Polytechnic Institute
Albuquerque, NM

North Dakota

Cankdeska Cikana Community College
Fort Totten, ND

Nueta Hidatsa Sahnish College
New Town, ND
satellites:
Mandaree, ND
Parshall, ND
Twin Buttes, ND
White Shield, ND

Sitting Bull College
Fort Yates, ND
additionally:
McLaughlin, SD
Mobridge, SD

Turtle Mountain Community College
Belcourt, ND

United Tribes Technical College
Bismarck, ND

Oklahoma

College of the Muscogee Nation
Okmulgee, OK

Comanche Nation College
Lawton, OK

South Dakota

Oglala Lakota College
Kyle, SD
additionally:
Allen, SD
Batesland, SD
Eagle Butte, SD
Kyle, SD
Manderson, SD
Martin, SD
Oglala, SD
Pine Ridge, SD
Porcupine, SD
Rapid City, SD
Wamblee, SD

Sinte Gleska University
Mission, SD
additionally:
Lower Brule, SD
Marty, SD

Sisseton Wahpeton College
Sisseton, SD

Washington

Northwest Indian College
Bellingham, WA
additionally:
Auburn, WA (Muckleshoot)
Kingston, WA (Port Gamble S'Klallam)
La Conner, WA (Swinomish)
Olympia, WA (Nisqually)
Tulalip, WA
Lapwai, ID (Nez Perce)

Wisconsin

College of Menominee Nation
Keshena, WI
additionally:
Green Bay, WI

Lac Courte Oreilles Ojibwa Community College
Hayward, WI
additionally:
Hertel, WI (St. Croix)
Lac du Flambeau, WI
Washburn, WI

AIHEC ASSOCIATE MEMBERS

Wyoming

Wind River Tribal College
Ethete, WY



American Indian Higher Education Consortium

AIHEC serves its network of member institutions—a unique community of tribally and federally chartered institutions working to strengthen tribal nations and make a lasting difference in the lives of American Indians and Alaska Natives—through public policy, advocacy, research, and program initiatives to ensure strong tribal sovereignty through excellence in American Indian higher education.

Tribal Colleges and Universities

As a member-based organization created by and for Tribal Colleges and Universities, the presidents of each accredited United States-based TCU compose AIHEC's board.

TCUs are essential in providing culturally based education and research opportunities for American Indians. They offer higher education that is uniquely tribal, founded on Native language, culture and philosophy with strong student support systems and community engagement.

TCUs strengthen tribal nations, preserve tribal languages and traditions, build a national Native workforce, sustain tribal lands and communities, and provide academically rigorous education and research opportunities.

TCUs are chartered by their respective tribal governments, including the ten tribes within the largest reservations in the United States. They operate more than 75 sites in 16 states—virtually covering Indian Country—and serve students from more than 230 federally recognized Indian tribes.

TCUs vary in enrollment (size), focus (liberal arts, sciences, workforce development/training), location (woodlands, desert, frozen tundra, rural reservation, urban), and student population (predominantly American Indian/Alaska Native). However, tribal identity is the core of every TCU, and they all share the mission of tribal self-determination and service to their respective communities.

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