



American Indian  
Higher Education Consortium

## Tribal Colleges & Universities

*Advancing Native Students—Advancing Native Nations*

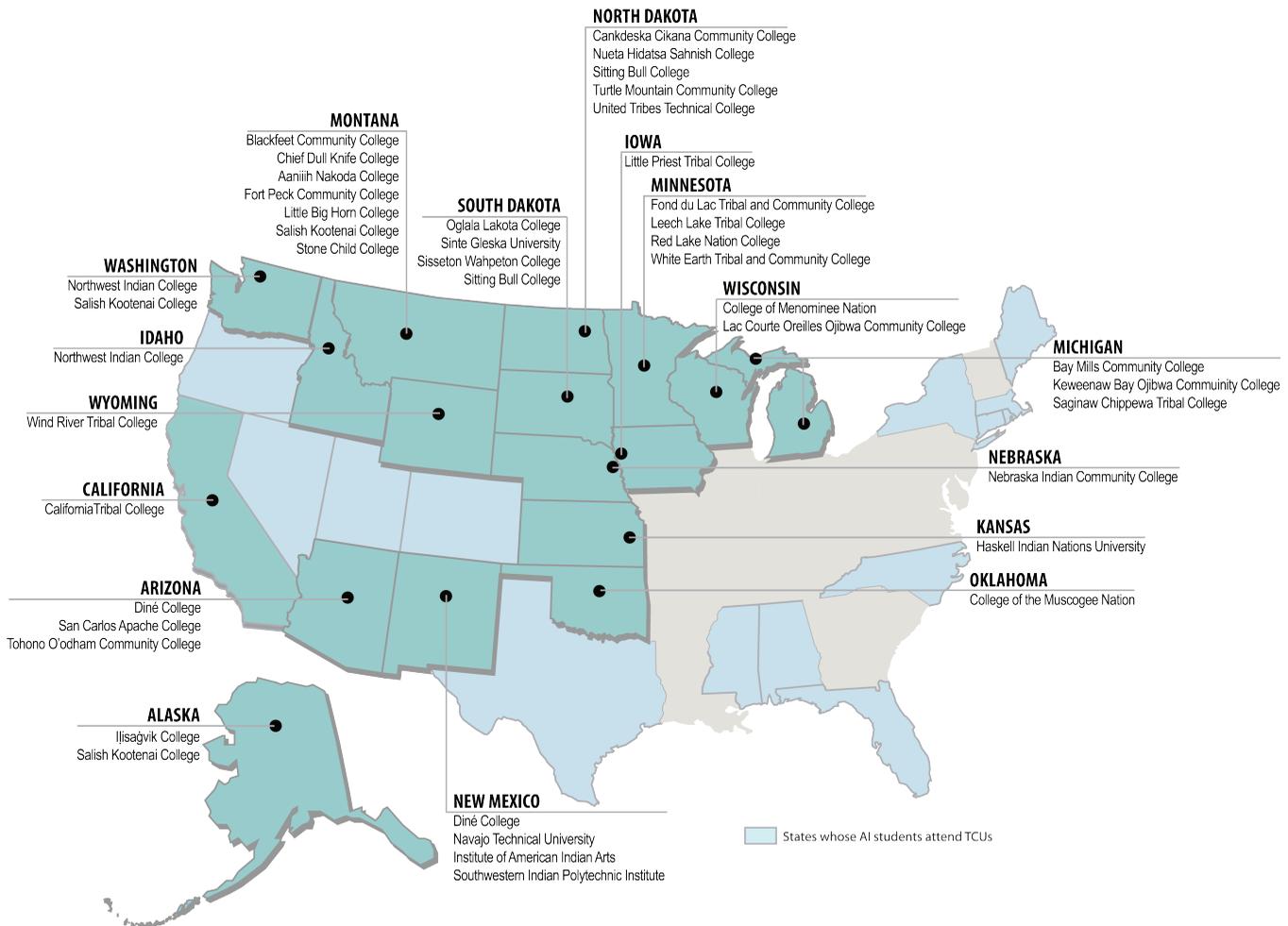
*Advancing Our Nation*

**115th Congress Information Packet • May 2018**



## Tribal College and University (TCU) Demographic Information:

- 38 TCUs operating more than 75 campuses and sites in the U.S., with a student/faculty ratio of 8:1.
- TCUs provide access to quality, low cost higher education. Average annual tuition of \$2,937 makes a TCU education the most affordable in the nation.
- 85 percent of TCU students receive federal financial aid.
- All TCUs offer associate degree programs; 14 offer baccalaureate programs; five offer master's degree programs.
- Well over half of the 573 federally recognized tribes are represented at TCUs, including AI students from more than 30 states, including 14 states that do not have their own TCU.
- TCUs are a proven and solid investment: for every \$1 invested in TCUs, the return is at least \$5.20 annually, according to an independent study.



Aaniiih Nakoda College student **Leslie Horn** is a member of the Aaniiih and Crow Nations and is a combat veteran. She served four years in the Army, stationed in Germany and then in Iraq where she was a female gunner, escorting convoys. She was honorably discharged and returned to the U.S. She is a certified law enforcement corrections officer, certified nursing assistant, and received her commercial driver's license. She has always been very active in the community and college campus activities. She was elected as Student Senate President for Aaniiih Nakoda College two years in a row. She started a basketball league for children, teaching them basic skills of the game and encouraging them to keep active. She focuses kids in the community, because drugs are becoming a huge problem on the reservation and the kids are left with nothing to keep them busy.

ANC



Leslie is currently working on a double major in Allied Health and Human Services at ANC. She was on the Dean's List for Academic Honors for two semesters. She hopes to continue on to nursing school or a community leadership program. Her goal is to work within the community, organizing activities for all kids to stay active and encourage them to get their education and not fear trying new things. She tells the children she did not know what she wanted to do in life but to keep trying new things until they find what makes them happy and successful.



KBOCC

Keweenaw Bay Ojibwe Community College student **Ron Tilson**, enrolled member of the Keweenaw Bay Indian Community, began as a full-time environmental science major in fall 2016. He has a 3.78 cumulative grade-point average and has developed into a valuable student research assistant on several grant-funded departmental projects. He is on KBOCC's surface water research team for work funded through the Environmental Protection Agency's Tribal EcoAmbassador Program. This role has prepared him for additional field work through the KBIC Natural Resource Department's water quality program. He completed a summer 2017 internship through a partnership with Salish Kootenai College for which he spent the summer collecting samples of fish and analyzing them for mercury content. Ron will likely transfer to a four-year program.



# TCU STUDENT PROFILES



SCTC

Saginaw Chippewa Tribal College student **Chase Stevens** (Saginaw Chippewa Descendant) is emblematic of the success SCTC strives for in student achievement. Projected to graduate in spring 2018 with a 4.0 GPA, Chase has earned the admiration and respect of his peers, the college community, and the larger tribal community. Coming to SCTC after serving four combat tours in Iraq and Afghanistan, Chase had already distinguished himself as a role model for other native males. He has taken advantage of the Environmental Science Research Scholarship (ESRS) offered each semester at SCTC. Through this scholarship, Chase was placed into the tribe's Environmental Planning Department for his internship. The department was so impressed with him, that he was able to parlay that opportunity into a paid position with that department as the Invasive Species Coordinator while he works concurrently to finish his degree in Native American studies. His writing ("1,000 Pound Bomb") is featured in the winter 2017 edition of the *Tribal College Journal*.

**Jalen Croff**, a member of the Blackfeet Tribe from Browning, Montana completed his associate's degree in mathematical science in June 2017 and will earn his bachelor's degree in secondary education in mathematics by June 2018. Jalen transferred to SKC from Blackfeet Community College. He initially registered for the forestry program but quickly changed to a math-related degree to suit his skill set. He credits SKC as creating a strong foundation for him and his fellow students and assisting with their needs to assure success. Jalen plans to become a high school math teacher for the Browning Public School System in Browning, Montana. He is passionate about helping to better his community by empowering students through education.

SKC



FISCAL YEAR 2019 INTERIOR APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES



**Appropriations Bill: INTERIOR**

**Agency: Bureau of Indian Education**

| AUTHORIZATION/TCU PROGRAM   | FY 2018 ENACTED | FY 2019 BUDGET REQUEST | FY 2019 AIHEC REQUEST  |
|---|-----------------|------------------------|--|
| <b>Tribally Controlled Colleges and Universities Assistance Act [25 USC 1801 et seq.]</b> |                 |                        |  |
| <b>Title I, II, III and contracts</b><br>(29 TCUs)  | \$69,793,000    | \$65,664,000           | <b>\$86,354,000</b><br>Fully fund at \$9K/ISC (Title I)<br>\$17M (Title II)<br>\$109K (Title III)<br>TA: \$701,000 |
| <b>Title V</b> (Tribal career/technical institutions)                                     | \$7,505,000     | \$6,464,000            | \$10,000,000   |
| <b>TCU Infrastructure Improvement</b><br>(25 USC 1813)                                    |                 |                        | \$31,000,000   |

| <b>American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act [20 USC 4411]</b> |  |              |              |
|--|--|--------------|--------------|
| <b>Institute of American Indian Arts</b><br>w/Center for Lifelong Education & Museum                     | \$9,835,000                                | \$9,960,000  | \$9,960,000  |
| <b>Haskell Indian Nations University &amp; Southwestern Indian Polytechnic Institute</b>                 | \$39,398,000<br>(Includes forward funding) | \$19,376,000 | \$25,000,000 |

**Honor Sovereignty:** 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, or adequately, funded. The funding plan we have set forth in this document represents a significant step toward adequate funding for the first time in the 40-year history of the TCU Act.

**TCU Infrastructure Improvement:** We urge Congress to fund section 113 (USC 1813) of the TCU Act – after 40 years – establish a new infrastructure development program for Tribal Colleges. A key part of the mission of TCUs is to prepare AI/ANs, and other rural community members to be self-sufficient members of the nation’s workforce. For TCUs to realize this goal, they must have the facilities necessary to education and train students for 21<sup>st</sup> century jobs. A TCU needs assessment revealed a need of \$120 million to address current TCU shovel-ready projects and facilities rehabilitation.

**Engaged Institutions:** TCUs are primary job creators in reservation communities that suffer some of the highest unemployment rates in the nation. TCUs offer high quality, culturally relevant postsecondary opportunities, and they uniquely fulfill broader, essential roles within their communities: they are community centers, public libraries, tribal archives, career and business centers, economic development centers, Native language hubs, research centers, and child care centers. Each TCU is committed to improving the lives of its students through higher education and to moving American Indians toward self-sufficiency.

**Chronic Underfunding:** Most TCUs are receiving **\$7,285/ISC** for academic year 2017–18, still short of the Congressionally authorized enrollment driven funding level for basic institutional operations. It has taken over 40 years to come within reach of achieving funding at **\$9000/ISC**, a significant step toward adequate funding. We ask Congress to take the last step and work to adequately fund these very deserving—and historically underfunded—*TRIBAL* institutions of higher education.

FISCAL YEAR 2019 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 2018 ENACTED       | FY 2019 BUDGET REQUEST | FY 2019 AIHEC REQUEST                |
|---|-----------------------|------------------------|--------------------------------------|
| <b>Higher Education Act [20 USC 1059c] (OPE)</b>  |                       |                        |                                      |
| TCU HEA Title III-A (§316) Parts A & F  | \$31,539,000 (Part A) | \$27,599,000 (Part A)  | \$35,000,000 (Part A)                |
|   | \$28,200,000 (Part F) | \$30,000,000 (Part F)  | \$30,000,000 (Part F)                |
| <b>Carl Perkins Technical and Career Education Act [20 USC 2327] (OPE)</b>  |                       |                        |                                      |
| Tribal postsecondary career & technical institutions  | \$9,469,000           | \$8,286,000            | \$10,000,000                         |
| <b>TRIBAL COLLEGES AND UNIVERSITIES HEAD START PARTNERSHIP PROGRAM</b>  |                       |                        |                                      |
| TCU Head Start Partnership Program (set-aside)  | —                     |                        | \$8,000,000<br>(from existing funds) |
| <p><b>TCU HEA-Title III:</b> \$30M is needed for the TCU Title III, Part A (discretionary) program in FY2019, along with the mandatory allocation for Part F. The Part F program—which makes up more than half of the TCU Title III program—is slated to end after FY2019 if Congress does not allocate new funding. Failure to fund the program would be devastating to TCUs, which by any definition truly are developing institutions. Despite serious resource challenges, TCUs provide high quality, culturally appropriate higher education opportunities to some of the most rural/isolated, impoverished, and historically underserved areas of the country. The 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><b>Tribally Controlled Career and Technical Institutions:</b> 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><b>TCU-Head Start Partnership Program:</b> 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 all 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> |                       |                        |                                      |

**Appropriations Bill: AGRICULTURE**

Agency: NIFA and Rural Development

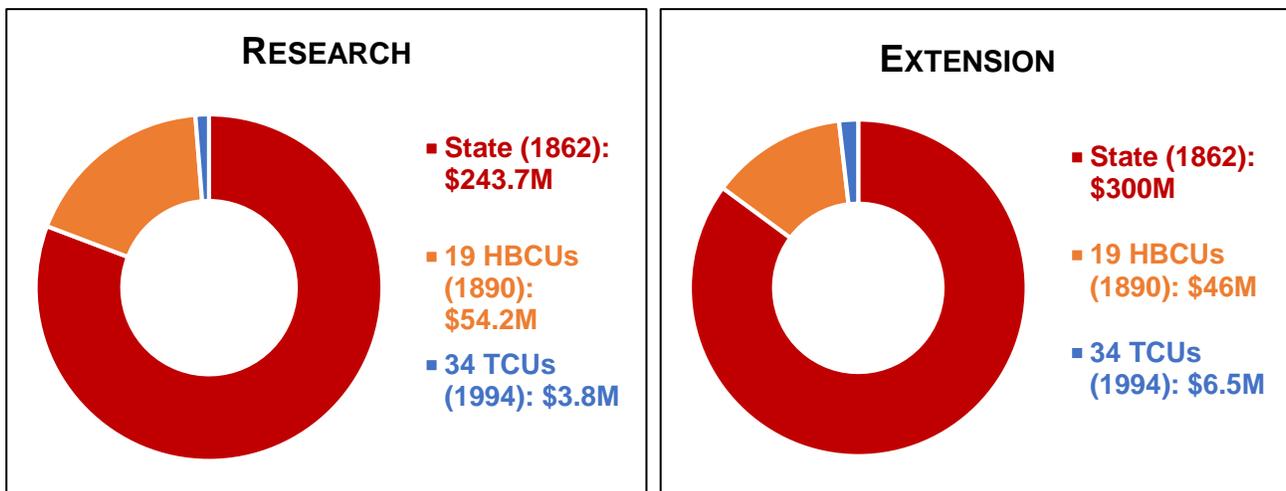
| AUTHORIZATION/TCU PROGRAM  | FY 2018 ENACTED | FY 2019 BUDGET REQUEST | FY 2019 AIHEC REQUEST  |
|--|-----------------|------------------------|--|
| <b>Equity in Educational Land Grant Status Act [7 USC 301 note]</b>  |                 |                        |  |
| 1994 Institutions Extension Program (NIFA)                           | \$6,446,000     | \$4,416,000            | \$9,000,000  |
| 1994 Institutions Research Program (NIFA)                            | \$3,801,000     | \$1,789,000            | \$5,800,000  |
| 1994 Institutions Equity Payment (NIFA)                              | \$3,439,000     | \$3,416,000            | \$4,000,000  |
| Native American Endowment Payment (NIFA)                             | \$11,880,000    | \$11,857,000           | \$15,000,000 corpus payment only annual interest yield is scored (FY 2017 interest = \$4.8M) |
| <b>Consolidated Farm &amp; Rural Development Act [7 USC 1926(a)]</b> |                 |                        |  |
| TCU Essential Community Facilities                                   | \$4,000,000     | 0                      | \$8,000,000  |

**In Comparison**

**Research:** In FY 2018, the 1862 land-grants (state) research program (Hatch Act) received \$243.7M; research at the 1890s (19 HBCUs) received \$54.2M; and the research grants for 1994s (34 TCUs) received \$3.8M.

**Extension:** In FY 2018, Congress appropriated \$483M for extension activities. The 1862s (state) received \$300M in *formula* driven extension funds; 1890s (19 HBCUs) received \$46M, *also formula driven*; and 1994s (34 TCUs) received \$6.45M for competitively awarded grants.

Additionally, the **1994 land-grants** are the only federal land-grant institutions that are barred from competing for over \$85.5M in Smith-Lever 3(d) grant funds, including FRTEP and the Children, Youth, Families 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.

FISCAL YEAR 2019 SCIENCE & ENERGY APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES



**Appropriations Bill: ENERGY AND WATER DEVELOPMENT**

Department of Energy

Agency: National Nuclear Security Administration (NNSA)

| AUTHORIZATION/TCU PROGRAM  | FY 2018 ENACTED                        | FY 2019 BUDGET REQUEST                        | FY 2019 AIHEC REQUEST              |
|--|--|---|------------------------------------|
| <b>DoE—National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership Program (MSIPP)</b>   |  |   |                                    |
| MSIPP Initiative (includes TCU program)  | Total: \$19,832,000<br>TCU Grant: \$2M | Total: \$18,832,000<br>TCU Grant: \$1,267,657 | \$3,000,000<br>from existing funds |
| <p><b>Advanced Manufacturing Network Initiative:</b> Now in its third year, the AIHEC/TCU Advanced Manufacturing Network Initiative is an innovative advanced manufacturing training and education program involving five TCUs that prepares an American Indian advanced manufacturing workforce—through certificate and 4-year degree programs—and is creating reservation-based economic and employment opportunities through design, manufacture and marketing of high quality products in partnership, with tribes, major industry, and the National Laboratories. Full funding of the project will allow AIHEC to engage more TCUs as well as National Laboratory and industry partners, establishing a technically skilled workforce and manufacturing base in Indian Country prepared to support the engineering and technology needs of the nation.</p> <p><b>Report Language Request:</b> We request report language in the FY2019 Energy and Water Development, and Related Agencies, Appropriations bill designating \$3 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> |  |   |                                    |

**Appropriations Bill: COMMERCE, JUSTICE, SCIENCE and RELATED AGENCIES**

National Science Foundation

Directorate: Education and Human Resources (EHR)

| AUTHORIZATION/TCU PROGRAM   | FY 2018 ENACTED | FY 2019 BUDGET REQUEST | FY 2019 AIHEC REQUEST |
|---|-----------------|------------------------|-----------------------|
| <b>NSF—Education and Human Resources (EHR)</b>  |                 |                        |                       |
| NSF-TCUP  | \$14,000,000    | \$14,000,000           | \$15,000,000          |
| <p><b>Justification:</b> In FY2009, NSF awarded <b>\$4.2 billion</b> in science and engineering (SE) funding to the nation's institutions of higher education. <b>TCUs received \$10.5 million, or one-quarter of one percent</b> 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 has yet to be recognized and addressed. 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> |                 |                        |                       |

## AIHEC TRIBAL COLLEGES

### Alaska

**Iiisaḡvik College**  
Barrow, AK

### Arizona

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

**Tohono O'odham Community College**  
Sells, AZ

### Kansas

**Haskell Indian Nations University**  
Lawrence, KS

### Michigan

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

**Keweenaw Bay Ojibwa Community College**  
Baraga, MI  
*additionally:*  
L'Anse, MI

**Saginaw Chippewa Tribal College**  
Mount Pleasant, MI

### Minnesota

**Fond du Lac Tribal and Community College**  
Cloquet, MN

**Leech Lake Tribal College**  
Cass Lake, MN

**Red Lake Nation College**  
Red Lake, MN

**White Earth Tribal and Community College**  
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:*  
Anchorage, AK  
Wellpinit, WA  
Yakama, WA

**Stone Child College**  
Box Elder, MT

### Nebraska

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

### Nebraska Indian Community College

**Macy, NE**  
*additionally:*  
Niobrara, NE  
South Sioux City, NE  
Walthill, NE

### New Mexico

**Institute of American Indian Arts**  
Santa Fe, NM

### Navajo Technical University

**Crownpoint, NM**  
*additionally:*  
Chinle, AZ  
Teec Nos Pos, AZ

**Southwestern Indian Polytechnic Institute**  
Albuquerque, NM

### North Dakota

**Cankdeska Cikana Community College**  
Fort Totten, ND

### Nueta Hidatsa Sahnish College

**New Town, ND**  
*additionally:*  
Mandaree, ND  
Parshall, ND  
Twin Buttes, ND  
White Shield, ND

### Sitting Bull College

**Fort Yates, ND**  
*additionally:*  
McLaughlin, SD  
Mobridge SD

### Turtle Mountain Community College

**Belcourt, ND**

### United Tribes Technical College

**Bismarck, ND**

### Oklahoma

**College of the Muscogee Nation**  
Okmulgee, OK

### South Dakota

**Oglala Lakota College**  
Kyle, SD

*additionally:*  
Allen, SD  
Batesland, SD  
Eagle Butte, SD  
Manderson, SD  
Martin, SD  
Oglala, SD  
Pine Ridge, SD  
Porcupine, SD  
Rapid City, SD  
Wanblee, SD

### Sinte Gleska University

**Mission, SD**  
*additionally:*  
Lower Brule, SD  
Marty, SD

**Sisseton Wahpeton College**  
Sisseton, SD

### Washington

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

### Wisconsin

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

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

### DEVELOPING TCU

### Arizona

**San Carlos Apache College**  
San Carlos, AZ

### California

**California Tribal College**  
Woodland, CA

### Wyoming

**Wind River Tribal College**  
Ethete, WY

Highest Degree Offered

**BLACK:** Associate

**GREEN:** Masters

**BLUE:** Bachelor

**PURPLE:** Developing



## 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.

**American Indian Higher Education Consortium**  
121 Oronoco Street, Alexandria, VA 22314  
[www.aihec.org](http://www.aihec.org)

**703.838.0400**  
Patrese Atine (x111) • [patine@aihec.org](mailto:patine@aihec.org)  
Carrie Billy (x110) • [cbilly@aihec.org](mailto:cbilly@aihec.org)

