



Native youth select books at the Rosebud Sioux Indian Reservation Mission. Photo credit: Flickr/Reading Is Fundamental

## Education

*“We have a generational transformation going on in this country—I know that is true in Indian Country as well. . . . If our children are not well educated, and if they are not educated in a culturally appropriate way, you are not going to achieve . . . [the] goals for your tribes and your cultures, nor the goals of these young people to realize their dreams.”*

– Secretary Sally Jewell,  
Remarks at the 2013 White House Tribal Nations Summit

America’s highest priority must be to provide all of our nation’s children with an excellent education, including American Indian and Alaska Native youth. Ensuring equal educational opportunities is not simply a matter of fairness, but even more importantly in today’s tough economic climate, it is an essential strategy for creating jobs and securing the nation’s future prosperity. As President Obama has stressed time and again, improving American education is an “economic imperative.”

Research consistently demonstrates that investments in education contribute to economic growth, while also expanding opportunities for individual advancement.<sup>19</sup> For example, a 2007 Brookings Institution study revealed that investments in education and training programs provide a payoff between five and 15 percent per year compared to their upfront costs.<sup>20</sup> Likewise, cutting statewide public K-12 expenditures by just one percent would reduce a state’s employment rates by 0.7 percent in the short run and by 1.4 percent in the long run.<sup>21</sup>

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*Education not only provides tribal economies with a more highly-skilled workforce, but also directly spurs economic development and job creation.*

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For tribal nations, the stakes of strengthening education are just as high, if not higher. Education not only provides tribal economies with a more highly-skilled workforce, but also directly spurs economic development and job creation. Tribes need an educated citizenry to lead tribal governments, boost available human capital and thereby attract new businesses, reduce unemployment, stimulate reservation economies through direct spending, and launch tribal entrepreneurial ventures.

A 2011 study from the Alliance for Excellent Education indicates that improving the educational outcomes of American Indian and Alaska Native students would have tremendous economic impact. “If just half of the 24,700 American Indian and Alaska Native students from the Class of 2010 who dropped out of high school had graduated, together these 12,350 new graduates would likely be earning an additional \$147 million each year compared to what they will earn without a high school diploma.”<sup>22</sup> These increased earnings would create a wave of additional benefits for tribal, national, and state economies, including:

- **Increased spending and investment:** New graduates’ increased earnings, combined, would likely have allowed them to spend up to an additional \$107 million and invest an additional \$40 million during an average year.
- **Increased home and vehicle sales:** By the midpoint of their careers, these new graduates, combined, would likely have spent as much as \$387 million more on home purchases than they will spend without a diploma. In addition, they would likely have spent up to an additional \$14 million on vehicle purchases during an average year.<sup>23</sup>

The profound value of education for tribal nations extends beyond just economics, however. Education drives personal advancement and wellness, which in turn improves social welfare and empowers communities—elements that are essential to protecting and advancing tribal sovereignty and maintaining tribes’ cultural vitality.

Despite the enormous potential of education for transforming tribal communities, Native education is currently in a state of emergency. American Indian and Alaska Native students lag far behind their peers on every educational indicator, from academic achievement to high school and college graduation rates. For example, the 2011 National Indian Education Study found that Native students continue to score significantly lower than their peers in reading and math in grades four and eight. Only 18 percent of Native fourth graders and 22 percent of Native eighth graders scored proficient or advanced in reading, and only 22 percent of Native fourth graders and 17 percent of Native eighth graders scored proficient or advanced in math.<sup>24</sup> The crisis of Indian education is perhaps most apparent in the Native high school dropout rate, which is not only one of the highest in the country, but is also above 50 percent in many of the states with high Native populations.<sup>25</sup>

Under sequestration, critical education programs have been reduced curtailing their efficiency and effectiveness. The across-the-board reductions disproportionately affect Native youth and leave America’s most vulnerable populations and students behind, representing a blatant abandonment of the federal trust responsibility for educating Native students.

To address this urgent situation and give tribal nations the vital foundation for economic success, the federal government must live up to its trust responsibility by providing adequate support for Native education. The requests below detail the minimum funding needed to sustain a system that is currently struggling and underfunded.

## Key Recommendations

### DEPARTMENT OF EDUCATION

*Labor, HHS, and Education Appropriations Bill*

#### Title I, Part A Local Education Agency Grants

- Provide \$25 billion for Title I, Part A.

Title I of the Elementary and Secondary Education Act provides critical financial assistance to local educational agencies and schools with high percentages of children from low-income families that ensure all children meet challenging state academic standards. Currently, there are over 600,000 Native students across the country with nearly 93 percent of those students attending non-federal institutions, such as traditional public schools in rural and urban locations. A drastic increase in funding to counter annual inflation and sequestration, as well as match the amount appropriated under the American Reinvestment and Recovery Act, is necessary to meet the needs of Native students and students from low-income families.

### DEPARTMENT OF EDUCATION

*Labor, HHS, Education Appropriations Bill*

#### State-Tribal Education Partnership (STEP) Program

- Provide \$5 million for the State-Tribal Education Partnership Program.

Congress appropriated roughly \$2 million for the STEP program to five participating tribes in FY 2012 and FY 2013 under the Tribal Education Department appropriations' line that is administered by the Department of Education. In order for this program to continue to succeed and thrive, it must receive its own line of appropriations in FY 2015. Collaboration between tribal education agencies and state educational agencies is crucial to developing the tribal capacity to assume the roles, responsibilities, and accountability of Native education departments and increasing self-governance over Native education.

### DEPARTMENT OF EDUCATION

*Labor, HHS, Education Appropriations Bill*

#### Impact Aid

- Provide \$2 billion for Impact Aid, Title VIII funding under the No Child Left Behind Act.

Impact Aid provides direct payments to public school districts as reimbursement for the loss of traditional property taxes due to a federal presence or activity, including the existence of an Indian reservation. With nearly 93 percent of Native students enrolled in public schools, Impact Aid provides essential funding for schools serving Native students. In Fiscal Year 2013, Impact Aid was cut by approximately \$100 million dollars by sequestration from the Fiscal Year 2012 level of \$1.1 billion, which forced school closures and school consolidation across many Native communities. In order to ensure Native students have access to education, Impact Aid must be fully funded at \$2 billion. Furthermore, Impact Aid should be converted to a forward-funded program to eliminate the need for cost transfers and other funding issues at a later date.

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## DEPARTMENT OF EDUCATION

*Labor, HHS, Education Appropriations Bill*

### **Title VII (Indian Education Formula Grants)**

- *Provide \$198 million for Title VII funding under the No Child Left Behind Act.*

This grant funding is designed to supplement the regular school program and assist Native students so they have the opportunity to achieve the same educational standards and attain parity with their non-Native peers. Title VII provides funds to school divisions to support American Indian, Alaska Native, and Native Hawaiian students in meeting state standards. Furthermore, Title VII funds support early-childhood and family programs, academic enrichment programs, curriculum development, professional development, and culturally-related activities. Currently, funding for Title VII only reaches 500,000 Native students leaving over 100,000 without supplementary academic and cultural programs in their schools. As Native students are far behind their non-Native peers in educational achievement, increased funding is necessary to address this substantial gap.

## DEPARTMENT OF EDUCATION

*Labor, HHS, Education Appropriations Bill*

### **Alaska Native Education Equity Assistance Program**

- *Provide \$35 million for Title VII, Part C of the No Child Left Behind Act.*

This assistance program funds the development of curricula and education programs that address the unique educational needs of Alaska Native students, as well as the development and operation of student enrichment programs in science and mathematics. This funding is crucial to closing the gap between Alaska Native students and their non-Native peers. Other eligible activities include professional development for educators, activities carried out through Even Start programs and Head Start programs, family literacy services, and dropout prevention programs.

## DEPARTMENT OF EDUCATION

*Labor, HHS, Education Appropriations Bill*

### **Native Hawaiian Education Program**

- *Provide \$35 million for Title VII, Part B of the No Child Left Behind Act.*

This program funds the development of curricula and education programs that address the education needs of Native Hawaiian students to help bring equity to this Native population. Where Native Hawaiians once had a very high rate of literacy, today Native Hawaiian educational attainment lags behind the general population. The Native Hawaiian Education program empowers innovative culturally appropriate programs to enhance the quality of education for Native Hawaiians. When establishing the Native Hawaiian Education Program, Congress identified specific educational disparities and developed strategies to address them. New grantees in FY 2011 alone are estimated to provide educational programs to over 30,000 Native Hawaiian children and families. These programs strengthen the Native Hawaiian culture and improve educational attainment, both of which are correlated with positive economic outcomes.

## DEPARTMENT OF EDUCATION

*Labor, HHS, Education Appropriations Bill*

### **Tribal Colleges and Universities: Supporting Financially Disadvantaged Students**

- Provide \$60 million (\$30 million in discretionary funding and \$30 million in mandatory funding) for Title III-A grants under the Higher Education Act for Tribal Colleges and Universities.

Titles III and V of the Higher Education Act, known as Aid for Institutional Development programs, support institutions with a large proportion of financially disadvantaged students and low cost-per-student expenditures. Tribal Colleges and Universities (TCUs) clearly fit this definition. The nation's 37 TCUs serve Native and non-Native students in some of the most impoverished areas in the nation. Congress recognized the TCUs as emergent institutions, and, as such, authorized a separate section of Title III (Part A, Sec. 316) specifically to address their needs. Sixty million should be provided in FY 2015 to continue to fund grants to these vital institutions.

## DEPARTMENT OF EDUCATION

*Labor, HHS, Education Appropriations Bill*

### **Strengthening Alaska Native and Native Hawaiian-Serving Institutions program**

- Provide \$15 million to Title III-A, Section 317.

Section 317 of Title III-A was created to address the needs of Alaska Native and Native Hawaiian institutions. Providing sufficient resources would ensure students being served at these institutions are supported in meeting their educational goals.

## DEPARTMENT OF EDUCATION

*Labor, HHS, Education Appropriations Bill*

### **Tribal Colleges and Universities: Adult/Basic Education**

- Provide \$8 million for American Indian Adult/Basic Education at Tribal Colleges and Universities, from existing funds appropriated for state block grant funding.

Despite an absence of dedicated funding, Tribal Colleges and Universities must find ways to continue to provide basic adult education classes for those Native students for whom the present K-12 Indian education system has failed. Before many individuals can even begin the coursework needed to learn a productive skill, they first must earn a GED or, in some cases, learn to read. There is a wide-ranging need for basic adult education and literacy programs, and TCUs need adequate funding to support the ever-increasing demand for basic adult education and remediation program services.

## DEPARTMENT OF EDUCATION

*Labor, HHS, Education Appropriations Bill*

### **Tribally Controlled Post-Secondary Career and Technical Institutions**

- Provide \$8.2 million for tribally controlled post-secondary career and technical institutions program funds under the Carl Perkins Career and Technical Education Improvement Act.

Section 117 of the Carl Perkins Career and Technical Education Improvement Act authorizes funding for operations at tribally-controlled post-secondary career and technical institutions. Vocational education/training programs are very expensive to conduct, but are vital to preparing a future workforce that will operate safely and efficiently, contributing greatly to the global economy. Currently, two TCUs participate in this funding program: United Tribes Technical College and Navajo Technical College. The TCUs urge Congress to appropriate \$8.2 million for Sec. 117 of the Act.

## **DEPARTMENT OF EDUCATION**

*Labor, HHS, and Education Appropriations Bill*

### **Native American-Serving, non-Tribal Institutions (Higher Education Act Title III-F)**

- *Provide \$10 million for non-tribal, Native-serving institutions of higher education.*

As the primary federal funding for non-tribal, Native-serving institutions of higher education, the current appropriation of \$5 million is insufficient. With nearly 100 institutions potentially qualifying as Native-serving, non-tribal institutions, this strains the small amount of available funding. To ease the high-level of competition between Native-serving schools, increasing the funding will provide the opportunity for more Native-serving institutions to better serve their students and increase graduation rates among Native students.

*Shared Responsibility:*

## **DEPARTMENT OF EDUCATION AND DEPARTMENT OF THE INTERIOR**

*Labor, HHS, Education Appropriations Bill, and Interior - Environment Appropriations Bill  
Tribal Education Departments*

- *Provide \$10 million (\$5 million through the Department of Education and \$5 million through the Department of the Interior) to fund Tribal Education Departments.*

Five million dollars should be appropriated to the Department of Education, and \$5 million should be appropriated to the Department of the Interior to support tribal education departments (TEDs). This funding assists TEDs, which are uniquely situated at the local level to implement innovative education programs that improve Native education. Because they are administered by tribes, TEDs are best equipped to deliver education programs tailored to improve education outcomes for Native students. TEDs would use this much-needed funding to develop academic standards, assess student progress, and create math and science programs that require high academic standards for students in tribal, public, and Bureau of Indian Education schools. Tribes exercising self-governance over their citizens' education have been very successful because they better understand the circumstances of their populations and can develop initiatives that meet local needs. Adequately funding TEDs would create the most return on federal dollars spent.

## **DEPARTMENT OF THE INTERIOR**

*Interior - Environment Appropriations Bill*

### **School Construction and Repair**

- *Provide \$263.4 million for Bureau of Indian Education (BIE) school construction and repair.*

This funding category includes school construction, facilities improvement and repair, and replacement school construction. Schools operating within the BIE system are woefully outdated and in some cases, dangerous for students and staff. Currently more than 60 BIE schools are rated in “poor” condition, which puts Native students at an unfair disadvantage. Students cannot be expected to succeed in environments that are often dilapidated and unsafe. Further, moratoriums on new construction only cause backlogs of construction projects. The federal government must uphold its trust responsibility to Native education and adequately fund construction and repair projects.

## DEPARTMENT OF THE INTERIOR

### *Interior - Environment Appropriations Bill*

#### **Johnson O’Malley**

- Provide \$42 million to the Johnson O’Malley program.

The Johnson O’Malley (JOM) program has provided grants to supplement basic student needs since 1934. It is currently being used across the country in innovative ways to assist with the unique cultural and scholastic needs of Native students. In 1995, JOM funding provided \$96 per student, however current funding provides less than \$76 per student. These funds are often the only source through which Native students—including those in public schools—can engage in basic activities expected of all American students. Some examples include, but are not limited to, the acquisition of musical instruments for use in classrooms, essential school supplies, and educational field trips.

## DEPARTMENT OF THE INTERIOR

### *Interior - Environment Appropriations Bill*

#### **Student Transportation**

- Provide \$73 million for student transportation in the BIE system.

BIE schools incur significant costs in transporting Native students to and from school. These costs are considerably higher than most school systems due to the often-rural location of BIE facilities. Additionally, the poor road conditions that link the BIE-funded schools increase vehicle maintenance costs. These high costs often lead to funding shortfalls, which then must either go unpaid or funded by diverting funds from other education programs.

## DEPARTMENT OF THE INTERIOR

### *Interior - Environment Appropriations Bill*

#### **Tribal Grant Support Costs**

- Provide \$73 million for tribal grant support costs for tribally-operated schools.

Tribal Grant Support Costs fund the administrative costs of existing tribally-operated schools. The current funding levels only pay 65 percent of the need and must not be reduced in the upcoming budget cycle. This funding also help tribes expand self-governance and tribal control over education programs by allocating monies for administrative costs, such as accounting, payroll, and other legal requirements. Cuts must be avoided. Otherwise, schools must then divert critical teaching and learning funding to cover any shortfalls in operational costs.

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## **DEPARTMENT OF THE INTERIOR**

*Interior - Environment Appropriations Bill*

### **Facilities Operations**

- *Provide \$109 million for BIE facilities operations.*

BIE schools use this funding for costs such as electricity, heating fuels, communications, vehicle rentals from the General Services Administration, custodial services, and other operating expenses. For years, schools have only received roughly 50 percent of funding needed for these expenses. This shortfall is unacceptable as costs continue to rise for vital services.

## **DEPARTMENT OF THE INTERIOR**

*Interior - Environment Appropriations Bill*

### **Facilities Maintenance**

- *Provide \$76 million for BIE facilities maintenance.*

BIE schools use this funding for the preventative and routine upkeep, as well as for unscheduled maintenance of school buildings, grounds, and utility systems. Underfunding of maintenance continues to be an issue as buildings are in poor conditions and cannot maintain proper standards.

## **DEPARTMENT OF THE INTERIOR**

*Interior - Environment Appropriations Bill*

### **Indian School Equalization Formula (ISEF)**

- *Provide \$431 million for the Indian School Equalization Formula.*

These funds provide the core budget account for BIE elementary and secondary schools by covering salaries for teachers, aides, principals, and other personnel. ISEF funds are often reallocated to cover the program cuts in other areas of education. ISEF must have adequate funding to ensure all program needs are fulfilled.

## **DEPARTMENT OF THE INTERIOR**

*Interior - Environment Appropriations Bill*

### **Juvenile Detention Education**

- *Reinstate \$620,000 for juvenile detention education in BIA-funded facilities.*

These critical funds were eliminated in FY 2012. This essential funding was used to provide educational services to detained and incarcerated youth at 24 BIA-funded juvenile detention facilities. One of the best methods to rehabilitate individuals is through education. Eliminating this program only exacerbates the issue and creates additional costs. Eliminating a program that was utilized to decrease the rate of repeat offenders and to provide for youth development does not save money and is short-sighted.



## DEPARTMENT OF THE INTERIOR

### *Interior - Environment Appropriations Bill*

#### **Tribal Colleges and Universities' Institutional Operations**

- Provide \$88.2 million for Titles I, II, and III under the Tribally Controlled Colleges and Universities Assistance Act.

**Title I:** To fully fund Title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (Tribal College Act), which provides day-to-day operating funds for 27 TCUs, would require \$70.5 million. Yet, despite the trust responsibility and treaty obligations, the primary source of operating funds for TCUs has never been fully funded at the authorized level of \$8000 per Indian student. With sequestration, this already underfunded but indispensable 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. The Administration requests and Congress appropriates over \$200 million annually towards the operation of Howard University (exclusive of its medical school), *the only other minority-serving institution that receives its institutional operating funds from the federal government*. Howard University's federal operating support amounts to almost \$30,000 per student. In contrast, TCUs currently receive an average of \$5,850 per Indian student. TCUs need and deserve to be funded at the authorized level, which is one-quarter of the funds appropriated for Howard University.

**Title II:** Diné College has a need for \$17 million to operate its campuses on the Navajo Nation in Arizona and New Mexico.

**Title III:** \$709,000 is needed to level fund critical technical assistance and to assist in establishing TCU endowments.

Five other TCUs receive operating funds through the Interior Appropriations measure, under separate authorities. To support the day-to-day operating budgets of these TCUs, we request:

- \$9.3 million for the two tribally-chartered career and technical institutions under Title V of the Tribally Controlled Colleges and Universities Assistance Act of 1978;
- \$9.37 million for the Institute of American Indian & Alaska Native Arts and Culture;
- \$22.9 million for Haskell Indian Nations University in Kansas and Southwestern Indian Polytechnic Institute in New Mexico, authorized under the Snyder Act of 1921; and
- \$22.7 million for a one-time appropriation to provide forward funding for these five TCUs, which are the only education institutions funded through the Interior Appropriations measure that are not forward funded. Forward funding does not increase the federal budget over the long-run. It simply provides funds for vital education programs before the start of each school year, which is critically important when appropriations are delayed and the government is funded under continuing resolutions.

## DEPARTMENT OF THE INTERIOR

### *Interior - Environment Appropriations Bill*

#### **Forward Fund Remaining Five Tribal Colleges and Universities**

- Provide a one-time appropriation of \$22.7 million to forward fund five TCUs.

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Since all other TCUs are able to plan multi-year budgets and start each school year with predictable funding for operations, forward funding is necessary for Haskell Indian Nations University; Southwestern Indian Polytechnic Institute; Institute of American Indian Arts; Navajo Technical University; and United Tribes Technical College. These five Tribal Colleges, which are the only education institutions funded through the BIE that are not forward funded, have received no new operating funds and were in danger of closing their doors to the thousands of Native students they serve during the October 2013 federal government shutdown.

## **DEPARTMENT OF THE INTERIOR**

### *Interior - Environment Appropriations Bill*

- Provide \$9.37 million to the Institute of American Indian & Alaska Native Arts and Culture (IAIA) and Center for Lifelong Education & Museum under the American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act.

IAIA is the only four-year degree fine arts institution devoted to the study of contemporary Native American and Alaska Native arts. IAIA has graduated more than 3,800 students from federally-recognized tribes and beyond. Appropriations of \$9.37 million are necessary to ensure adequate services are provided to Native students.

## **DEPARTMENT OF THE INTERIOR**

### *Interior - Environment Appropriations Bill*

- Provide \$22.9 million to Haskell Indian Nations University (HINU) and Southwestern Indian Polytechnic Institute (SIPI) under the Snyder Act.

As the first TCUs, these institutions are funded separately from the other institutions and require additional funding considerations. Appropriations of \$14.3 million to HINU and \$8.5 million to SIPI are necessary to ensure adequate services are provided to Native students.

## **DEPARTMENT OF AGRICULTURE**

### *Agriculture Appropriations Bill*

#### **1994 Land-Grant Institutions (TCUs)**

In 1994, Tribal Colleges and Universities (TCUs) achieved federal land-grant status through the passage of the Equity in Educational Land-Grant Status Act. Two decades later, the list of TCU land-grant institutions has increased to 32, with three more expected to be added imminently. However, TCUs are still not recognized or funded as full partners in the nation's land-grant system; and as a result, their potential remains unrealized. With anticipated reductions in tribal funding, American Indian and Alaska Native students will inevitably have fewer sources for financial aid. Thus, basic levels of mandated funding to TCUs become that much more important to enable Native people to pursue higher education. Funding for all 32 of the 1994 institutions is less than the land-grant program funding available to a single 1862 land-grant institution. Appropriations at the requested levels for each of the five programs for 1994 land-grant institutions is a small but critical step in addressing disparities that exist in the current land-grant system.

### **1994 Extension Program**

- *Provide \$6 million for the 1994 Extension Grants Program.*

The 1994 Extension Program is designed to complement, not duplicate, the Federally-Recognized Tribe Extension Program (FRTEP). Ironically, the 1994 Institutions – tribal colleges and universities – are the only members of the land grant system that are not eligible to compete for these grant dollars. The 1994 Extension Program activities include: outreach to at-risk youth; business skills development for local agriculture entrepreneurs; Native plant restoration and horticulture projects; environmental analysis and water quality projects; and nutrition projects aimed at addressing health disparities, such as high rates of diabetes among Native populations. Eleven years ago, while the 1994 Extension Program suffered a 13 percent cut in appropriated funding, the 1862 and 1890 extension programs were reduced by just 0.59 percent. In the years since, the 1994 Extension Programs has been struggling to recover lost funds and opportunities. In FY 2013, the program was cut a further 7.6 percent by sequestration to just \$3.984 million. It is time that Congress adequately invests in the extension programs benefiting reservation communities.

### **1994 Institutions Research Grants**

- *Provide \$3 million for the 1994 Research Grants Program.*

The 1994 Research Grants Program allows TCUs to partner with communities in research areas such as agriculture marketing, renewable energy, and nutrition and health, Native plants and horticulture, water quality, and land management. These research areas are of increasing importance as tribal economies and tribes' efforts to address pressing challenges depend on access to quality data and evidence. These challenges include the disproportionate impacts of climate change on tribal lands and people, as well as the impact of poor economic conditions. TCUs need and deserve a level of funding that will increase their capacity for further developing and conducting research and to strengthen education and sustainable economic development important to their tribal communities. In FY 2013, the program was cut a further 7.6 percent by sequestration to only \$1.664 million.

### **Educational Equity Grant Program**

- *Provide \$6 million in Educational Equity Grant Program funding for the 1994 land-grant institutions.*

The Education Equity Grant Program assists TCU land-grants to establish academic programs within the field of agriculture that explore areas such as natural resource management, nutrition, environmental science, horticulture, sustainable development, and forestry. The funding requested will help in preparing to address issues of climate change and its impact on agriculture, ecosystems, and natural resources focusing on remote reservation communities. Additionally, this investment will support TCU efforts to provide increased nutrition education to their reservation communities, which experience diabetes and other health issues at rates far greater than the national average. In FY 2013, the program was cut a further 7.6 percent by sequestration to only \$3.081 million.

### **1994 Native American Institutions Endowment Fund**

- *Provide an additional \$136 million payment into the corpus of the 1994 Institutions Native American Endowment Fund.*

The Native American Institutions Endowment Fund, managed by the US Treasury, provides funds to TCU land-grant institutions through dissemination of the annual interest yield. Although Congress has made regular contributions to the corpus of the endowment, the latest interest yield shared by the 32 eligible 1994 institutions amounted to just \$4.5 million. These funds assist in strengthening academic programs, including agriculture curricula development, faculty development, instructional delivery, and experiential learning. Funds are also used to enhance student recruitment and retention in the agricultural sciences, as well as to address the ongoing need for improved facilities at the 1994 land-grant institutions. The 1994 institutions request that a payment of \$136 million be made, which would essentially double the principle amount funded for the 1994 Native American Institutions Endowment. Since only the annual interest yield is distributed to the 1994 land-grant institutions, only the interest on the Fund—and not the appropriated payment amount—is scored as budget outlay, yet the additional interest available to the TCUs will yield dividends in community-based programs.

### **Essential Community Facilities at Tribal Colleges and Universities Grant Program**

- *Provide \$10 million for the TCU Essential Community Facilities Grant Program.*

The USDA-Rural Development program provides grants for Essential Community Facilities at TCUs and funds the ever-growing need for construction, improvement, and maintenance of TCU facilities, such as advanced science laboratories, computer labs, student housing, day care centers, and community service facilities. Although the situation has improved at many TCUs over the past several years, some institutions still operate partially in temporary and inadequate buildings. Few TCUs have dormitories, even fewer have student health centers, and only a handful of TCUs have full research laboratories. The 1994 land-grant institutions need a commitment of \$10 million each year for the next five fiscal years to support construction, improvement, and maintenance of TCU facilities.

## **DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)**

*Transportation, Housing and Urban Development Appropriations Bill*

### **HUD-University Partnership Program for Tribal Colleges and Universities**

- *Provide \$5.5 million to the HUD-University Partnership Program for Tribal Colleges and Universities.*

Executive Order 13592, “Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities,” holds federal agencies accountable for developing plans to integrate TCUs into their programs. TCUs work with tribes and communities to address all aspects of reservation life, in areas including education, housing, economic development, health promotion, law enforcement training, and crime prevention. Likewise, federal agencies need to work with TCUs. To achieve results, Congress needs to hold the Administration accountable for strengthening the TCUs, including their physical plants, and routinely include TCUs as full partners in all existing and potential federal higher education programs. The HUD-TCU competitive grants program, administered by the Office of University Partnerships, is an excellent place to start. This competitive grants program has enabled TCUs to expand their roles and efficacy in addressing development and revitalization needs within their respective communities.

## DEPARTMENT OF HEALTH AND HUMAN SERVICES

*Labor, HHS, Education Appropriations Bill*

### Head Start

- *Provide full funding for Head Start and Indian Head Start.*

Head Start has been and continues to play an instrumental role in Native education. This vital program combines education, health, and family services to model traditional Native education, which accounts for its success rate. In Fiscal Year 2012, over 24,000 Native children benefited from Head Start funding. However, current funding provides less for Native populations as inflation and fiscal constraints increase. It is now conventional wisdom that there is a return of at least \$7 for every single dollar invested in Head Start.<sup>26</sup> Therefore, Congress should fully fund Head Start and Indian Head Start to ensure this highly successful program serves more Native youth and families.

## DEPARTMENT OF HEALTH AND HUMAN SERVICES

*Labor, HHS, Education Appropriations Bill*

### Native Languages Preservation (Esther Martinez Program Grants)

- *Provide \$10 million for Native language preservation.*

Native language grant programs are essential to revitalizing Native languages and cultures, many of which are at risk of disappearing in the next decades. With adequate funding, Esther Martinez Program Grants support and strengthen Native American language immersion programs. In addition to protecting Native languages, these immersion programs have been shown to promote higher academic success for participating students in comparison to their Native peers who do not participate. This is critical for our Native youth, who have high school graduation rates far lower than their non-Native peers.

## NATIONAL SCIENCE FOUNDATION (NSF)

*Commerce, Justice, and Science Appropriations Bill*

### Education and Human Resources (EHR)

- *Provide at least \$13.3 million to the Tribal Colleges and Universities Program.*

In FY 2009, NSF awarded \$4.2 billion in science and engineering (SE) funding to the nation's institutions of higher education, and TCUs only received \$10.5 million, or one-quarter of one percent of this funding. Among other minority serving institutions, NSF awarded \$144.2 million in SE funding to 174 historically black colleges and universities and Hispanic serving institutions, averaging \$828,545 per institution, while 29 TCUs received an average of only \$362,000 per institution. This disproportionate distribution trend must be addressed in FY 2015.