



American Indian
Higher Education Consortium

116TH CONGRESS—2ND SESSION
INFORMATION PACKET
FEBRUARY 2020

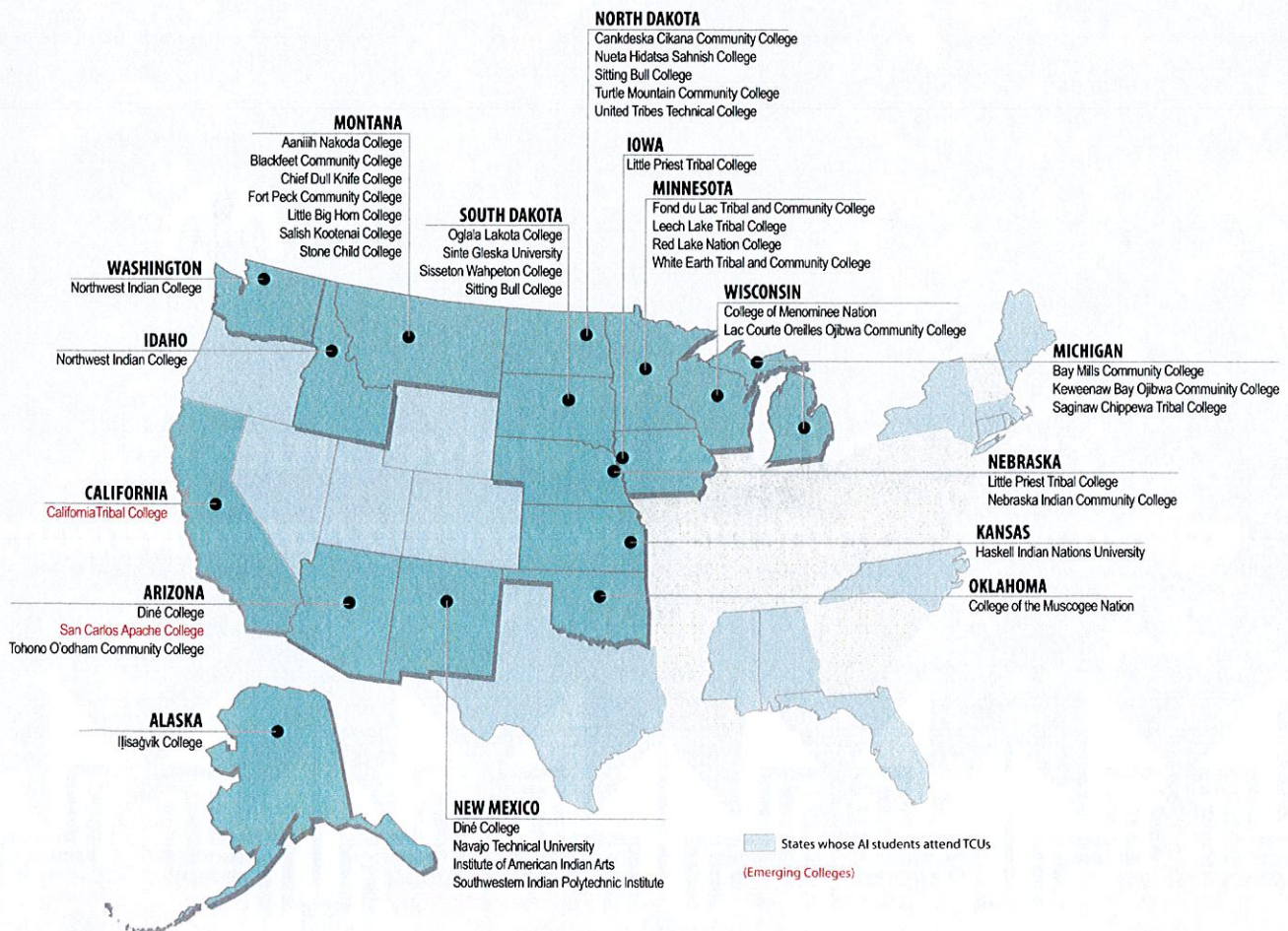


Tribal Colleges & Universities
Advancing Native Students—Advancing Native Nations
Advancing Our Nation



Tribal College and University (TCU) Demographics:

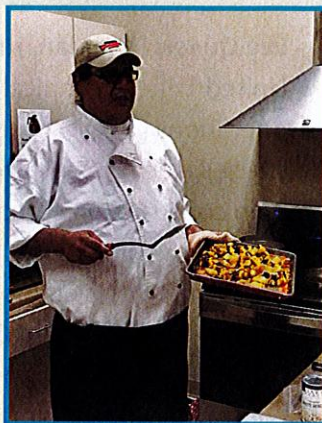
- 37 TCUs operate more than 75 campuses and sites in the U.S., with a student/faculty ratio of 8:1.
- TCUs provide access to quality, low cost higher education. Average annual tuition of \$3,592 makes a TCU education one of the most affordable in the nation.
- Nearly 80 percent of TCU students receive federal financial aid.
- All TCUs offer associate degree programs; 16 offer baccalaureate programs; five offer master's degree programs.
- More than 230 federally recognized tribes are represented at TCUs. AI/AN students come 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.



TCU STUDENT PROFILES

Anthony Warrior (Absentee Shawnee) studied business with an entrepreneurship emphasis at Nebraska Indian Community College (NICC), where he graduated in May 2019 as valedictorian. He then transferred to Wayne State College on a full scholarship to finish his bachelor's degree in business. Anthony is an innovative and inspiring presence to NICC students. While most of his time at NICC was spent at the Santee Campus, his catering business, Warrior's Palate, took him to all campuses as he became the go-to caterer for NICC. Anthony saw a need and began collecting a few donated food items, making them into meals so that no student on any given day went hungry. Staff and faculty donated food items to support this master chef, and he is always willing to share his expertise. He encourages all NICC students to follow their dreams and shares his lifelong cooking passion in the process. He also honors traditional foods and will be teaching other NICC students about Native foods in the 2020 summer term.

NICC -- Macy, NE



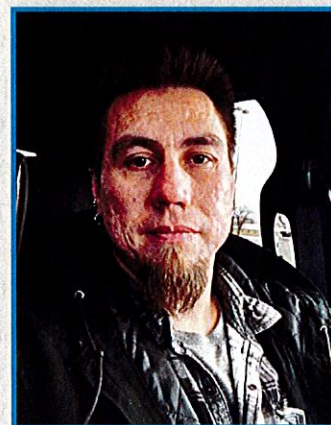
NTU -- Crownpoint, NM

Darrick Lee (Diné) served in the U.S. Marine Corps as a journeyman electrician, which led him to Navajo Technical University (NTU) to follow his interest in the electrical field. Since 2013, Lee has earned a certificate in electrical trades, associate's degrees in energy systems and mathematics, and, in May 2019, a bachelor's degree in electrical engineering, concentration in power and energy. "[Darrick] was part of NTU's electronics & computer engineering program when I arrived in 2014, and one of many students who wanted to be in an electrical engineering program," explained Dr. Peter Romine, head of NTU's engineering department. "He was a vital part of our success in becoming the first Tribal College or University to ever attain ABET accreditation for engineering." Darrick's research area is in solar powered micro grids, which led him to develop a test system for his senior capstone project with the potential of being implemented on the Navajo Nation. He has presented his research at international power and energy conferences at Georgia Tech and the University of Illinois Urbana Champagne, as well as at NTU's 7th Annual Research Day. In his free time, Lee volunteers as an animal rescuer and advocate at Soul Dog Rescue, Compassion Corner, and the Blackhat Humane Society, and he has fostered several animals.

TCU STUDENT PROFILES

Lee Queen (Mandan, Hidatsa, Arikara) graduated from United Tribes Technical College's (UTTC) heavy equipment operations (HEO) Program in December 2018. Throughout his studies, Lee remained focused and it paid off. Lee started his own construction company called Rabbithead Construction, LLC in November 2018, right before completing the HEO program. He has employed up to seven people in his company. Rabbithead Construction specializes in erosion control and sediment. His past and current work includes contracts with the North Dakota Department of Transportation, the Turtle Mountain Band of Chippewa Indians, Bureau of Indian Affairs, and airports. Lee said, "The UTTC HEO program changed my life." Lee speaks with new HEO students and shares his story of how the HEO program helped him succeed.

UTTC -- Bismark, ND



SGU -- Rosebud, SD

Monique Moran (Sicangu Lakota) is a 2018 GED graduate from Sinte Gleska University's (SGU) adult basic education department. Monique was raised by her grandmother, but after her grandmother passed away, Monique moved from family member to family member until ending up in juvenile detention. A distant relative took Monique in and taught her the value of hard work. After having her son at age 17, Monique quit high school due to lack of financial support. Determined to break the cycle of poverty and give her three children a better childhood, Monique enrolled in the adult basic education/ GED program in fall 2018. Monique passed her GED tests

in November 2018 and obtained a high school equivalency certificate. Approximately eight months later, Monique reached out to her GED tutor again, this time to help her register for classes at SGU. Monique enrolled in business education classes for the fall 2019 semester. With help from her advisor, Monique was able to schedule her classes so she would still be home in time to care for her children after school. When Monique completes her business degree, she plans to help her husband with his construction business.

**FISCAL YEAR 2021 INTERIOR APPROPRIATIONS REQUESTS
TRIBAL COLLEGES AND UNIVERSITIES**



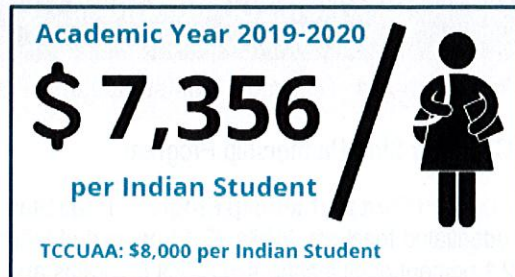
Appropriations Bill: INTERIOR

Agency: Bureau of Indian Education

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
Tribally Controlled Colleges and Universities Assistance Act [25 USC 1801 et seq.]			
Title I, II, III and contracts (29 TCUs)	\$70,793,000	\$74,282,000	\$82,000,000 Fund at \$8K/ISC (Title I) \$17M (Title II) \$109K (Title III) TA: \$701,000
Title V (Tribal career/technical institutions)	\$7,505,000	\$7,914,000	\$15,000,000
TCU Infrastructure Improvement (25 USC 1813)			\$35,000,000
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	\$9,960,000	\$10,458,000	\$10,710,000
The Synder Act [25 USC 13]			
Haskell Indian Nations University and Southwestern Indian Polytechnic Institute	\$39,398,000 (Includes forward funding)	\$23,748,000	\$25,000,000

Honor Sovereignty: Most TCUs are chartered by their respective American Indian tribes which hold a long-established special legal relationship with the U.S. federal government. Their relationships were 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.

Chronic Underfunding: Through the Tribally Controlled Colleges and Universities Assistance Act (TCCUA), most TCUs received **\$7,356 per Indian Student** for academic year 2019-20 for basic institutional operations. It has taken over 41 years to come within reach of achieving the Congressionally authorized funding level of \$8,000 per Indian Student. But the funding is still short. We ask Congress to step toward adequately funding these deserving—and historically underfunded—*TRIBAL* institutions of higher education.



TCU Infrastructure Improvement: We urge Congress to fund section 113 of the TCCUAA (25 USC. 1813) and finally establish an infrastructure development program for TCUs. A key part of the mission of TCUs is to prepare AI/ANs and other rural community members to thrive in the nation's workforce. For TCUs to realize this goal, they must have the facilities necessary to educate and train students for 21st century jobs. A recent TCU assessment revealed that \$120 million is needed for current TCU shovel-ready projects and facilities rehabilitation.

**FISCAL YEAR 2021 LABOR-HHS-EDUCATION APPROPRIATIONS REQUESTS
TRIBAL COLLEGES AND UNIVERSITIES**



Appropriations Bill: LHHSE

Agency: Department of Education-OPE-OCTAE

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
Higher Education Act [20 USC 1059c] (OPE)			
TCU Strengthening Institutions (HEA Title III-Part A)	\$31,854,000 (Part A)	\$36,633,000 (Part A)	\$45,000,000 (Part A)
Carl Perkins Technical and Career Education Act [20 USC 2327] (OPE)			
Tribal postsecondary career & technical institutions	\$9,564,000	\$10,000,000	\$12,000,000
Indian Education: Special Programs for Indian Children [20 USC 7442]			
Indian Education Professional Development	\$13,634,235 of \$67,993,000	\$9,482,935 of \$67,993,000	\$20,000,000 of \$78,000,000
<p>TCU HEA-Title III: 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 TCU Strengthening Institutions program (HEA Title III) provides essential formula based aid to TCUs. The funding allows TCUs to help tribes and rural communities build a skilled Native workforce in key fields, provide comprehensive student support services, develop new programs, modernize fiscal management systems, and build safer 21st century campuses.</p> <p>Tribally Controlled Career and Technical Institutions: Carl D. Perkins Career and Technical Education Act provides specific program support for tribally chartered and controlled career and technical institutions, which provide vitally needed workforce development, 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>Indian Education Professional Development Program (Report Language Request): To accompany the FY 2021 LHHSE appropriations bill, report language is needed designating \$20 million of the funds appropriated for the Special Programs for Indian Children, specifically for the Indian Education Professional Development Program to help TCUs and other institutions more systemically address the growing need for AI/AN teachers and administrators.</p>			

Appropriations Bill: LHHSE

Agency: Health and Human Services-ACF-Head Start

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
Head Start Act: Technical Assistance and Training [20 USC 9843]			
TCU-Head Start Partnership Program	\$0	\$4,000,000	\$8,000,000
<p>TCU-Head Start Partnership Program: Head Start programs operated by AI/AN tribes (Region XI) face challenges in hiring credentialed teachers. While 72.47 percent of teachers in non-AI/AN Head Start programs are properly credentialed, only 42.1 percent of all teachers in AI/AN programs are credentialed (National Native American Indian and Alaska Native Head Start Collaboration Office, 2017). TCUs are ideal catalysts for filling this gap, as demonstrated by the TCU-Head Start Program from 2000–2007, which provided scholarships and stipends for AI/AN Head Start teachers and teacher's aides to enroll in TCU early childhood education programs. Before the program ended in 2007, TCUs had trained more than 400 Head Start workers and teachers, many of whom have since left for higher paying jobs in elementary schools. In FY 2020, this program was reestablished at \$4 million. We urge Congress to continue building this vital initiative -- the youngest AI/AN students deserve qualified teachers.</p>			

**FISCAL YEAR 2021 AGRICULTURE APPROPRIATIONS REQUESTS
TRIBAL COLLEGES AND UNIVERSITIES**



Appropriations Bill: AGRICULTURE

Agency: NIFA and Rural Development

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
Equity in Educational Land Grant Status Act [7 USC 301 note]			
1994 Institutions Extension Program (NIFA)	\$6,446,000	\$8,000,000	\$9,000,000
1994 Institutions Research Program (NIFA)	\$3,801,000	\$3,801,000	\$5,800,000
1994 Institutions Equity Payment (NIFA)	\$3,439,000	\$4,000,000	\$6,000,000
Native American Endowment Payment (NIFA) *annual corpus payment (only annual interest distributed as payment)	\$11,880,000* (FY 2017 interest disbursement = \$4.8M)	\$11,880,000* (FY 2018 interest disbursement = \$4.6M)	\$15,000,000* Annual corpus payment (FY 2019 interest disbursement = \$4.6M)
Consolidated Farm & Rural Development Act [7 USC 1926(a)]			
TCU Essential Community Facilities	\$4,000,000	\$5,000,000	\$10,000,000
Smith-Lever Act [7 USC 341 et seq.]			
Federally Recognized Tribes Extension Program (FRTEP)	\$3,039,000	\$3,200,000	\$5,000,000

Inequality among Land Grant Institutions: The Equity in Educational Land-Grant Status Act created the “1994 land-grants” more than 25 years ago. Since then, funding for the 1994 land-grant programs has remained inadequate to address growing agricultural needs and opportunities in Indian Country. Stark inequities in federal funding and resources exist in the land grant system. The first Americans, last to join the nation's land-grant family, deserve parity.

Federally Recognized Tribes Extension Program (FRTEP): Through the Agriculture Improvement Act of 2018, the FRTEP competitive grant program was expanded to include 1994 land grants. Although the need is critical need for more Native-focused extension programs that address health and wellness, youth development, natural resource management and workforce development, the FRTEP funding has been neglected for decades.

FY 2020 Research Funding

■ State (1862s):	\$259M
■ 19 HBCUs (1890s):	\$67M
■ 35 TCUs (1994s):	\$3.8M

FY 2020 Extension Funding

■ State (1862s):	\$315M
■ 19 HBCUs (1890s):	\$57M
■ 35 TCUs (1994s):	\$8M

**FISCAL YEAR 2021 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 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
DOE—National Nuclear Security Administration (NNSA)			
Academic Alliances: Tribal College & University Program <i>(formerly part of Minority Serving Institutions Partnership Program, MSIPP)</i>	\$2,000,000 (w/in MSIPP)	\$5,000,000	\$5,000,000
<p>TCU Advanced Manufacturing Network Initiative (AMNI): Currently funded through MSIPP the AIHEC/TCU Advanced Manufacturing Network Initiative is an innovative training and education program at five TCUs. The goal is to develop an American Indian/Alaska Native advanced manufacturing technical and engineering workforce through certificate and 4-year degree programs. The initiative facilitates partnerships between tribes, TCUs, National Laboratories, and industry partners to create new reservation-based economic and employment opportunities through the design, manufacture, and marketing of high-quality products. The AMNI project is an impactful TCU science and technology initiative that has the potential to create new jobs in Indian Country and help federal agencies fill critical STEM research and development vacancies, but to date, NNSA has not allocated funding to expand the program beyond the original five TCUs. With the FY2020 allocation, more Native students finally could have the opportunity to train for vitally needed STEM careers.</p> <p>Report Language Request: The Conference Report to the FY 2021 Energy and Water Development, and Related Agencies, Appropriations bill should explicitly designate \$5 million for the Tribal Colleges and Universities Program and direct the Department to fully distribute the designated funding to TCUs.</p>			

Appropriations Bill: COMMERCE, JUSTICE, SCIENCE

National Science Foundation

Directorate: Education and Human Resources (EHR)

AUTHORIZATION/TCU PROGRAM	FY 2019 ENACTED	FY 2020 ENACTED	FY 2021 AIHEC REQUEST
NSF—Education and Human Resources (EHR)			
NSF-Tribal Colleges and Universities Program (TCUP)	\$15,000,000	\$15,000,000	\$20,000,000
<p>In FY 2017, NSF awarded \$5.558 billion in research and education funding to the nation's higher education institutions. TCUs received \$13.8 million of this funding, or less than one-fourth of one percent. The NSF TCU program, which is administered and modestly funded through the EHR, is a competitive grant program that enables TCUs to enhance the quality of their STEM instructional, research, and outreach initiatives. NSF-TCUP grantees complete a comprehensive STEM program needs analysis as a basis for developing programs that are responsive to both local and national STEM workforce and research priorities. Through NSF-TCUP, TCUs establish and maintain programs that represent a key component of the career pipeline for the American Indian/Alaska Native STEM workforce.</p> <p>Although the title of this program is TCU-specific, NSF also allows Alaska Native and Native Hawaiian serving institutions to compete for funding under NSF-TCUP. This provision allows funds, which are intended to address disparities in TCU STEM programming, to be used by larger, state-supported institutions that are far from resource-challenged. We request that Alaska Native and Native Hawaiian serving institutions be removed from the NSF-TCU program and instead, that a separate program be established for these institutions.</p>			



HIGHER EDUCATION ACT REAUTHORIZATION PROPOSALS: TRIBAL COLLEGES AND UNIVERSITIES

116th Congress – February 2020

As Congress reauthorizes the Higher Education Act of 1965 (HEA), the nation's 37 Tribal Colleges and Universities (TCUs), who are the American Indian Higher Education Consortium (AIHEC), propose two new programs and modifications to two existing programs to help TCUs and their tribal communities achieve their vision of *Strong Sovereign Tribal Nations Through Excellence in TRIBAL Higher Education*.

TCU NATIVE AMERICAN LANGUAGE VITALIZATION AND TRAINING PROGRAM (HEA-TITLE III)

This new program would authorize:

- Critically needed curriculum development and design; academic and community-based instruction
- Professional development for TCU faculty and PK-12 teachers
- Native American language research, including innovations in evidence-based PK-12 curriculum delivery
- \$20 million in competitive grant funding per year
- Includes TCUs, AN/NH serving institutions



Sinte Gleska University

Once a language is gone, the traditional knowledge it carries is lost forever. The U.S. faces an endangered languages emergency – barely 15 percent of Native languages still in use in the U.S. are spoken as first languages and several languages are only used by only a handful of speakers. AIHEC proposes a new competitive grant program to promote the preservation, revitalization, relevance, and use of endangered American Indian, Alaska Native, and Native Hawaiian languages. Language and culture are at the heart of the mission of each TCU, and they are among the earliest leaders of Native language preservation and vitalization efforts in the U.S. However, despite the promise shown by TCU American Indian/Alaska Native (AI/AN) language preservation efforts, minimal federal and private sector resources are available to support these critical activities and explore new innovative strategies. AIHEC recommends the establishment of a new program to provide resources to TCUs – as well as Alaska Native/Native Hawaiian serving institutions - to support these time-sensitive efforts.



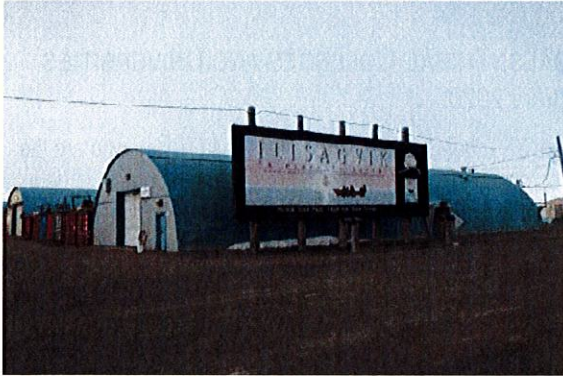
Northwest Indian College

STRENGTHENING GRADUATE OPPORTUNITIES AT TCUS (HEA-TITLE III)

This new program would authorize:

- Development and enhancement of graduate-level professional certifications and degree programs at TCUs
- Mentoring, scholarships, and fellowships for students pursuing graduate certification and degrees at TCUs
- Curriculum development, faculty development, and student research
- \$5 million in competitive grant funding annually
- Provisions consistent with existing programs for HBCUs and HSIs

This competitive grant program for TCUs would expand graduate certification and degree attainment for AI/ANs in high demand fields that are essential to tribal nation building and economic sustainability. In recent years, the capacity of TCUs to provide higher education has grown, as have the needs of tribes that TCUs serve. More TCUs are developing graduate-level programs in education administration, research methodologies, environmental science, tribal policy and management, health professions, engineering, and computer science. To support changing community demands and capacity, TCUs need this program, which is modeled after successful HEA-Title III programs for Historically Black Colleges and Universities (HBCUs), Predominately Black Institutions (PBIs), and Hispanic Serving Institutions (HSIs).



Iłisaġvik College

TCU FACILITIES STUDY AND INFRASTRUCTURE ENHANCEMENT PROGRAM

(TRIBALLY CONTROLLED COLLEGES & UNIVERSITIES ASSISTANCE ACT, "TCU ACT")

This update of the TCU Act would:

- Direct the Department of the Interior to report on TCU facilities
- Help support new libraries, classrooms, student and faculty housing
- Fund renovation and expansion of existing facilities
- Support equipment, broadband improvements, library collections
- \$35 million in competitive grant funding per year

In 1978, Congress directed the U.S. Department of the Interior to conduct a study of the facilities needs of TCUs. Forty-one years later, the study still has not been completed, nor has the construction program ever been funded. In 2018, AIHEC conducted a survey of 22 TCUs, which revealed a list of chronic facilities-related needs, including student and faculty housing, classrooms, libraries, and laboratories. The 22 TCUs have an estimated total need of \$332.5 million in deferred maintenance and rehabilitation and need \$558 million to fully implement existing master plans. The goal of TCU Act's facilities provisions remains important, but the existing language is outdated. The Department needs to be held accountable for completing a meaningful study of TCU facilities. The existing program needs to be updated to support the 21st century needs of *all* TCUs, including technology-enabled facilities; campus renovations; IT infrastructure; and facilities necessary for career, technical, and pipeline programs.

FEDERAL E-RATE PROGRAM SHOULD INCLUDE TCUS (COMMUNICATIONS ACT OF 1934)

The federal E-Rate program, known as the School and Library Program of the Universal Services Fund and authorized by the Telecommunications Act of 1996, provides discounts to help schools and libraries secure affordable telecommunications and internet access. The program is particularly important for rural America. In 2016, the E-Rate program helped connect 53.6 million students to the internet and provided discounts for Wi-Fi connections and high-speed data lines to 120,000 school buildings and more than 4,000 library systems nationwide. TCUs, as rural, community-based, and under-resourced institutions, should be designated eligible to participate in the E-Rate program.



College of Menominee Nation

Why do TCUs need E-Rate?

- 32 TCUs are located in rural or remote areas. For these TCUs, few choices of internet service providers exist, driving up costs.
- 68 percent of Americans on rural Tribal lands lack access to fixed broadband, according to a 2016 FCC Broadband Progress Report.
- 31 of 35 accredited TCUs serve as community libraries.
- TCUs have more expensive and, on average, much slower internet connectivity than other U.S. institutions of higher education. Average TCU connectivity speed is 336 mbps, compared to 513 mbps (2-year IHE) and 3.5 gbps (4-year IHE). **Iłisaġvik College, a TCU, has the most expensive and slowest Internet connectivity in the entire U.S. higher education system.**
- Industry standard for IT equipment replacement is 3-5 years. At TCUs, the average IT equipment replacement timeline is 8.29 years.
- Bandwidth is critical to the success of hardware initiatives providing ubiquitous access to learning, such as Bring Your Own Device (BYOD) and 1:1 laptop and tablet programs.
- Reliable broadband is essential to making the most of online resources and opportunities for faculty professional development.

FOR MORE INFORMATION, CONTACT PATRESE ATINE, patine@aihec.org



AIHEC TRIBAL COLLEGES

Alaska

Ilisaġvik 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
Manistee, 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
Mahnomen, 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

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 TCUS

Arizona

San Carlos Apache College
San Carlos, AZ

California

California Tribal College
Woodland, CA

Highest Degree Offered

BLACK: Associate

BLUE: Bachelor

GREEN: Masters

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 and Alaska Natives. 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 and 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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