

**NATIONAL INDIAN  
EDUCATION ASSOCIATION**

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**THE FEDERAL TRUST RESPONSIBILITY TO  
NATIVE EDUCATION**

# A NATIONAL BUDGET PRIORITY

## Background

Education for Native students is critical to economic development, success in adulthood, and community ownership and empowerment. Extensive evidence shows that with the resources and opportunities, Native students develop the skills and knowledge to succeed in the 21<sup>st</sup> century economy. Without these skills, Native students face the risks that come from the realities of poverty.

The Constitution enumerates the role that the Federal government plays in Native education. Article I, Section 8 provides that the Federal government has a role in working with tribes, stating that the relationships with Indian Tribes will be the Federal government's responsibility. This Constitutional provision has led over the years to law that prohibits tribal governments from taxing and bounding against Indian lands, with consequences for schools that serve Native students in the form of inadequate buildings and facilities. Article I Section 8 along with the lack of taxing authority has also led directly to a Federal government fiduciary responsibility to provide resources for Native education.

### **Native Education**

Regardless of political party, Native education has been marked by over a century of policies that have not led to good outcomes for Native students: from Assimilation to the Boarding School Era to top-down implementation of No Child Left Behind, the results have not been good. Native students need a new approach: Native control of Native education.

Approximately 620,000, or 93 percent, of Native children are currently enrolled in public schools, both urban and rural, while 45,000, or 7 percent, attend schools within the Bureau of Indian Education (BIE) system. There are 184 BIE-funded schools (including 14 peripheral dormitories) located on 63 reservations in 23 states. The graduation rates for Native American students are 73 percent, compared with an 83 percent graduation rate for the country as a whole.

The majority of Native students are not currently receiving a high-quality education that is rooted in their language or culture – the core of their identity. Effectively reaching all Native students will require a concentrated effort from multiple partners: tribes, state and local education agencies, and a change in how the Federal government fulfills its constitutionally-based trust responsibility.

### **Innovation in Native Education**

Due to the significant challenges Native students face, efforts to create new opportunities for tribal innovation in Native education must not dismantle or defund current projects, but build on their successes. When Native students are given tools or resources through effective delivery – such as language support at the Ojibwe Language Immersion School, or school partnerships with tribes such as the Chickasaw Nation – Native students thrive, graduate, and lead in their communities and beyond. To create a brighter future for Native children, tribes and Native communities must lead partnerships with organizations that share a commitment to sustained investment in Native students. It will be impossible to overturn centuries of failed policy overnight, but sound policy can build a shared vision of culture based education will

support the growth and success of Native students for generations to come.

## The Federal Responsibility

- **Invest in School Construction:** Due to deteriorating infrastructure in schools with Native students, investment in school facilities that serve Native communities is critical to ensure a safe environment for Native students to learn. According to the Department of the Interior's Office of Inspector General, Native students within BIE schools attend class in crumbling facilities with significant infrastructure and health hazards. Additionally, 93% of Native students in public schools and more than 40% of Native students in rural communities that rely more heavily on grants and federal funds due to limited capacity for bonding. Investment in Indian Country via schools will help prepare Native students for the 21st century economy.
- **Fiscal Year 2018 Funding:** Congress should utilize this budget document and work with the Administration to execute the requested funding increases to Native education programs which were disproportionately affected by sequestration. Congress must uphold the federal trust responsibility and fully fund Native education programs as well as take into account annual inflation costs, decreasing appropriations levels, and increasing expenses for serving larger Native populations, which are currently growing more than three times faster than the overall U.S. population.
- **Effective and Efficient Funding:** Congress must appropriate the necessary funding to support Native education. Public and BIE schools on reservations rely on grant and federal funding to deliver critical educational services due to lack of tax collection on reservation land. As America's most vulnerable population, Native students should have equal access to resources and opportunities as the federal government acts to pass annual appropriations, reauthorize programs, and enact legislation.

## Fiscal Year 2018 Budget

NIEA looks forward to working collaboratively with the Trump Administration and Congress to ensure Native students are served effectively. As NIEA and Native education stakeholders have advocated for decades, the federal trust responsibility should ensure the following requests are not viewed as programs that must be funded to ensure Native students – the only population for which there is an explicit obligation to educate – are provided comprehensive and equitable resources to become prepared for college and careers.

Many Native communities have faced limited resources for decades or longer. Since Native-serving schools cannot collect taxes due to their location and are therefore reliant on federal programs, such as Impact Aid. And Native communities are often located in rural regions where economic growth is difficult unless federal, constitutionally based funding obligations are honored.

It is critical that as the budget process moves forward under the leadership of Congress, that the requests outlined in this Budget Brief are enacted. Education is the route to break the cycle of poverty on the many reservations which are served by BIE-funded schools. NIEA urges Congress to fulfill its responsibility to America's most vulnerable children by ensuring they have the access to educational resources that they deserve.

# FISCAL YEAR FUNDING LEVELS COMPARISON

NATIVE EDUCATION DOLLARS ( IN MILLIONS)	FY 2016 ENACTED	FY 2017 ENACTED	PRESIDENT REQUEST FY 2018	HOUSE DRAFT FY 2018	HOUSE DRAFT FY 2018 VS. PRESIDENT REQUEST FY 2018
<b>INTERIOR</b>					
TOTAL BUREAU OF INDIAN EDUC.	852.4	891.5	754	901.9	147.9
ELEM. & SEC. EDUCATION	687.7	715.7	643.9	719.8	75.9
POST-SEC. EDUCATION	139.5	140.1	118.4	156.7	38.3
EDUCATION CONSTRUCTION	138.2	133.3	50	138.2	88.2
<b>EDUCATION</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY18</b>	<b>P2018 VS. H2018</b>
IMPACT AID	1,306	1,329	1236.4	1,333.6	97.2
INDIAN EDUCATION (TITLE VII)	143.8	164.9	143.7	164.9	21.2
NATIVE HAWAIIAN STUDENT EDUCATION	33.4	33.4	0	33.4	33.4
ALASKA NATIVE EDUCATION EQUITY ASSISTANCE	32.5	32.5	0	32.5	32.5
STRENGTHENING AN/NH-SERVING INSTITUTIONS	27.8	28.8	28.8	28.802	0
STRENGTHENING TRIBAL COLLEGES AND UNIV'S (TCUS)	55.6	57.5	57.5	57.6	0.1
TRIBALLY CONTROLLED POSTSECONDARY AND TECH. INST.	8.3	8.3	8.3	8.3	0
STRENGTHENING NATIVE SERVING NON-TRIBAL INSTITUTIONS	8	8.3	8.3	8.3	0
<b>HEALTH AND HUMAN SERVICES</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY18</b>	<b>P2018 VS. H2018</b>
HEAD START	9,200	9,253	9,168	9,274.9	106.9
CHILD CARE AND DEVELOPMENT BLOCKGRANTS	2,761	2,856	2,761	2,860	99
PRESCHOOL DEVELOPMENT GRANT	250	250	0	250	250
CHILD WELFARE PROGRAMS	326	286.7	268.2	286.7	18.5
FAMILY VIOLENCE PREVENTION	158	151	151	151	0
PROMOTING SAFE AND STABLE FAMILIIES	345	325	405.5	325	-80.5
ADMINISTRATION FOR NATIVE AMERICANS	50	50	49.9	52.1	2.2

# FY 2018 FUNDING REQUESTS

## DEPARTMENT OF EDUCATION

### Labor, Health and Human Services and Education Appropriations Bill

#### **ESSA Title I, Part A: Local Education Agency Grants**

**Provide \$20 billion for Title I, Part A.** *An increase of \$4.5 billion above FY 2017 enacted.*

- Title I of the Every Student Succeeds Act (ESSA) 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.
- ESSA's authorization for FY2017 is \$15.5 billion. However, in order to counter annual inflation and sequestration, a drastic increase in funding is needed to meet the needs of Native students and students from low-income families.

#### **ESSA Title VI: Indian Education Formula Grants**

**Provide \$198 million for Title VI, Part A.** *An increase of \$97.6 million above FY 2017 enacted.*

Authorized funding for Title VI, Part A for FY2017 is \$100.4 million. Increases are needed as this critical 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 VI funds support early-childhood and family programs, academic enrichment programs, curriculum development, professional development, and culturally-related activities.
- As Native students lag far behind their non-Native peers in educational achievement, increased funding is necessary to address this substantial gap.

#### **ESSA Title VI, Part A, Subpart 2: Special Programs and Projects to Improve Educational Opportunities for Indian Children**

**Provide \$58 million for Title VI, Part A, Subpart 2: Special Programs and Projects to Improve Educational Opportunities for Indian Children.**

- ED's Native Youth Community Projects initiative provides better comprehensive, community-driven strategies to improve college and career-readiness of Native youth.

#### **ESSA Title VI, Part A, Subpart 3: Language Immersion**

**Provide \$7 million for Title VI, Part A, Subpart 3: Language Immersion.** *An increase of \$0.5 million above FY 2017 enacted.*

- Under the ESSA, language immersion programs are funded in public schools. It is well documented that Native students are more likely to thrive in environments that align with their language and culture.
- Native language funding is critically important to tribes and Native communities across the country, as recognized by the authorization in ESSA of Native language immersion funding. Further, the research supporting Native language funding is clear and the investment in the National Activities fund a will support the critical building block of Native languages for our students.

### **ESSA Title VI, Part B: Native Hawaiian Education Program**

**Provide \$33.397 million Title VI, Part B.**

- 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 acknowledged the trust relationship between the Native Hawaiian people and the United States.
- These programs strengthen the Native Hawaiian culture and improve educational attainment, both of which are correlated with positive economic outcomes.

### **ESSA Title VI, Part C: Alaska Native Education Equity Assistance Program**

**Provide \$32.453 million for Title VI, Part C.**

- Alaska does not receive any BIE funding, making this source of funding the only resource available for Alaska Native tribes and organizations to provide supplemental programs that address the achievement gap for Alaska Native students.
- Increases are needed as 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 as 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.

### **ESSA Title VII: Impact Aid**

**Provide \$2 billion for Title VII.** *An increase of \$671 million above FY 2017 enacted.*

- 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 enrolling in public schools, Impact Aid provides essential funding for schools serving Native students.
- Funding for Impact Aid must not be less than this requested amount.

### **School Construction**

**Provide \$500 million for school construction.** *Provide funding for school construction consistent with the Trump Administration's focus on infrastructure by providing funding in communities where significant concentrations of Native students attend public schools.*

- With 93% of Native students in public schools and more than 40% of Native students in rural communities with limited capacity for bonding, investing in Indian Country via schools will help prepare Native students for the 21<sup>st</sup> century economy.

### **HEA Title III: 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.
- Additionally, a separate section (Sec. 317) was created to address similar needs of Alaska Native and Native Hawaiian institutions.

### **HEA Title III: 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.** *No such set-aside from existing funds included in FY 2017 enacted.*

- Despite an absence of dedicated funding, TCUs must find ways to continue to provide basic adult education classes for those American Indians that the present K-12 Indian education system has failed.
- At TCUs, the number of students in need of remedial education before embarking on their degree programs is substantial.
- There is a wide-ranging need for adult basic education and literacy programs and TCUs need adequate funding to support the ever increasing demand for adult education and remediation program services.

### **HEA Title III, Part F: Native American-Serving, non-Tribal Institutions**

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

- Funds provided under this line item serve as the primary source of federal funding for Native-serving, non-tribal institutions of higher education.
- 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.

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

**Provide \$10 million for postsecondary career and technical institutions program funds under Carl Perkins Technical and Career Education Act.** *An increase of \$1.7 million above FY 2017 enacted.*

- Section 117 of the Carl Perkins Career and Technical Education Improvement Act authorizes funding for operations at tribally-controlled postsecondary 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 in North Dakota, and Navajo Technical in New Mexico. The TCUs urge Congress to appropriate \$10 million for Sec. 117 of the Act.

## DEPARTMENT OF THE INTERIOR

### Interior - Environment Appropriations Bill

#### Education Construction

**Provide \$430 million for Bureau of Indian Education (BIE) school construction and repair.** *An increase of \$296.7 million above FY 2017 enacted.*

- 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 student and staff.
- The Department of the Interior's Office of Inspector General published in September of 2016, an evaluation titled "Condition of Indian School Facilities," estimated the cost of fixing the dilapidated BIE schools, concluding that more than \$430 million would be needed to fix the problems already identified.

#### Broadband Internet Access

**Provide \$25 million to extend broadband internet access.** *An increase of \$14.8 million above FY 2017 enacted.*

- Technology is no longer a luxury in 2017, and serves as a necessity to keep up with today's advanced society.
- Less than ten percent of Indian Country has access to broadband internet technology.
- 60% of BIE schools do not have adequate digital broadband access, or computer access, to be aligned with college and career readiness standards.

#### Johnson O'Malley

**Provide \$42 million for full funding.** *An increase of \$27.2 million above FY 2017 enacted.*

- The Johnson O'Malley 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.
- The federal government allocated \$125 per student in JOM funding in 1995.
- Current funds (FY 2017) provide less than \$63.80 per student, which are often the only source through which Native students – including those in public schools – can engage in basic education activities.
- Tribal nations request additional funds to increase the current per student allocation to previous levels and prepare for student count increases in future years.

#### Juvenile Detention Education

**Provide \$620,000 for juvenile detention education in BIA-funded facilities.** *An increase of \$620,000 above FY 2017 enacted.*

- This essential funding is 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 and eliminating this program creates additional costs by increasing the rate of criminal recidivism.

#### Student Transportation

**Provide \$73 million for student transportation in the BIE system.** *An increase of \$17 million above FY 2017 enacted.*



- 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.
- 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.

### **Tribal Grant Support Costs**

**Provide \$80.2 million for tribal grant support costs for tribally-operated schools.**

- Tribal Grant Support Costs fund the administrative costs of existing tribally-operated schools.
- Full funding is critical as these funds 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.
- Schools must divert critical teaching and learning funding to cover any shortfalls in operational costs.

### **Facilities Operations**

**Provide \$109 million for BIE facilities operations.** *An increase of \$42.8 million above FY 2017 enacted.*

- BIE schools use this funding for costs such as electricity, heating fuels, communications, GSA vehicle rentals, custodial services, and other vital 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.

### **Facilities Maintenance**

**Provide \$76 million for BIE facilities maintenance.** *An increase of \$17 million above FY 2017 enacted.*

- 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.

### **Indian School Equalization Program (ISEP)**

**Provide \$431 million for the Indian School Equalization Program.** *An increase of \$30.8 million above FY 2017 enacted.*

- These funds provide the core budget account for BIE elementary and secondary schools by covering teacher salaries, aides, principals, and other personnel.
- ISEP funds are often reallocated to cover the program cuts in other areas of education.
- ISEP must have adequate funding to ensure all program needs are fulfilled and must not be reduced to provide funds for new initiatives that have not been vetted by tribes.

### **Bureau of Indian Education Immersion Demonstration Grants**

**Provide \$5 million for BIE immersion programs.** *An increase of \$3 million above FY 2017 enacted.*

- According to UNESCO, 74 Native languages stand to disappear in the next decade, with only 20 Native languages being spoken by 2050.

- Funding under the BIE reform efforts should strengthen tribal sovereignty to increase capacity to support Native language immersion schools and provide Native students equal access to learning their cultures and languages.
- Providing Immersion Demonstration Grant funds would protect the cultural and linguistic heritage of Native students in education systems by providing Native students immersion learning in order to strengthen their language, improve academic outcomes, and become future leaders of their tribes.

### **Tribal Education Agencies/Departments**

#### **Provide \$10 million to fund Tribal Education Agencies/Departments.**

*An increase of \$7.5 million above FY 2017 enacted.*

- This funding assists Tribal Education Agencies (TEAs), who are uniquely situated at the local level to implement innovative education programs that improve Native education.
- Because they are administered by tribes, TEAs are best equipped to deliver education programs tailored to improve education parity for Natives.
- TEAs 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 BIE schools.
- Tribes utilizing self-governance over education have been very successful because they better understand the circumstances of their populations and can develop initiatives that meet local needs.

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

#### **Provide a One-Time Appropriation of \$20 million to forward fund five TCUs. Increase of \$12.6 million above FY 2017 enacted.**

- All other TCUs are able to plan multi-year budgets and start each school year with predictable funding for operations. Forward funding these remaining five institutions is necessary for Haskell Indian Nations University; Southwestern Indian Polytechnic Institute and Institute of American Indian Arts.
- These three tribal colleges, which are the only education institutions funded through the BIE that are not forward funded.

### **Institute of American Indian Arts (IAIA) and Center for Lifelong Education**

#### **Provide \$16.9 million to the Center & Museum under the American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act. An increase of \$1.7 million above FY 2017 enacted.**

- IAIA is the only fine arts institution that awards bachelor and master degrees 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. Of the \$16.9 million requested, provide \$11.8 million.

### **Haskell Indian Nations University (HINU) and Southwestern Indian Polytechnic (SIPI)**

#### **Provide \$37.8 million to HINU and SIPI under the Snyder Act. An increase of \$15.7 million above FY 2017 enacted.**

- These institutions are federally chartered and funded separately from the other tribal higher education institutions and require additional funding considerations.
- A combined appropriation of \$23 million for HINU and SIPI is necessary to ensure

continued programs and services are available to Native students.

- Of the \$37.8 million requested, a one-time payment of \$14.8 million is needed to forward fund these institutions, so that they can receive their institutional operating funds on an academic calendar (July 1), rather than the federal fiscal year (October 1).

## **DEPARTMENT OF AGRICULTURE**

### **Agriculture Appropriations Bill**

#### **1994 Extension Program**

**Provide \$15 million for the 1994 Extension Grants Program.** *An increase of \$10.6 million above FY 2017 enacted.*

- The 1994 Extension Program is designed to complement, not duplicate, the federally recognized tribe extension program (FRTEP). Ironically, the 1994 Institutions – tribally chartered colleges and universities – are the only members of the land grant system that are not eligible to compete for FRTEP grant funding.
- 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.
- FY 2017 is the time that Congress should adequately address the inequities in land-grant program funding and adequately invest in the extension programs benefiting 1994 institutions' reservation communities.

#### **1994 Institutions Research Grants**

**Provide \$7.5 million for the 1994 Research Grants Program.** *An increase of \$ 5.7 million above FY 2017 enacted.*

- The 1994 Research Grants Program allows TCUs to partner with communities in research areas such as agriculture marketing, renewable energy, 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.
- 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.

#### **Educational Equity Grant Program**

**Provide \$7.5 million to the Educational Equity Grant Program for 1994 land-grant institutions.** *An increase of \$ 4.1 million above FY 2017 enacted.*

- 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.
- This investment will support TCU efforts to provide increased nutrition education to

their reservation communities, who experience diabetes and other health issues at rates far greater than the national average.

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

**Provide a \$136 million payment into the corpus of the 1994 Institutions Native American Endowment Fund at the U.S. Treasury.** *An increase of \$124.1 million above FY 2017 enacted.*

- The Native American Institutions Endowment Fund, housed in the U.S. 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 34 eligible 1994 institutions amounted to approximately \$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 in the 1994 Native American Institutions Endowment account.
- From the annual interest yield an administrative fee of four percent is deducted by the Department of Agriculture, and the remainder is distributed to the 1994 land-grant institutions. Because only the annual interest yield is dispensed, only the interest -- not the appropriated payment amount -- is scored as budget outlay; yet, the additional interest available to the TCU land-grant institutions (1994) will yield get dividends in community-based programs.

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

**Provide \$8 million for the TCU Essential Community Facilities Grant Program.**

*An increase of \$4 million above FY 2017 enacted.*

- The USDA-Rural Development program provides grants for Essential Community Facilities at TCUs 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 at least \$8 million each year for the next five fiscal years to support construction, improvement, and maintenance of TCU facilities.

## **DEPARTMENT OF HEALTH AND HUMAN SERVICES**

### **Labor, Health and Human Services - Education Appropriations Bill**

#### **Head Start**

**Provide \$9.6 billion in total funding for Head Start, which includes Indian Head Start.**

*An increase of \$400 million above FY 2017 enacted.*

- Head Start has been and continues to play an instrumental role in Native education by

- providing early education to over 24,000 Native children.
- This vital program combines education, health, and family services to model traditional Native education, which accounts for its success rate.
- Current funding dollars provide less for Native populations as inflation and fiscal constraints increase, even though research shows that there is a return of at least \$7 for every single dollar invested in Head Start.
- Congress should increase funds to Head Start and Early Head Start to ensure Indian Head Start can reach more tribal communities and help more Native people by triggering the Indian special expansion funding provisions (after a full Cost of Living Allowance has been paid to all Head Start programs).

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

**Provide \$12 million for Native language preservation with \$5 million designated to fund the Esther Martinez Language Programs.** *An increase of \$3 million above FY 2015 enacted.*

- 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.
- The federal budget should include \$12 million as part of the appropriation to the Administration for Native Americans for Native language preservation activities.
- The appropriation should also include \$5 million designated to support Esther Martinez Language Programs' Native language immersion initiatives, as they have demonstrated success in supporting Native language revitalization.

## **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 TCUs.**

*An increase of \$5.5 million above FY 2017 enacted.*

- 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, including the continuum of 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 that they are routinely included 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.

#### **Native American Housing Block Grant**

**Provide \$700 million for HUD's Native American Housing Block Grant.** *An increase of \$46 million above FY 2017 enacted.*

- This vital piece of increased funding by \$46 million over the 2017 enacted level will provide tribes funding for critical housing activities.
- This includes construction, rehabilitation, and operations, to help address housing needs in Native American communities.
- The Budget requests \$20 million to support Native youth and teacher housing and \$8 million for DOI's efforts to address teacher housing needs. Due to low rates of teacher retention in Indian, this investment would directly benefit Native students who deserve experienced teachers.

## **NATIONAL SCIENCE FOUNDATION (NSF)** **Commerce, Justice, and Science Appropriations Bill**

### **Education and Human Resources (EHR)**

**Provide \$15 million to the Tribal Colleges and Universities Program.** *An increase of \$1 million above FY 2017 enacted.*

- 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.