



NIEA Federal Appropriations Priorities

The Federal Trust
Responsibility to Native
Education

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A National Budget Priority

Background

Education is critical for thriving communities where all are empowered to succeed in the classroom and beyond. Extensive evidence demonstrates that culturally responsive resources and opportunities in the classroom provide American Indian, Alaska Native, and Native Hawaiian students the critical skills and knowledge to lead communities in the 21st century economy. Native students must have access to the funding necessary to ensure equity in access to excellent educational opportunities.

Congress has a unique trust responsibility to Native students, rooted in treaties, federal law, and U.S. Supreme Court decisions. Under Article I, Section 8 of the U.S. Constitution, the federal government has a direct responsibility to Indian tribes, providing the foundation for federal funding and programs that support Native students across the country.

Native Education

Approximately 620,000, or 93 percent, of American Indian, Alaska Native, and Native Hawaiian children are currently enrolled in public schools under state jurisdiction. The remaining 48,000, or 7 percent, of Native students attend schools within the Bureau of Indian Education (BIE) system.

Education sovereignty, including funding, is critical to ensuring the future vitality of Native communities. Many Native-serving schools have faced limited resources for decades or longer. Due to limited access to state and local taxes, Native-serving schools cannot collect taxes 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 Congress honors federal, constitutionally based funding obligations.

The majority of Native students do not have access to high-quality education options that are rooted in their language or culture – the core of their identity. Equity in education for Native students requires culture-based education options that provide opportunities for Native students to flourish in the classroom and beyond. Effectively reaching all Native students will require ongoing and meaningful consultation with Native nations, a coordinated effort from state and local education agencies, and a change in how the federal government fulfills its constitutionally-based trust responsibility.

A Shared Responsibility for Native Education

Native education has been marked by over a century of policies that have failed to produce positive outcomes for Native students. From the Assimilation to the Boarding School Era to top-down implementation of No Child Left Behind, results for Native students have not been good. Native students need a new approach: sovereignty in Native education.

The federal trust responsibility demands a collaborative, cross-Departmental, bipartisan approach that upholds tribal sovereignty to address challenges and the opportunities in Native education. Federal agencies must work directly with Native nations to ensure that federal funding and services effectively serve Native students. A similar sustained commitment will be necessary from Congress.

The Federal Responsibility

- **Invest in Safe and Healthy Schools:** Investment in school infrastructure 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, the 93% of Native students in public schools and more than 40% of Native students in rural communities rely more heavily on grants and federal funds due to limited capacity for bonding. As schools prepare for a return to physical classrooms, investment in Native-serving schools is essential to the health and safety of our children and their families.
- **Uphold the Federal Trust Responsibility in Fiscal Year 2022:** Congress should utilize this budget document to execute the requested funding increases to Native education programs. Congress must uphold the federal trust responsibility by fully funding Native education. Congressional appropriations should address annual inflation costs, decreasing appropriations levels, and skyrocketing expenses associated with serving large Native populations, which are currently growing more than three times faster than the overall U.S. population.
- **Ensure Equity in Access to Funding:** Congress must appropriate the necessary funding to support Native education. BIE and public schools on and near tribal lands rely on federal funding to deliver critical educational services, since they do not have access to education revenues from state and local taxes. Native students must have equity in access to funding and opportunities.

Fiscal Year 2022 Budget

NIEA looks forward to working with a bipartisan coalition of champions in Congress and the Administration to ensure critical funding for educational opportunity in Indian Country. Tribes and Native communities must have an active role in this process. Sovereignty in Native education means schools are tribally led along with the resources to fulfill the federal responsibility.

Since the beginning of the COVID-19 pandemic, the national education landscape has shifted dramatically. Native students and the institutions that serve them have been on the frontlines of the COVID-19 pandemic since it began, and the spread of COVID-19 in tribal communities has highlighted and exacerbated existing inequities for Native students. Full funding for all Native-serving institutions is essential to ensuring that Native students have access to resources to recover and thrive after the pandemic.

NIEA urges Congress to fulfill its responsibility to the only students to which it has a constitutional responsibility by ensuring they have the access to educational resources that they deserve.



Department of Interior	Fiscal Year 2019 Enacted	Fiscal Year 2020 Enacted	Fiscal Year 2021 President's Request	Fiscal Year 2021 Enacted
Bureau of Indian Education Operations	904.6	943.1	875.7	973.1
<i>Elementary and Secondary Education</i>	726.6	753.5	728.7	771.4
<i>Post-Secondary Education</i>	142.7	146.9	98.0	153.4
Bureau of Indian Education Construction	238.3	248.3	68.9	264.3
Department of Education	FY19	FY20	FY21	FY21
Impact Aid	1,446	1,486	1411	1,501.00
Indian Education (Title VI)	180.2	180.7	180.7	181.2
Native Hawaiian Student Education	36.4	36.9	0	37.4
Alaska Native Education Equity Assistance	35.5	36.0	0	36.5
Title I Grants to Local Educational Agencies	15,859	16,310	0	17,227
Strengthening Alaska Native/Native Hawaiian-Serving Institutions	30.9	33.3	0	34
Strengthening Tribal Colleges and Universities	61.9	66.6	66.6	68
Tribally Controlled Postsecondary and Technical Institutions	9.6	10	10	10
Strengthening Native-Serving, Non-Tribal Institutions	8.9	9.4	0	10
Department of Health and Human Services	FY19	FY 20	FY21	FY21
Head Start	10,063	10,613	10,613	10,748
Child Care and Development Grants	5,276	5,826	5,826	5,911
Preschool Development Grant	250	275	0	275
Child Welfare Programs	268.7	268.7	332	269
Family Violence Prevention	164.5	175	187*	183
Promoting Safe and Stable Families	345	345	345	345
Administration for Native Americans	54.6	56.1	57.3	57



FY 2021 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 \$3.46 billion above FY 2021 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, nearly 93 percent of those students attend traditional public schools.
- ESSA's appropriation for FY 2021 is \$16.54 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 \$16.8 million above FY 2021 enacted.*

- Authorized funding for Title VI, Part A for FY 2021 is \$181.2 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 early-childhood and family programs, academic enrichment programs, curriculum development, professional development, and culture-related activities.
- As Native students lag 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 \$68 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 and National Activities

Provide \$13 million for Title VI, Part A, Subpart 3. *An increase of \$5.1 million above FY 2021 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 will support the critical building block of Native languages for our students.



ESSA Title VI, Part B: Native Hawaiian Education Program

Provide \$42 million Title VI, Part B. *An increase of \$4.6 million above FY 2021 enacted.*

- 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 \$42 million for Title VI, Part C. *An increase of \$5.6 million above FY 2021 enacted.*

- 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 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 \$499 million above FY 2021 enacted.*

- Impact Aid provides direct payments to public school districts as reimbursements for the loss of traditional property taxes due to a federal presence or activity, including tribal lands.
- 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.

Student Assessment Systems under ESSA

Provide \$20 million each year for assessment maintenance under the Every Student Succeeds Act (ESSA). *The BIE currently receives approximately \$1.8 million annually through Title I-B of ESSA to support effective assessments.*

- Under No Child Left Behind, BIE schools participated in the assessment systems of the state in which they were located. Due to differences in state laws and assessment systems, this policy resulted in long-term delays and challenges supporting student progress.
- ESSA requires the BIE to define academic standards and develop an assessments system for Bureau-funded schools through a negotiated rulemaking process.
- The BIE must have access to adequate funding to develop and maintain high-quality, culturally relevant assessment systems that accurately measure the progress of Native students, as required by statute.

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.*

- Current law prohibits tribal governments from taxing and limits bonding against Indian lands. Such constraints have resulted in inadequate buildings and facilities for schools that serve Native students.
- 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 21st century economy.

HEA Title III: Tribal Colleges and Universities: Supporting Financially Disadvantaged Students

Provide \$75 million (\$45 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. *An increase of \$6.9 above FY 2021 enacted.*

- 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.
- 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: Alaska Native- and Native Hawaiian-Serving Institutions

Provide \$40 million (\$25 million in discretionary funding and \$15 million in mandatory funding) for non-tribal, Native-serving institutions of higher education. *An increase of \$6.0 million above FY 2021 enacted.*

- This line item serves as the primary source of federal funding for Alaska Native- and Native-Hawaiian Serving institutions of higher education.

HEA Title III: Native American-Serving, Non-Tribal Institutions

Provide \$15 million (\$10 million in discretionary funding and \$5 million in mandatory funding) for non-tribal, Native-serving institutions of higher education. *An increase of \$4.9 million above FY 2021 enacted.*

- Funds provided under this line item serve as the primary source of federal funding for Native-serving, non-tribal institutions of higher education.
- 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 \$12 million for postsecondary career and technical institutions program funds under Carl Perkins Technical and Career Education Act. *An increase of \$1.4 million above FY 2021 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 University 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 \$639 million for Bureau of Indian Education (BIE) elementary and secondary school construction and repair. *An increase of \$389.7 million above FY 2021 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 dangerous for student and staff, particularly as schools consider how to reopen physical classrooms safely.
- The Department of Interior estimated that more than \$639 million would be needed to fix the most pressing deferred maintenance issues for BIE schools.

Broadband Internet Access

Provide \$120 million to extend broadband internet access. *An increase of \$104.7 million above FY 2021 enacted.*

- As demonstrated by the COVID-19 pandemic, technology is no longer a luxury in 2021, and serves as a necessity for equity in educational opportunity for all students.
- Less than ten percent of Indian Country has access to broadband internet technology.
- 60 percent of BIE schools do not have adequate digital broadband access, or computer access, to be aligned with college and career readiness standards.
- Expand e-rate for BIE schools, Native majority schools and Tribal Colleges and Universities.

Johnson O'Malley

Provide \$230 million for full funding. *An increase of \$208.9 million above FY 2021 enacted.*

- The Johnson O'Malley program has provided grants to supplement basic student needs since 1934.
- It is currently used in innovative ways to support the unique cultural and scholastic needs of Native students.
- The federal government allocated \$125 per student in JOM funding in 1995.
- FY 2020 funds provided 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 \$67,000 above FY 2021 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 \$14.9 million above FY 2021 enacted.*

- BIE schools incur significant costs in transporting Native students to and from school.
- During COVID-19, schools have continued to incur disproportionately high transportation costs to support delivery of school lunches and provide mobile bus hotspots in the community.
- Transportation 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 \$90 million for tribal grant support costs for tribally-operated schools. *An increase of \$3.1 million above FY 2021 enacted levels.*

- 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 \$39.2 million above FY 2021 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 \$14.0 million above FY 2021 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 \$500 million for the Indian School Equalization Program. *An increase of \$67.6 million above FY 2020 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 \$1 million above FY 2021 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 \$10.7 million to fund Tribal Education Agencies/Departments. *An increase of \$5.0 million above FY 2021 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.

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

Provide \$10.8 million to the Center & Museum under the American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act. *Level funding with FY 2021.*

- 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.

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

Provide \$26.3 million to HINU and SIPI under the Snyder Act. *Level funding with FY 2021.*

- These institutions are federally chartered and funded separately from the other tribal higher education institutions and require additional funding considerations.
- A combined appropriation of \$25 million for HINU and SIPI is necessary to ensure continued programs and services are available to Native students.



Department of Agriculture Agriculture Appropriations Bill

1994 Extension Program

Provide \$9 million for the 1994 Extension Grants Program. *An increase of \$0.5 million above FY 2021 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.
- FY 2021 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 \$5.8 million for the 1994 Research Grants Program. *An increase of \$ 1.3 million above FY 2021 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, including climate change and economic development, depend on access to quality data and evidence.
- TCUs deserve funding that will increase capacity for developing and conducting research critical to strengthening education and economic development in tribal communities.

Educational Equity Grant Program

Provide \$6.0 million to the Educational Equity Grant Program for 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.
- 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 \$15 million payment into the corpus of the 1994 Institutions Native American Endowment Fund at the U.S. Treasury. *An increase of \$3.1 million above FY 2021 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.
- 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 \$3 million above FY 2021 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 \$10.810 billion in total funding for Head Start, which includes Indian Head Start. *An increase of \$62 million above FY 2021 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 \$15 million for Native language preservation with \$6 million designated to fund the Esther Martinez Language Immersion Programs. *An increase of \$2.0 million above FY 2021 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 \$15 million as part of the appropriation to the Administration for Native Americans for Native language preservation activities.
- The appropriation should also include \$6 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

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 2021 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 \$800 million for HUD’s Native American Housing Block Grant. *An increase of \$53 million above FY 2021 enacted.*

- This vital piece of increased funding by \$53 million over the 2021 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

Commerce, Justice, and Science Appropriations Bill

Education and Human Resources (EHR)

Provide \$16.5 million to the Tribal Colleges and Universities Program. *Level funding with FY 2021 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.