



# EDUCATION

Access to quality education is even more important today than it has ever been. It is an essential strategy for creating jobs and securing the nation’s future prosperity – particularly in tribal communities. An educated citizenry serves as a catalyst to boost tribal economic productivity and growth through a more highly-skilled competitive workforce, which can attract new businesses, reduce rampant high unemployment, stimulate reservation economies through direct spending, and foster a greater entrepreneurial spirit for all tribal citizens to become more self-sufficient. Education provides personal progression and wellness, which in turn increases social welfare and energizes tribal communities that are essential to protecting and advancing tribal sovereignty.

To give tribal nations the necessary foundation for economic success and prosperity, the federal government must live up to its trust responsibility by providing adequate support to provide for quality Native education and strengthen tribal self-determination in education. The requests below detail the minimum funding needed to sustain a system that is currently struggling and underfunded.

## DEPARTMENT OF EDUCATION

### Labor, HHS, and Education Appropriations Bill

#### Title I, Part A of the Every Student Succeeds Act (ESSA) Local Education Agency Grants

- *Provide \$20 billion for Title I, Part A.*

Title I of the Every Student Succeeds Act (P.L. 114-95) (ESSA) provides critical financial assistance to local education agencies (LEAs) and schools with high percentages of children from low-income families, with the design and goal to ensure all children meet challenging state academic standards. Currently, there are more than 600,000 Native students across the country, with nearly 93 percent of those students attending non-federal institutions, such as traditional public schools in rural and urban locations. A drastic increase in funding to counter annual inflation, as well as to match the amount appropriated under the American Reinvestment and Recovery Act (P.L. 111-5) (ARRA), is necessary to meet the needs of Native students and students from low-income families.

**DEPARTMENT OF EDUCATION****Labor, HHS, and Education Appropriations Bill****Student Assessment Systems under ESSA**

- *Provide \$35 million to develop assessments and \$20 million each year for assessment maintenance under ESSA. The Bureau of Indian Education (BIE) currently receives approximately \$1.8 million annually through Title I-B of ESSA to support effective assessments.*

Under the No Child Left Behind Act (P.L. 107-110), schools within the BIE 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 ensuring student progress and achievement across the system. 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.

**DEPARTMENT OF EDUCATION****Labor, HHS, Education Appropriations Bill****Section 6131 of ESSA**

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

Native education researchers, experts, and advocates have long been calling for Native control of Native education. The State-Tribal Education Partnership (STEP) program is Congress's recognition of the call for tribal leadership in education. In 2016 and 2017, Congress appropriated roughly \$2 million dollars for the STEP program to five participating tribal nations under the Tribal Education Department appropriations. For tribal control of education to continue to succeed, the program should be funded at \$5 million in appropriations in FY 2021. Collaboration between tribal education agencies and local and state educational agencies is crucial to develop the tribal capacity to assume the roles, responsibilities, and accountability of tribal education departments and to increase tribal self-governance over the education of Native students. Under ESSA, state, tribal, and local controls are the clear trend. Funding STEP is a critical extension of the principle of local self-governance and sovereignty.

**DEPARTMENT OF EDUCATION****Labor, HHS, Education Appropriations Bill****Impact Aid**

- *Provide \$2 billion for Impact Aid, Title VII funding under ESSA.*

Impact Aid provides direct payments to public school districts as reimbursement for the loss of traditional property taxes due to a federal presence or activity, including the existence of an Indian reservation. With nearly 93 percent of Native students enrolled in public schools, Impact Aid provides essential funding for schools serving Native students. Funding for Impact Aid must not be less than this requested amount. Furthermore, Impact Aid should be converted to a forward-funded program to eliminate the need for cost transfers and other funding issues at a later date.

**DEPARTMENT OF EDUCATION****Labor, HHS, Education Appropriations Bill****Title VI, Part A of ESSA**

- *Provide \$198 million for Title VI, Part A, Indian Education Formula Grants.*

Increases are needed for Indian Education Formula Grants, 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. Increased funding is necessary to address this substantial gap in educational achievement between Native and non-Native students.

### DEPARTMENT OF EDUCATION

#### Labor, HHS, Education Appropriations Bill

##### Title VI, Part C of ESSA

- Provide \$42 million for Alaska Native Education Equity Assistance Program.

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.

### DEPARTMENT OF EDUCATION

#### Labor, HHS, Education Appropriations Bill

##### Title VI, Part B of ESSA

- Provide \$42 million for the Native Hawaiian Education Program.

This grant program funds the development of curricula and education programs that address the unique needs of Native Hawaiian students to help bring equity to this Native population. The Native Hawaiian Education Program empowers innovative culturally appropriate programs to enhance the quality of education for Native Hawaiians. These programs strengthen the Native Hawaiian culture and improve educational attainment, both of which are correlated with positive economic outcomes.

### DEPARTMENT OF EDUCATION

#### Labor, HHS, Education Appropriation Bill

##### Title VI, Part A, Subpart 3 of ESSA

- Provide \$13 million total for Title VI, Part A, Subpart 3 funding with \$5 million for Language Immersion Grants, in addition to the 20 percent set-aside from National Activities.

ESSA promotes co-existence of Immersion Schools through Section 6133, which recognizes the unique educational and culturally related academic needs of Native children. Section 6133 includes Native languages as the medium of instruction where tribal communities have the capacity and desire to engage in immersion instruction. Providing \$5 million to this program – outside the 20 percent set aside – is critical to furthering the federal government’s commitment to improving the educational outcomes of American Indian and Alaska Native students. Congress recognized this critical role by including authorization for immersion schools for the first time. Extensive research over decades, along with strong support from tribal leaders and Native advocates across the country, make providing \$5 million for this program – above and beyond the 20 percent set aside – a high priority.

### DEPARTMENT OF EDUCATION

#### Labor, HHS, Education Appropriation Bill

##### Title VI, Part A, Subpart 2 of ESSA

- Provide \$68 million for Special Programs for Indian Children.

In Title VI of ESSA, Congress continued demonstration grant funding and professional development funding to meet the needs of Native students and newly authorized funding to serve Native youth through grants for culturally appropriate education. This program addresses the critical issues of teacher shortages, evidence-based work at the state and local level, and locally driven strategies

to empower Native youth. The professional development grants are essential ways of improving teaching in rural communities and are consistent with ESSA's movement toward state-driven work. The Native Youth Community Projects are critical in helping Native communities at the local level via small, competitive grants that seek to engage youth in high-need areas.

## DEPARTMENT OF EDUCATION

### Labor, HHS, Education Appropriations Bill

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

- Provide \$45 million for Title III, Part A discretionary grants and \$30 million for Title III, Part F mandatory grants under the Higher Education Act for Tribal Colleges and Universities.

The Strengthening Institutions (Title III) of the Higher Education Act (P.L. 89-326) provides essential formula-based aid to TCUs. The program consists of two parts: discretionary grant funding through Title III, Part A, and mandatory grant funding through Title III, Part F. The goal of the Strengthening Institutions program is “to improve the academic quality, institutional management and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.”<sup>26</sup> TCUs are employing these funds to address the critical, unmet needs of their students (who are primarily American Indian and Alaska Native) to effectively prepare them to succeed in a globally competitive workforce.

## DEPARTMENT OF EDUCATION

### Labor, HHS, Education Appropriations Bill

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

- Provide \$8 million for American Indian Adult/Basic Education at TCUs from existing funds appropriated for state block grants.

Despite an absence of dedicated funding, TCUs must find ways to continue to provide basic adult education classes for those Native students 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 basic adult education and literacy programs and TCUs need adequate funding to support the ever-increasing demand for basic adult education and remediation program services.

## DEPARTMENT OF EDUCATION

### Labor, HHS, Education Appropriations Bill

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

- Provide \$12 million for tribally controlled post-secondary career and technical institutions program funds under the Carl Perkins Career and Technical Education Improvement Act.

Section 117 of the Carl Perkins Career and Technical Education Improvement Act (P.L. 109-270) authorizes funding for operations at tribally controlled postsecondary career and technical institutions. Vocational education/training programs are vital to preparing a future workforce that will operate safely and efficiently contributing greatly to the global economy.

**SHARED RESPONSIBILITY:****DEPARTMENT OF EDUCATION AND DEPARTMENT OF THE INTERIOR****Labor, HHS, Education Appropriations Bill, and Interior – Environment Appropriations Bill****Tribal Education Agencies/Departments**

- *Provide \$20 million (\$10 million through the Department of Education and \$10 million through the Department of the Interior) to fund Tribal Education Agencies.*

Ten million dollars should be appropriated to the Department of Education (ED), and \$10 million should be appropriated to DOI to support tribal education agencies (TEAs). This funding assists TEAs, which are uniquely situated at the local level to implement innovative education programs that improve Native education. Because they are administered by tribal nations, TEAs are best equipped to deliver education programs tailored to improve education parity for Native students. 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. Tribal nations exercising self-governance over education have been quite successful because they better understand the circumstances of their populations and can develop initiatives that meet local needs.

**DEPARTMENT OF THE INTERIOR****Interior – Environment Appropriations Bill****School Construction and Repair**

- *Provide \$430 million for system-wide Bureau of Indian Education (BIE) school construction and repair.*

This funding category includes school construction, facilities improvement and repair, and replacement school construction. Schools operating within the BIE system are woefully outdated and, in some cases, dangerous for students and staff. Currently, more than 60 BIE schools are rated in “poor” condition, which puts Native students at a significant, unfair disadvantage. DOI’s Office of Inspector General published in September of 2016 an evaluation, titled “Condition of Indian School Facilities,” that estimated the cost of fixing the dilapidated BIE schools at more than \$430 million.<sup>27</sup>

**DEPARTMENT OF THE INTERIOR****Interior – Environment Appropriations Bill****Johnson O’Malley (JOM) Program**

- *Provide \$42 million for full JOM funding.*

The JOM program has provided grants to supplement basic student needs since 1934. It is currently being used across the country in innovative ways to assist with the unique cultural and scholastic needs of Native students. The federal government allocated \$96 per student in JOM funding in 1995. In today’s dollars, considering inflation, that was \$165 per student. However, that investment has steadily declined, and current funding provides less than \$46 per student, less than 1/3rd of the value of what was originally appropriated in 1995. This funding is oftentimes the only source through which Native students – including those in public schools – can engage in basic education activities. Additional funds are needed to begin to address needed increases in per student allocation for the future.

**DEPARTMENT OF THE INTERIOR****Interior – Environment Appropriations Bill****Student Transportation**

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

BIE schools incur significant costs in transporting Native students to and from school. These costs are considerably higher than most school systems due to the often rural location of BIE facilities. Additionally, the poor condition of the roads that students,

staff, and families must use to access BIE-funded schools increase vehicle maintenance costs. These high costs often lead to funding shortfalls, which then must either go unpaid or be funded by diverting funds from other education programs.

## DEPARTMENT OF THE INTERIOR

### Interior – Environment Appropriations Bill

#### Tribal Grant Support Costs

- Provide \$90 million for Tribal Grant Support Costs for tribally controlled schools.

Tribal Grant Support Costs fund the administrative costs of existing tribally operated schools. It is critical that tribal governments are funded at the same level as the federal government when they exercise self-governance and tribal control over education programs by allocating funding 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. Fully funding Tribal Grant Support Costs is consistent with NCAI Resolution PSP-09-048 and is the key to supporting true tribal self-determination in education.

## DEPARTMENT OF THE INTERIOR

### Interior – Environment Appropriations Bill

#### Facilities Operations

- Provide \$109 million for BIE facilities operations.

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

## DEPARTMENT OF THE INTERIOR

### Interior – Environment Appropriations Bill

#### BIE Facilities Maintenance

- Provide \$76 million for BIE facilities maintenance.

BIE schools use this funding for both 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. As noted earlier, 60 of the BIE schools are considered in poor condition, and the backlog of required infrastructure maintenance is estimated at \$430 million.

## DEPARTMENT OF THE INTERIOR

### Interior – Environment Appropriations Bill

#### Indian School Equalization Program

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

These funds provide the core budget account for BIE elementary and secondary schools by covering salaries for teachers, aides, principals, and other personnel. Indian School Equalization Program (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 tribal nations.

**DEPARTMENT OF THE INTERIOR****Interior – Environment Appropriations Bill****Education Management: Education IT**

- *Provide \$40 million for Education IT.*

According to the Federal Communications Commission’s 2019 report on Broadband Deployment in Indian Country, 36 percent of households on tribal lands lack access to fixed broadband;<sup>28</sup> however, a recent 2018 GAO report identifies flaws in broadband deployment reporting, indicating that the lack of broadband in tribal communities is even greater than the FCC reports.<sup>29</sup> This lack of broadband access has a significant impact in BIE-funded schools. NCAI seeks adequate funding to ensure that BIE-funded schools have broadband access as well as the computers and software necessary to administer online assessments, and that school staff receive appropriate resources and training. In future fiscal years, ongoing funding will be needed to maintain and update this investment in Education IT infrastructure. The federal government must commit to sustained funding and broadband access to ensure that BIE-funded schools can meet the needs of a modern learning environment.

**DEPARTMENT OF THE INTERIOR****Interior – Environment Appropriations Bill****BIE Immersion Demonstration Grants**

- *Provide \$5 million for BIE immersion programs.*

According to the United Nations Educational, Scientific and Cultural Organization (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 culture 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 to strengthen their language, improve academic outcomes, and become future leaders of their tribal nations.

**DEPARTMENT OF THE INTERIOR****Interior – Environment Appropriations Bill****Juvenile Detention Education**

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

These critical funds were reinstated in FY 2017 at \$499,000, reflecting the bipartisan support for funding to address juvenile justice issues. Funding the program at \$620,000 level is essential for providing educational services to detained and incarcerated youth at 23 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.

**DEPARTMENT OF THE INTERIOR****Interior – Environment Appropriations Bill****Tribal Colleges and Universities’ Institutional Operations**

- *Provide \$81.69 million for Titles I, II, and III and the technical assistance contract under the Tribally Controlled Colleges and Universities Assistance Act.*

Title I: To fund the Tribally Controlled Colleges and Universities Assistance Act of 1978 (P.L. 95-471) (Tribal Colleges Act), which provides day-to-day operating funds for 28 TCUs, would require \$81.69 million. The education of Native students is a trust responsibility of the federal government. For many Native students, TCUs are their primary means of receiving a higher education. Accordingly, since the Tribal Colleges Act was first funded in 1981, the number of TCUs has more than quadrupled, and enrollments have increased by more than 325 percent. Despite this increase in student population, TCUs have never received the authorized level of operational funding of \$8,000 per student and are currently receiving \$7,384 per student.

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

**Title III/Technical Assistance:** \$701,000 is needed to level fund critical technical assistance (which has not been increased since FY 2006) and to assist TCUs in establishing endowments.

**Title V/Tribally Controlled Career and Technical Institutions:** \$10 million is needed for institutional operations costs for two tribally-controlled career and technical institutions.

## DEPARTMENT OF THE INTERIOR

### Interior – Environment Appropriations Bill

#### Institute of American Indian Arts and Center for Lifelong Education and Museum (AIANNH Culture and Art Development Act)

- Provide \$10.71 million for the Institute of American Indian Arts and Center for Lifelong Education and Museum.

The Institute of American Indian Arts (IAIA) is a federally chartered, accredited, non-profit educational institution whose mission is to serve as a multi-tribal center of higher education for Native Americans.

## DEPARTMENT OF THE INTERIOR

### Interior – Environment Appropriations Bill

#### Haskell Indian Nations University and Southwest Indian Polytechnic Institute (Snyder Act)

- Provide \$25 million for Haskell Indian Nations University and Southwest Indian Polytechnic Institute.

The BIE owns and operates two tribal post-secondary institutions: Haskell Indian Nations University (Haskell) located in Lawrence, Kansas, and Southwestern Indian Polytechnic Institute (SIPI) located in Albuquerque, New Mexico. Both require an appropriate level of funding, and NCAI urges Congress to provide \$25 million in funding.

## DEPARTMENT OF THE INTERIOR

### Interior – Environment Appropriations Bill

#### TCU Infrastructure Improvement

- Provide \$35 million for TCU construction, renovation, and infrastructure development (25 U.S.C. § 1813)

We urge Congress to fund section 113 of the Tribal Colleges Act and establish a new infrastructure development program for TCUs. A key part of the mission of TCUs is to prepare American Indians and Alaska Natives and other rural community members to be self-sufficient members of the nation's workforce. For TCUs to realize this goal, they must have the facilities necessary to educate and train students for 21st-century jobs. A recent TCU needs assessment revealed a need of \$120 million to address current TCU shovel-ready projects and facilities rehabilitation.

## DEPARTMENT OF AGRICULTURE

### Agriculture Appropriations Bill

#### National Institute for Food and Agriculture

- *1994 Land-Grant Institutions (TCUs)*

In 1994, TCUs achieved federal land-grant status through the passage of the Equity in Educational Land-Grant Status Act (P.L. 103-382). However, the 35 TCU Land-Grant Institutions are still not recognized or funded as full partners in the nation's land-grant system. Serious inequities exist and as a result, their potential remains unrealized. In FY 2018, funding for extension programs at the 1994 Land-Grant Institutions equaled only 2.1 percent of that appropriated for the 1862 (state) Land-Grant Institutions and 14 percent of that appropriated for the 1890 (19 Historically Black Colleges and Universities) Land-Grant Institutions. In the area of research, funding for 1994 Land-Grant Institutions equaled 1.5 percent of that appropriated for the 1862 Land-Grant Institutions and just seven percent appropriated for the 1890 Land-Grant Institutions. Appropriations at the requested levels outlined below for each of the 1994 land-grant institution programs is a small but critical step in addressing disparities that exist in the current land-grant system.

#### 1994 Extension Program

- *Provide \$9 million for the 1994 Extension Grants Program.*

The 1994 Extension Program is designed to complement the Federally Recognized Tribe Extension Program (FRTEP). 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. Congress must adequately invest in the 1994 extension programs serving reservation communities.

#### 1994 Research Grants

- *Provide \$5.8 million for the 1994 Research Grants Program.*

The 1994 Research Grants Program allows TCUs to partner with other Land-Grant Institutions 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 economic development, and other tribal efforts to address pressing challenges depend on access to quality data and evidence. These challenges include the disproportionate impacts of environmental fluctuation 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 for strengthening education and sustainable economic development important to their tribal communities.

#### 1994 Educational Equity Grant Program

- *Provide \$6 million in Educational Equity Grant Program funding for 1994 Land-Grant Institutions.*

The Education Equity Grant Program assists TCU Land-Grant Institutions 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. Through the recent reauthorization of the Farm Bill (the Agriculture Improvement Act of 2018 (P.L. 115-334)), Red Lake Nation College (RLNC) was designated as a 1994 land grant institution, bringing the total to 35. With the addition of RLNC, funding distributed by formula, such as this program, must be increased to accommodate new institutions.

### **1994 Native American Institutions Endowment Fund (Corpus Payment)**

- Provide a \$15 million payment to the corpus of the 1994 Land-Grant Institutions Native American Endowment Fund.

The Native American Institutions Endowment Fund, housed and administered by 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 35 eligible 1994 institutions amounts to approximately \$4.6 million (FY 2018).

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 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.

The USDA-Rural Development program provides grants for Essential Community Facilities at TCUs and funds the ever growing need for construction, improvement, and maintenance of TCU facilities, such as advanced science laboratories, computer labs, student/faculty 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 \$8 million each year to support construction, improvement, and maintenance of their facilities.

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

### **Labor, HHS, Education Appropriations Bill**

#### **Head Start**

- Provide \$10.81 billion in total funding for Head Start, which includes Indian Head Start.

Head Start has played and continues to play an instrumental role in Native education. Head Start funds provide early education to more than 24,000 Native children. This vital program combines education, health, and family services to model traditional Native education, which accounts for its success rate. However, as inflation and fiscal constraints increase, current funding dollars provide less for Native populations. There is a return in benefit to society of at least \$7 for every \$1 invested in Head Start. Therefore, 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).

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

### **Labor, HHS, Education Appropriations Bill**

#### **Head Start, Tribal Colleges and Universities Head Start Partnership Program**

- Provide \$8 million for Tribal Colleges and Universities Head Start Partnership Program.

The TCU-Head Start Partnership Program, as reauthorized in the Improving Head Start for School Readiness Act of 2007 (P.L. 110-134), supported TCUs in providing high-quality, culturally appropriate training for teachers and workers in Indian Head Start programs. With the reauthorization of the Head Start program in the mid-1990s, Congress mandated that by 2013, 50

percent of Head Start teachers nationwide must at a minimum hold a baccalaureate degree in Early Childhood Education and all teacher assistants must have a child development associate credential or be enrolled in an associate's degree program. In 2017, 75 percent of Head Start teachers nationwide held the required bachelor's degree; but less than 42 percent of Head Start teachers in Indian Country met the requirement, and only 70 percent of workers in Indian Country met the associate-level requirements or were enrolled associates programs, compared to 90 percent nationally. This disparity in preparation and teaching demands our attention. American Indian and Alaska Native (AI/AN) children deserve – and desperately need – qualified teachers. TCUs are ideal catalysts for filling this inexcusable gap. From 2000 to 2007, HHS provided modest funding for the TCU-Head Start Program, which helped TCUs build capacity in early childhood education by providing scholarships and stipends for Indian Head Start teachers and teacher's aides to enroll in TCU early childhood programs. Before the program ended in 2007, TCUs had trained more than 400 Head Start workers and teachers, many of whom have since left for higher paying jobs in elementary schools. Today, TCUs are providing culturally based early childhood education free of charge to local Head Start workers. With restoration of this modestly funded program, similar programs could be available to the teachers and aides throughout Indian Country.

## DEPARTMENT OF HEALTH AND HUMAN SERVICES

### Labor, HHS, Education Appropriations Bill

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

- *Provide \$15 million for Native language programs with \$6 million designated to fund Esther Martinez Language Immersion Programs.*

Native language grant programs are essential to revitalizing Native languages and cultures, many of which are at risk of disappearing in the next decade. 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 the Esther Martinez Language Programs' Native language immersion initiatives, as they have demonstrated success in strengthening Native language revitalization.

## NATIONAL SCIENCE FOUNDATION

### Commerce, Justice, and Science Appropriations Bill

#### Education and Human Resources (EHR)

- *Provide at least \$16 million to the Tribal Colleges and Universities Program.*

In FY 2012, the National Science Foundation (NSF) awarded \$5.1 billion in science and engineering funding to the nation's institutions of higher education. TCUs received \$9.7 million, or less than one-fifth of one percent of this funding. Although this program is indicated as TCU-specific, mainstream institutions that are considered Alaska Native and Hawaiian serving are eligible to compete and receive funding under this program, thereby further reducing TCUs' chances for accessing these funds. This disproportionate distribution trend has yet to be recognized and addressed. Since FY 2001, modest funding has been allocated to the TCU initiative administered under the NSF-EHR. This competitive grants program enables TCUs to enhance the quality of their STEM instructional, research, and outreach programs. TCUs that have been awarded an NSF-TCUP grant are expected to complete a comprehensive program needs analysis and to develop a plan for addressing both their institutional and NSF goals, with a primary goal being significant and sustainable expansion and improvements to STEM programs. Through NSF-TCUP, TCUs have been able to establish and maintain programs that represent a key component of the career pipeline for the American Indian and Alaska Native STEM workforce.