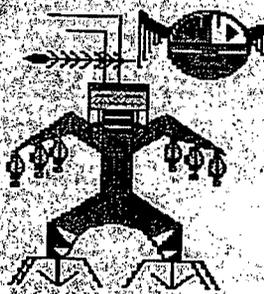




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WASHINGTON, D.C. 20230

WHITE HOUSE INITIATIVE ON
TRIBAL COLLEGES AND
UNIVERSITIES



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*"Education is the only lasting
means for ending poverty
on reservations, and
among Indian people."*

— Crow Elder



Tribal Colleges and Universities Guide the Way

**White House Initiative on
Tribal Colleges and Universities**

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"Tribal Colleges offer hope. They can, with adequate support, continue to open doors of opportunity to the coming generations and help Native American communities bring together a cohesive society, one that draws inspiration from the past in order to shape a creative, inspired vision of the future."

Tribal Colleges: Shaping the Future of Native America: The Carnegie Foundation for the Advancement of Teaching, 1989





THE INSTITUTE

for Higher Education Policy

NEWS RELEASE

FOR IMMEDIATE RELEASE:

Wednesday, February 2, 2000

CONTACT: Gil Kline 202-966-4994

Veronica Gonzales 703-838-0400

New National Report:

TRIBAL COLLEGES SPARK BREAKTHROUGHS FOR AMERICAN INDIANS NATIONWIDE USING INNOVATIVE APPROACH: MERGING BUSINESS & TRIBAL VALUES

- **New Programs Improve Employment, Income, & Education Levels**
- **Colleges Impact Rural Regions & States, Despite Significant Underfunding**
- **Tribal Colleges Get Almost 40% Less Funding Than Mainstream Colleges**

WASH, DC...A new report shows that many of the nation's 31 Tribal Colleges and Universities are overcoming the longstanding barriers facing American Indians to achieve significant advances in income, employment, and education attainment levels.

Tribal Colleges are utilizing innovative approaches that integrate business methods with tribal values, roles, and community structures. These methods are impacting not only reservations but also rural states and regions, and serve as models for many communities nationwide, the report states.

These successes come despite the fact that Tribal Colleges operate with significantly less government funding per student—more than 40% less—than mainstream community colleges, at \$3,432 versus \$6,089, and with virtually no state or local funding available. The study calls for increased federal support—for land-grant funds, entrepreneurship, and infrastructure—to build on these achievements and reach tribal self-sufficiency, and for policymakers to see Tribal Colleges as a key resource for economic development in their regions and states.

The report cites dramatically higher rates of median income, employment, and postgraduate education among many Tribal College graduates as compared to other American Indians on reservations. From 1980 to 1990, for example, median income for females living on reservations with Tribal Colleges grew 49% faster than incomes for those living on similar reservations without Tribal Colleges. The unemployment rate for at least one set of recent Tribal College graduates was 15%, as compared to 72% on the reservation overall. With such success, Tribal Colleges can help combat the often deplorable economic conditions in their local communities—the unemployment of American Indians living on reservations with Tribal Colleges averaged 45% in 1995, and the average per capita income was \$4,665 in 1990. By comparison, the average unemployment rate in the U.S. was about 6% and the average per capita income was \$19,188.

The report, "Tribal College Contributions to Local Economic Development," was prepared by The Institute for Higher Education Policy, a Washington, DC-based non-profit education research group, and the American Indian Higher Education Consortium (AIHEC), which is comprised of the 31 American Indian Tribal Colleges and Universities.

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By integrating tribal and business values, tribal communities define the success of their programs as much by levels of social renewal as by fiscal growth, but appear to achieve both. These programs range from: an economic summit at Little Big Horn in Montana; internet access for Tribal businesses and farmers; banking and law enforcement career training at Fond du Lac Tribe in Minnesota; environmental sciences at Diné College (Navajo Nation); engineering studies at Turtle Mountain in North Dakota; and entrepreneurship training at Sitting Bull and at Salish Kootenai colleges.

“Facing historic barriers of poverty, illiteracy, severe health problems, and discrimination, the clear successes of Tribal Colleges, despite serious underfunding, demonstrate what increased support can and should do to build on these amazing breakthroughs for American Indians,” stated David Gipp, President of AIHEC and President of United Tribes Technical College in North Dakota. “Policymakers need to see these colleges as a new, uniquely effective resource for economic development of entire regions throughout this nation.”

Tribal Colleges nationwide, the study states, have had immediate impacts on their communities and regions through the creation of jobs, services, and role models, but more significant are their long-term impacts on: workforce and skills development; encouragement of entrepreneurship and small business growth; and promoting efficiency and environmentally sound practices in agriculture and natural resources.

The report calls for enhanced support for Tribal Colleges and their communities in order to maximize these areas of progress and to reach goals of self-sufficiency. These recommendations include:

- Increased funds under federal land-grant legislation to allow Tribal Colleges to help tribes manage their land and natural resources, a crucial element of self-sufficiency;
- Funding to help build a foundation for small business growth and entrepreneurship on reservations;
- Cooperation and support for regional development;
- Building infrastructure capacities (financial institutions, transportation, communication); and
- Increased awareness by policymakers to see Tribal Colleges as a community development resource.

The report is the latest in a series produced under the Tribal College Research and Database Initiative, a collaborative effort between the American Indian Higher Education Consortium and the American Indian College Fund. The Initiative is supported in part by the U.S. Department of Health and Human Services' Administration for Native Americans, and the Pew Charitable Trusts.

MEMBERS OF THE PRESS who wish to obtain an interview or a copy of the report, “Tribal College Contributions to Local Economic Development,” may contact Gil Kline at 202-966-4994, or AIHEC Executive Director Veronica Gonzales at 703-838-0400. Single copies of the report are free (while supplies last) to the public and can be obtained by calling 703-838-0400, or may be downloaded at www.ihep.com.

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Clinton: \$1.2B For Indian Country

By Matt Kelley
Associated Press Writer
Wednesday, Feb. 2, 2000; 3:03 a.m. EST

WASHINGTON — American Indian reservations would get an infusion of \$1.2 billion in federal money for education, health care and law enforcement under President Clinton's proposed 2001 budget, a White House aide said.

Lynn Cutler, the president's top adviser on Indian issues, said it's the largest spending increase ever sought for Indians and includes new or expanded programs in nearly all federal agencies.

"It's important that we get every agency of the federal government thinking about Indians and employing Indian people," Cutler said Tuesday, one day after she outlined the plan to tribal leaders at a meeting of the United South and Eastern Tribes, which represents 23 tribes from Maine to Texas.

Clinton announced the spending initiative in his State of the Union address last week, but did not mention any specifics. Those will be included in his 2001 budget proposal, to be announced next week.

Among the spending Clinton will seek: \$300 million to build at least six new reservation schools, a \$117 million increase for reservation road repairs, about \$300 million more for the Indian Health Service and \$103 million added to reservation law enforcement, Cutler said.

The head of the Interior Department's Bureau of Indian Affairs, the main agency funding tribal governments, said the extra money is welcome but won't address all the problems.

"In all, I don't think it's anything to have a party over, because the needs in Indian Country are so great," said Kevin Gover, a Pawnee who Clinton picked to head the BIA in 1997.

Sen. Ben Nighthorse Campbell, the only American Indian in the Senate and chairman of the Indian Affairs Committee, also was skeptical.

"Senator Campbell hates to look a gift horse in the mouth, but he does wonder why it's taken eight budgets for the president to get around to taking a look at Indian Country," said Chris Changery, a spokesman for the Colorado Republican.

The extra money for reservation roads will put only a tiny dent in the estimated \$4 billion backlog of needed repairs. And, according to an Interior Department report issued last year, \$1.2 billion is needed to repair or replace 170 Indian schools.

"I know half-a-dozen new schools is a drop in the bucket, but at least it's a drop," Cutler said.

Reservations are home to some of the gravest poverty and worst health care in the country. The unemployment rate on reservations is about 10 times the national average and only about two-thirds of Indian adults have a high school diploma, compared to three-quarters of the general population. The Indian Health Service reports the Indian death rate is 35 times higher than the rest of the population.

Clinton will ask Congress for \$13 million in new aid to the 31 tribal colleges, Cutler said. The colleges, which serve 26,000 students in 12 states, are a vital part of efforts to improve education and economic opportunities on reservations, she said.

A report to be released today says tribal colleges have created jobs and helped increase education levels on the reservations where they operate. The report from the Institute for Higher Education Policy and the American Indian Higher Education Consortium said median incomes for women on reservations with tribal colleges rose 49 percent faster between 1980 and 1990 than for women on reservations without colleges.

Cutler said other details of Clinton's proposal include:

- \$6 million for training teachers to serve schools with large numbers of Indian students.
- \$5 million for training Indians as school administrators.
- \$5 million for a Treasury Department program aimed at attracting companies to reservation areas.

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AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

Tribal College Contributions to Local Economic Development

A report prepared by The Institute for Higher Education Policy and the American Indian Higher Education Consortium under the Tribal College Research and Database Initiative

February, 2000

Executive Summary

Contributing to the economic development of American Indian reservations is an essential goal of Tribal Colleges and Universities, unique institutions that were created over the last three decades to respond to the higher education needs of American Indians, especially those living in geographically isolated areas.¹ Tribal Colleges combine the preservation of tribal history, culture, and traditions with academic preparation, vocational training, and basic adult education. The development efforts of the 31 colleges in the United States (and one in Canada) are just one example of the vital roles they play in the local communities they serve. Tribal Colleges are leaders in the development process because they are autonomous American Indian institutions that can encourage the preservation and integration of tribal traditions, thereby ensuring the cultural relevance of the process.

Economic development efforts are especially important given the historical problems with high rates of poverty and unemployment that have endured on the reservations on which the Tribal Colleges are located. Despite recent economic growth on and around some reservations, tribal wealth remains uneven, and economic development has not necessarily translated into improvements in jobs and economic well-being for all communities. The unemployment rate of American Indians living on reservations with Tribal Colleges averaged 45 percent in 1995, and the average per capita income was only \$4,665 in 1990 (the most recent years for which such information is available). In comparison, the U.S. population as a whole had an unemployment rate of about 6 percent, and the average per capita income for the U.S. population overall was \$19,188. At the same time, there are many obstacles to economic development on reservations, including shortages of skilled workers, geographic isolation, inadequate transportation and financial infrastructure, and lack of external investment.

This report—part of a series sponsored by the Tribal College Research and Database Initiative, a collaborative effort between the American Indian Higher Education Consortium (AIHEC) and the American Indian College Fund—describes some of the economic development efforts of the Tribal Colleges. Because the colleges are at different stages of growth and exist in distinct economic landscapes, the range of their contributions to local development vary widely. Nevertheless, the report reveals that the Tribal Colleges are vital components of the process of building a foundation for future growth on American Indian reservations.

¹ As used in the report, the term Tribal Colleges includes tribally controlled postsecondary institutions, as well as congressionally and federally chartered Indian colleges. Reservation-based Tribal Colleges refer to 25 of the 31 colleges in the United States. However, it is important to keep in mind that non-reservation-based colleges have similar impacts on their local communities, and serve many American Indian students who return to their reservations with increased skills and other benefits.

Defining Economic Development

The conventional definition of economic development focuses on increases in the well-being of local residents, as indicated by increases in the level of employment and per capita income. However, the improvement of economic opportunities in rural areas such as American Indian reservation communities requires more than traditional job creation. Rather, it is the types of jobs and the way in which they are generated that is important. Under this conceptual framework, "economic development" for American Indian communities means:

- Creating jobs, raising incomes, generating wealth, and reinvesting wealth locally;
- Understanding existing "natural economies";
- Creating a foundation for business development, including technology, capital, a high-quality labor force, and sound physical and civic infrastructures; and
- Using local values to shape the integration of the regional economy into the broader economy.

In addition, due to the rural nature of most Tribal College reservations, economic development frequently includes land use plans and strategies for agricultural management.

The Role of Tribal Colleges

Similar to other postsecondary institutions, Tribal Colleges have both direct and long-term impacts on local economies. Direct effects result from the dollars spent and circulated into the economy, while the long-term effects result from the completion of a college's mission. Arguably, the long-term impacts of Tribal Colleges on their local communities may be even more important than the direct economic effects, as they help communities establish a basis for future development.

Direct impacts include the following:

- ***The creation of jobs.*** Tribal Colleges hire a significant number of local residents, serving as an important employer in the community. In 1995, Tribal Colleges employed an average of 81 people—including 22 full-time faculty members and 44 full-time staff members.
- ***The provision of services to local residents, businesses, and the tribal government.*** Such public service activities include continuing education and GED courses, health and counseling clinics, and small business centers. Tribal Colleges also play a major role in facilitating discussions, forums, and analyses about how government policy has impacted American Indian communities.
- ***Spending by the colleges, students, and even visitors.*** In Fiscal Year 1996, each Tribal College spent an average of \$2.1 million for employee salaries and other benefits. In addition, students spend money for such things as transportation, food, and other living expenses.

Long-term effects include the following:

- ***Workforce and skills development.*** Tribal Colleges encourage workforce development in several ways: they match their curricula with local needs; they increase the overall skill levels—and commensurate earnings—of the local labor force; and they contribute to higher rates of employment by graduating students who are then employed within the community.

Median income has been growing at faster rates on Tribal College reservations than on similar reservations without Tribal Colleges over the past few decades. One study found that the growth in female median income between 1980 and 1990 was 49 percent greater on Tribal College reservations than on reservations without Tribal Colleges.

Although national data are not currently available, some examples suggest that the rates of employment and continuing education for Tribal College graduates are significantly higher than for tribal members who have not attended. By 1997, 63 percent of all Stone Child College graduates since 1986 were employed and almost 21 percent were still attending college. Only 15 percent were unemployed and were not attending school. This compares to an overall unemployment rate of 72 percent on the Rocky Boy Reservation, where the college is located.

- ***Encouragement of entrepreneurship and small business growth.*** The colleges promote entrepreneurship and small business growth through courses, leadership development, and technical assistance via small business centers. In addition, Tribal Colleges are leading the way in assessing and piloting effective business management models and in helping tribes understand the importance and role of marketing.

Tribal Colleges develop programs that encourage entrepreneurial activities. The American Indian Entrepreneurs Case Studies and Curriculum, established jointly by Salish Kootenai College and Sinte Gleska University, is structured around tribal values that are not typically discussed in business textbooks. For each topic area, specific issues faced by American Indian entrepreneurs are identified—obtaining financing, employing extended families, reconciling business practices with traditional roles, and gaining the support of the tribal government.

Most of the colleges have business assistance centers that provide help to both students and the wider community. The Tribal Business Information Center at Fort Belknap College has begun building a computer resource library that includes Internet access for tribal members. Ranchers and farmers use the technology at the center while learning accounting programs to run their businesses more efficiently. In addition, students and other community residents may receive loans of \$8,000 to \$50,000 from a new tribal loan fund.

As economic development is linked to the quality of civic leadership, Tribal Colleges also try to strengthen local leadership skills, drawing upon both cultural values and entrepreneurial training. For example, the American Indian Business Leaders (AIBL) organization—which has

student-based chapters at 14 of the colleges as well as several mainstream institutions—provides a forum for discussion and support for American Indian business students and entrepreneurs; creates a strong networking system among the Tribal Colleges and university systems; stimulates American Indian interest in business and tribal economic development; and establishes summer internship opportunities with tribal, federal, and corporate entities.

- ***Promoting efficiency and environmentally sound practices in agriculture and natural resources.*** Despite various obstacles, tribal land constitutes a major source of income for many tribes, involving revenue from farming, timber, grazing, and industrial leasing. Tribal Colleges have become involved in promoting the sustainable development of natural resources on their reservations. In 1994, 30 of the Tribal Colleges obtained land-grant status from the U.S. Congress, through which they receive funding to strengthen instructional programs in the food and agricultural sciences, among other activities.

One example is Leech Lake Tribal College, which is using land-grant funding to improve its Environmental Science program. In previous years, funds were used to acquire instructional equipment and hire a new full-time instructor in Biology/Chemistry. The college also is adding a full-time faculty member with a forestry orientation in order to expand course offerings in the program.

And Blackfeet Community College, in cooperation with Montana State University and the Blackfeet Tribe, is focusing its extension work efforts on native plant horticulture on the Blackfeet Reservation. In addition, the Tribal College extension agent is assisting in developing a training program in ecosystem recovery and native plant horticulture as well as college facilities to support research and training.

Conclusions and Recommendations

Although the Tribal Colleges are at different stages in the process of assisting and sustaining local community development, all will play important roles in the future development of American Indian reservation communities, especially in establishing the foundation for future growth through skills development, technical assistance, and other efforts. Nevertheless, it is important to recognize that the early signs of economic progress and the movement toward self-determination should not mean an end to outside support. Significant barriers remain to economic development on reservations, and building skills and technical expertise and encouraging entrepreneurship will not be enough if more jobs do not become available. Given these considerations, there are several steps policymakers and other leaders can take to support and advance Tribal Colleges efforts in community development:

1. Land continues to be one of the greatest resources of reservation communities. Through targeted education and training and information dissemination, Tribal Colleges can help tribes become self-sufficient in the management of their land and natural resources. To

bolster these endeavors, *federal policymakers must appropriate funds under the land-grant legislation at the authorized levels:*

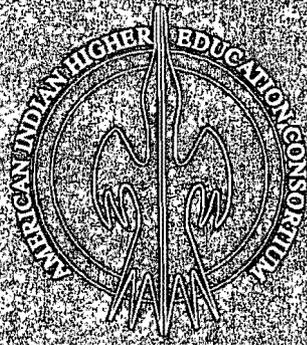
2. The integration of Tribal Colleges' development efforts with broader initiatives, such as the Tribal Business Information Centers, are essential to *building a foundation for small business growth and entrepreneurship on reservations*. Policymakers must continue to fund such initiatives, recognizing the success they have had thus far with only limited resources.
3. To assist in creating sustainable reservation communities, the Tribal Colleges must *collaborate with a range of partners in regional development*. Cooperative relationships with other land-grant institutions and institutions that serve large numbers of students from disadvantaged backgrounds will be especially important in the future.
4. Similarly, healthy tribal economies mean substantial benefits for the economies of the states in which they are located. Thus, *state policymakers must look to the Tribal Colleges as partners in economic development*. Welfare reform is just one example of cooperation in this area.
5. In building upon all of these partnerships, reservation communities will *require the resources to develop infrastructure capacities* at the most basic levels, including financial institutions, transportation networks, and communications technology.
6. Ultimately, *leaders and policymakers must be aware of Tribal Colleges as a community development resource*. Past government economic development initiatives on reservations frequently failed because the underlying structures of the local economy were not recognized, including the dire need for infrastructure and the importance of microenterprise. Tribal Colleges, as community institutions, can help the sponsors of future development efforts understand such characteristics in order to provide a better chance of success and self-sufficiency.

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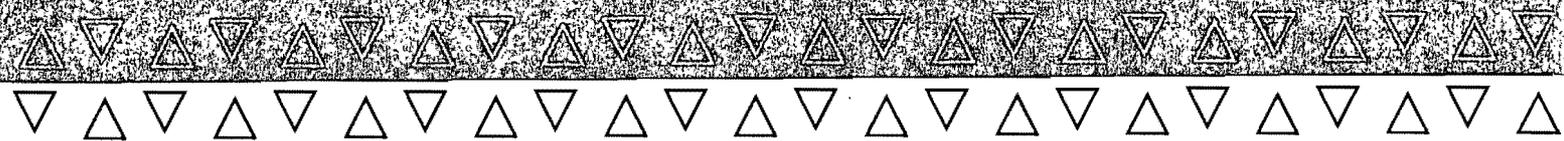
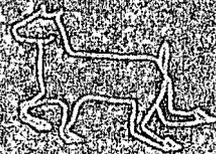
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Tribal College Contributions to Local Economic Development



Prepared by:
American Indian Higher Education Consortium
The Institute for Higher Education Policy

A product of the Tribal College Research and Database Initiative,
a collaborative effort between the American Indian Higher Education Consortium
and the American Indian College Fund.

**PRESIDENT CLINTON AND VICE PRESIDENT GORE:
HONORING COMMITMENTS
TO NATIVE AMERICANS IN THE FY2001 BUDGET**

February 7, 2000

Updated February 6, 2000

"I also . . . [want] to make special efforts to address the areas of our nation with the highest rates of poverty -- our Native American reservations and the Mississippi Delta. My budget includes . . . a billion dollars to increase economic opportunity, health care, education and law enforcement for our Native American communities. In this new century -- we should begin this new century by honoring our historic responsibility to empower the first Americans. And I want to thank tonight the leaders and the members from both parties who've expressed to me an interest in working with us on these efforts. They are profoundly important."

President Bill Clinton
State of the Union
January 27, 2000

In order to better serve Native American communities and to honor the federal government's trust responsibility to tribes, the President's budget includes a total of \$9.4 billion for key new and existing programs that assist Native Americans and Indian reservations. This total is an increase of \$1.2 billion over Fiscal Year 2000 – the largest increase ever. This initiative brings together several agencies in order to address the needs of Native American communities comprehensively. Some of the highlights include: \$300 million for Bureau of Indian Affairs school construction and repair; \$349 million through the Department of Transportation for roads in Indian Country; and \$2.6 billion for the Indian Health Service. Other key components of the Native American initiative are:

Budget Initiatives for Native Americans:

Investing in Education and Training.

Bureau of Indian Affairs (BIA) School Construction and Repair. The President has proposed \$300 million, more than double the FY 2000 enacted level of \$133 million, to replace and repair BIA-funded schools on reservations. This is the largest investment ever in a single year for BIA school construction and repair. Of these funds, \$126 million would be used to assist in replacing at least six of the 185 BIA-funded schools on reservations. The remaining \$174 million would provide for much-needed health and safety-related repairs and improvements that together comprise a roughly \$700 million backlog. Within the BIA's school construction funds, up to \$30 million may be used to assist tribes or tribal consortia in issuing the bonds described below by using these funds to ensure principal repayment.

Hiring well-prepared teachers to reduce class size in the early grades. As part of President Clinton's national initiative to hire 100,000 teachers to reduce class size in grades 1-3 to a national average of 18, the budget will provide \$6 million for BIA-funded schools. These funds will enable local schools to recruit, hire, and train more teachers. Studies show that smaller classes enable teachers to give personal attention to students, which leads to their getting a stronger foundation in the basic skills. The studies also show that minority and disadvantaged students show the greatest achievement gains as a result of reducing class size in the early grades.

Training and Recruiting New Native American Teachers. Only two-thirds of Native American students successfully complete high school --far fewer than other students. In addition, schools with high populations of American Indian students are typically plagued by high teacher turn-over. To address these challenges, the budget provides \$10 million for the Education Department to continue the second year of the Administration's initiative to begin training and recruiting 1,000 new teachers for areas with high concentrations of American Indian and Alaska Native students.

New American Indian Administrator Corps. The President and the Vice President propose \$5 million for a new Department of Education initiative, the American Indian Administrator Corps, that will support the recruitment, training, and in-service professional development of 500 American Indians and Alaska Natives to become effective school administrators in schools with high populations of Native American students. As in the Native American teacher initiative, higher-education institutions are encouraged to form consortia with the tribal colleges in order to develop this program.

Native American School Modernization Bonds. In addition to the \$24.8 billion of School Modernization Tax Credit Bonds authorized in his budget for the construction and renovation of public schools, the President's budget includes a component for Native American schools. The Secretary of Interior would be authorized to allocate \$400 million bonding authority (\$200 million in 2001 and \$200 million in 2002) to tribes or tribal consortia for the construction and renovation of BIA-funded schools. In addition to providing tax credits to the bondholders in lieu of interest payments, the President's budget includes \$30 million to help ensure principal repayment for tribal issuers.

New School Renovation Loan and Grant Program. This new \$1.3 billion initiative leverages nearly \$7 billion of (approximately 8,300) renovation projects in high-need school districts with little or no capacity to fund urgent repairs. Within this program, the President has allocated \$50 million for grants to public schools with high concentrations of Native American students. The \$1.3 billion initiative also includes a loan program targeted to those districts unable to finance the interest cost associated with facilities renovation and a smaller grant program to provide direct funding to needy school districts unable to finance the capital expenditures associated with school renovation.

New Therapeutic Pilots at BIA Boarding Schools. The President and the Vice President propose \$8.2 million for a new initiative to establish Therapeutic Residential Treatment Programs (TRTP) at 5-7 of the BIA boarding schools and dormitories. According to the Centers for Disease Control,

American Indian students attending BIA schools are at a very high risk for severe problems associated with substance abuse, depression, poverty, neglect, homelessness, and physical abuse. Through the addition of appropriate professionals at each pilot site, necessary intervention treatments will be provided to students in a holistic manner, ranging from education to mental health to substance abuse treatment.

Doubling the Family and Child Education (FACE) Program. The budget includes \$12.8 million, a more than 100 percent increase over the FY 2000 level of \$6 million, to double the FACE program at BIA from 22 to 44 sites. The FACE program is a two-generation education program that provides services such as early childhood educational programs to young children and provides training to parents to enhance their parenting skills, education, and literacy.

Strengthening BIA-Funded Schools and Colleges Serving Tribes. The budget provides \$562 million for the operation of elementary and secondary schools, tribally controlled community colleges, and assistance to Indian children attending public schools. This represents an increase of \$43 million over the enacted 2000 level.

Increased Funding for Tribal Colleges. The budget proposes increased funding for the Nation's tribal colleges. At the Department of Education, the budget provides for \$9 million – a 50 percent increase over 2000 enacted – in order to improve and expand the capacity of the tribal colleges to serve Native American students in several ways, including developing academic programs. With this increase at the Education Department, 24 tribal colleges will receive funding. At the Department of the Interior, the budget proposes a \$3 million increase to \$38 million in order to fund the operations of the tribal colleges. Including these funds at Interior and Education, the budget includes a total of \$77 million for support to tribal colleges through funding at the National Science Foundation, and the Departments of the Interior, Education, Agriculture, Housing and Urban Development, and Transportation.

Tribal College Endowment Fund. The President's budget proposes to increase the authorized level from \$4.6 million to \$7.1 million, a 54 percent increase over 2000, for the Native American Institutions Endowment Fund at the Department of Agriculture in order to build educational capacity through student recruitment and retention; curricula development; faculty preparation; instruction delivery systems; and scientific instrumentation for teaching.

Head Start. The President's budget boosts funding for Head Start by \$1 billion – the largest funding increase ever – to provide Head Start and Early Head Start to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. Since the President took office, funding for Head Start has risen by nearly 90 percent, enabling 160,000 more low-income children to participate in the program.

Indian Head Start. The budget provides \$175 million for Indian Head Start -- a \$30 million increase over FY 2000.

Fighting Crime in Indian Country. The President's budget included key increases for law

enforcement:

Improves Law Enforcement in Indian Country. The budget proposes \$439 million, an increase of \$103 million over FY 2000, for the Departments of Justice and Interior for the third year of the President's Indian Country Law Enforcement Initiative. The initiative will improve public safety for the over 1.4 million residents on the approximately 56 million acres of Indian lands. This funding will increase the number of law enforcement officers on Indian lands, provide more equipment, expand detention facilities, enhance juvenile crime prevention, and improve the effectiveness of tribal courts. This initiative also includes increased funding for the unique needs of Indian Country such as legal assistance to indigent Native Americans; funding to support curriculum development at tribal colleges for law enforcement and legal studies; an alcohol and substance abuse diversion program; and sexual assault units to help prosecute sexual offenders. Although violent crime has been declining nationally for several years, it has been on the rise in Indian country. According to the Department of Justice, American Indians are the victims of violent crimes at more than twice the rate of all U.S. residents. Recognizing this, the President made a major commitment to improve law enforcement in Indian country.

Law Enforcement Housing Opportunities. The budget proposes to permit, through HUD's Indian Housing Block Grant, tribes or tribally-designated housing entities to provide housing or housing assistance for qualified law enforcement officers.

Providing Health Care and Promoting Safety. President Clinton and Vice President Gore are committed to providing health care to the Native American population. This budget moves forward on their vision to help realize this goal.

Indian Health Service. The President's budget proposes \$2.6 billion, an increase for the Indian Health Service (IHS) of \$230 million or 10 percent over the FY 2000 enacted level. This increase would enable IHS to continue expanding accessible and high-quality health care to its approximately 1.5 million Native American service users to: improve preventive services designed to reduce the need for acute medical care; expand patient access to clinical services to help improve health status; improve emergency medical services in remote locations on American Indian and Alaska Native reservations; address the health and environmental conditions in American Indian and Alaska Native homes and communities by constructing safe water and waste disposal facilities; expand programs that provide substance abuse treatment and prevention and mental health services; strengthen existing disease surveillance capabilities; target additional assessment and treatment of diabetes and other chronic diseases; and provide preventive and corrective dental care to prevent disease and reduce tooth loss, such as water fluoridation.

IHS Medicaid and Medicare Reimbursements. IHS will collect a total of \$365 million in Medicaid and Medicare reimbursements in FY2001, helping to bring the total IHS program level to \$3.1 billion.

Indian Health Service (IHS) Contract Support Costs. Within the overall IHS increase, the budget continues to support Tribal self-determination by proposing a \$40 million (+18%) increase for contract support costs, to cover the costs of new and existing tribal contracts and compacts.

Helping to Reduce Racial Disparities in Health Status. Despite improvements in the Nation's overall health, continuing disparities remain in the burden of death and illness that certain minority groups experience. For example, American Indian and Alaska Natives are about three times as likely to die from diabetes as other Americans. Working with minority public health providers, advocates, and other consumer representatives, \$35 million is provided for Centers for Disease Control to continue demonstration programs to enable select communities to develop innovative and effective approaches to address these disparities.

Treatment for Substance Abuse. The Targeted Treatment Capacity Expansion Grant program at the Department of Health and Human Services provides funds to help communities address emerging substance abuse problems and unmet treatment needs. The President's budget proposes \$163 million for Targeted Treatment Capacity Expansion grants, which is \$49 million over the FY 2000 level of \$114 million and will provide treatment for nearly 10,000 additional individuals. Last year, over fifteen percent of these competitive grants focused on substance abuse treatment for Native American youth and adults.

Providing Care for Native American Seniors. The budget proposes \$23.5 million, an increase of \$5 million, to expand core nutrition and supportive services as well as caregiver services such as respite care and adult day care to Native American seniors.

Highway Safety Grants. Because highway safety is a major problem on Indian reservations, the budget will double the amount to \$2 million for highway safety grants in Indian Country. These grants are used for problem identification, planning, and implementation to address highway safety problems related to human factors and roadway environment in order to reduce crashes, deaths, and injuries.

Elevating the Position of the Director of IHS. The President will also continue his efforts to elevate the Director of IHS to the position of Assistant Secretary.

Providing Infrastructure for Native American Communities. President Clinton and Vice President Gore are providing solid investments to build infrastructure in Native American communities.

Building Roads and Bridges in Indian Country. The Transportation Department (DOT) will expand its program to improve roads and bridges on Indian reservations. The President's budget proposes to give the Indian Reservations Roads program the full authorization amount of \$275 million with an additional \$74 million from a highway receipts account for a total of \$349 million, which is an increase of \$117 million over the previous year. This will allow Tribes to address the estimated backlog of \$4 billion in needs on these roads and bridges.

Tribal Infrastructure Projects. The President and the Vice President propose \$49 million, an increase of \$46 million over FY 2000, for the Department of Commerce's Economic Development Administration (EDA) to fund infrastructure, planning, and public works projects. These projects will focus on technology, business development, and tribal economic development activities. EDA will give priority to projects that emphasize the attraction of outside capital to, and the location of basic commercial business operations in, Native American communities.

USDA Rural Development Programs. The FY2001 budget proposes \$26 million, an increase of

\$14 million over 2000 enacted to provide loans and grants through the Department of Agriculture's (USDA) rural development programs to construct and improve Native Americans' water and wastewater systems; community facilities such as health clinics and child care centers; and diversify and expand economic opportunities.

Environmental Protection Agency (EPA) Wastewater and Drinking Water Infrastructure Investments. The FY2001 budget increases the Tribal share of the Clean Water State Revolving Fund appropriation from 0.5 to 1.5 percent. The percentage increase will add more than \$5 million for Tribal wastewater infrastructure spending over FY 2000. The Administration also continues to request an additional \$15 million for drinking water and wastewater infrastructure needs of Alaska Native villages.

Construction Skills Training. Currently, Transportation funds \$10 million per year for a construction skills training program targeted to all minorities. Last year, only \$9 million was obligated because overall highway funding was less than authorized levels. The President's budget proposes to ensure this program is funded at its authorized levels thereby providing the full \$10 million in FY2001 and setting aside \$1 million for Native Americans.

Empowering Communities and Moving People from Welfare to Work.

Addressing the Digital Divide. The Administration proposes this new initiative to encourage Native Americans to pursue information technology and other science and technology fields as areas of study as well as to increase the capacity of tribal colleges to offer courses in these areas. The budget provides \$10 million, to be administered by the National Science Foundation, for grants to tribal colleges for networking and access; course development; student assistance; and capacity building.

Extending Welfare-to-Work Grants. To help more long-term welfare recipients and low-income fathers go to work and support their families, the Administration's budget will give state, local, tribal, and community- and faith-based grantees an additional two years to spend Welfare-to-Work funds, ensuring that roughly \$2 billion in existing resources continues to help those most in need. This will give grantees an opportunity to fully implement both the \$3 billion Welfare-to-Work initiative the Administration fought to include in the 1997 Balanced Budget Act, which included \$30 million in tribal grants, and the program eligibility improvements enacted last year with the Administration's support.

Helping Low-Income Fathers and Working Families Support Their Children. The Administration's budget proposes \$255 million for the first year of a new "Fathers Work/Families Win" initiative to help low-income non-custodial parents (mainly fathers) and low-income families work and support their children. Within these funds, \$10 million will be set aside for applicants from Native American workforce agencies.

New Housing Vouchers for Hard-Pressed Working Families. The Clinton-Gore budget includes \$690 million for 120,000 new rental housing vouchers to help America's hard-pressed working families. Of the 120,000 new housing vouchers, 32,000 will be targeted to families moving from welfare to work, 18,000 to homeless individuals and families, and 10,000 to low-income families moving to new housing constructed through the Low Income Housing Tax Credit,

with the remaining 60,000 vouchers allocated to local areas to help address the large unmet need for affordable housing. These new vouchers build on the 110,000 new housing vouchers secured through the President's leadership in the past two years. As part of the FY 1999 competition, HUD awarded nearly 800 welfare to work housing vouchers to two tribes, and assuming Congress approves new welfare to work vouchers, the Administration will maintain a similar policy in FY 2001.

Access to Jobs Program. The Transportation Equity Act for the 21st Century (TEA-21) authorized \$750 million over five years for the President's Job Access initiative and reverse commute grants to develop flexible transportation solutions, such as van services, to help welfare recipients and other low-income workers (up to 150% of poverty) travel to job opportunities and employment-related services. The President's budget proposes to double funding for this initiative to \$150 million in FY2001. To increase mobility and access to employment opportunities for Native American families moving from welfare to work and other low-income workers, DOT will set aside \$5 million for Indian tribes under the FY2001 DOT Job Access grant program and propose, through appropriations language, allowing tribes to apply directly to the Federal Transit Administration for these grants.

Community Development Financial Institution (CDFI) Expansion. The Administration requested a major expansion of the CDFI program to continue building a national network of community development banks. The final budget increases CDFI funding from \$95 million in FY2000 to \$125 million in FY2001 -- a \$30 million increase. In order to increase access to capital in Indian Country, the budget proposes, for the first time, a \$5 million set-aside within the CDFI Fund to establish a training and technical assistance program focused on eliminating barriers to capital access.

Housing Improvement Program. The budget provides \$32 million at BIA -- a doubling of the \$16 million in 2000 -- to repair or replace dilapidated homes across Indian Country.

Indian Housing. The budget provides \$650 million in block grants for Indian housing, an increase of \$30 million over FY 2000.

Indian Homeownership Intermediaries. The budget proposes to set aside \$5 million within the Indian Housing Block Grant to create non-profit homeownership intermediaries in Indian Country. They will serve as a catalyst for the creation of a private homeownership market in Indian Country and will support local capacity-building intermediaries or "one-stop mortgage centers."

Economic Development Planning Grants. The President's budget expands language within the Native American set-aside of the Community Development Block Grant to allow for stand-alone economic development planning grants.

Strengthening Tribal Environmental Programs. The President's budget increases funding for the EPA's General Assistance Program (GAP) by \$10 million for a total of \$53 million. GAP grants fund tribal institutional capacity building for implementing environmental programs on Indian lands. GAP grants have increased from \$8 million in 1993 to the FY 2001 proposed level of \$53 million.

Tribal/EPA Cooperative Agreements to Implement Federal Environmental Programs. The President's budget proposes appropriations language authorizing the Administrator of the EPA to enter into cooperative agreements with tribes or tribal consortia so that they may assist EPA in implementing Federal environmental programs. EPA will also provide grants to tribes and tribal consortia for this work.

Remove Cap on Nonpoint Source Water Pollution Grants to Tribes. Appropriations language is proposed that permanently removes the one-third of one percent cap on the tribal share of the EPA Clean Water Act nonpoint source grants to tribes. These additional resources will help protect water quality on Indian lands.

Agricultural Extension Program. This Initiative provides extension agents on large Indian reservations. These extension agents, employees of the State Cooperative Extension System, work with tribal advisory committees to develop educational programs in agriculture or agriculture-related youth programs that respond to tribal priorities. Since funding began in 1990, it has remained at \$1.7 million, supporting about 26 projects in 15 states. This year the President proposes to increase funding to \$5 million – the first increase since 1990.

Promoting Self-Sufficiency. The FY2001 budget proposes \$44 million, an increase of \$9 million over 2000, for the Administration of Native Americans (ANA) at the Department of Health and Human Services (HHS). ANA funds projects that are expected to result in sustained improvements in the social and economic conditions of Native Americans within their communities. ANA will set-aside \$2 million for tribal energy development projects and another \$2 million to continue its work on developing tribal codes in order to promote business development in Indian Country.

Tribal Energy Program. The budget proposes \$5 million, an increase of \$1 million, for the Tribal Energy Program at the Department of Energy which assists tribal governments in implementing energy programs, including with renewable energy resources such as wind energy.

Business Assistance at the Small Business Administration. The budget proposes new funding to create Small Business Development Centers (SBDCs) in Indian Country to provide business and technical assistance to Native American entrepreneurs. These new tribal SBDCs will work in tandem with the seventeen existing Tribal Business Information Centers. A total of \$4.5 million is provided for this initiative. The Administration will propose authorizing legislation to establish the tribal SBDCs. This legislation will ensure that SBDCs will be available to all parts of Indian Country, including the poorest areas.

Expanding Business LINC to Indian Country. For the first time, the budget proposes \$1.25 million to expand the Vice President's successful BusinessLINC program to Indian Country. BusinessLINC establishes mentor-protégé relationships between large and small businesses. The goal of BusinessLINC is to encourage large firms to provide technical assistance, business advice, networking, investment, and joint venturing opportunities for locally-owned smaller firms.

Tribal Colleges Initiative. The budget proposes to set-aside \$5 million within the HUD Community Development Block Grant program for competitive grants awarded to tribal colleges to assist their communities with neighborhood revitalization, housing, and economic development.

These colleges will provide technical assistance and capacity building support to their surrounding communities through assistance in the creation of community development corporations; assistance in the development and coordination of supportive services for welfare-to-work initiatives; coordination and support for the rehabilitation of housing for low- to moderate-income families; and assistance in the promotion of economic development through small business incubators and job training programs.

Native American Economic Development Access Center. The President's budget proposes an additional \$2 million at the Department of Housing and Urban Development to establish a Native American Economic Development Access Center. This Access Center will, for the first time, link over twelve agencies through a single toll-free number so that Native American callers can receive access to information about federal programs for economic development. The purpose of the Access Center will be to answer questions in a problem-solving manner rather than requiring callers to be familiar with specific federal programs. The Access Center will also have a website.

Technical Assistance Funding for the Tribal Colleges. The budget proposes to set aside \$1 million out of the Revenue Aligned Budget Authority for the tribal colleges to do outreach to help Native Americans access federal funds.

New Markets Investments Initiative. The United States is currently in the midst of the longest peacetime expansion in its history. The strength and duration of this expansion has helped bring economic opportunity to millions of people once cut off from the economic mainstream. But too many urban and rural areas, and Native American reservations, have not participated in this growth. These areas have tremendous potential as New Markets. The President's expanded New Markets initiative will spur \$22 billion in new capital investment in businesses in these economically distressed areas through a package of tax credits and loan guarantees. The package includes the following components:

- **More Than Doubling the New Markets Tax Credit** – The President proposes to more than double the New Markets tax credit to spur \$15 billion dollars in new investment in community development in economically distressed areas. An entity making new equity investments in a selected community development project would be eligible for a tax credit worth 25 percent of the cost of the investment. A variety of vehicles providing equity and credit to businesses in underserved areas would be eligible. The total cost of the tax credits amounts to about \$5 billion over 10 years.
- **Expanded Empowerment Zones** – The proposed expanded wage credits, tax incentives, and new round of urban and rural EZs will extend and improve economic growth in the 31 existing urban and rural Empowerment Zones, administered by HUD and USDA, and support the proposed third round of 10 new empowerment zones to be designated in 2001. The total cost of these proposals will be \$4.4 billion over 10 years.
- **America's Private Investment Companies (APICs)** - Modeled after the Overseas Private Investment Corporation's (OPIC) successful investment fund program, APICs would provide guaranteed debt to private investment companies, licensed by HUD, to help leverage private equity capital and lower the cost of capital for investments in low- and moderate-income communities. For every dollar that private investors provide, the government will guarantee two

dollars in debt to expand the APIC's pool of capital available for making investments and enhance the return on those investments to the private investors. APICs will make equity investments in larger businesses that are expanding or relocating in inner cities and rural areas.

- **New Market Venture Capital Firms (NMVCs)** – The President is asking for \$51.7 million in his 2001 budget to allow SBA to match equity investment and technical assistance funds to finance 10-20 new investment partnerships – New Markets Venture Capital Firms -- selected to provide both long-term growth capital and expert guidance to entrepreneurs who need both in order to transform their small businesses and great ideas into thriving companies.
- **Other Elements of New Markets** - Other elements include: increasing the funding for SBA's microenterprise lending program; creating PRIME--a program providing technical assistance to low-income entrepreneurs; boosting CDFI funding; expanding support for BusinessLINC to encourage large businesses to work with small businesses in new markets; and establishing a New Markets University Partnerships pilot project which, under the auspices of HUD, would provide universities with funding to develop local community partnerships, assistance to intermediaries, and technical and business development assistance to new and existing firms. In addition, to better serve Native American communities, the President proposes additional funding to expand the New Markets initiative to Indian Country, which are described herein.

Protecting Sovereignty and Promoting Self-Determination.

Tribal Contracting and Self-Governance. BIA and IHS will continue to promote Tribal self-determination through local decision-making. Tribal contracting and self-governance compact agreements now represent 41 percent of BIA's operations budget, and forty-two percent of IHS' budget. The self-governance agreements give Tribes greater flexibility to administer Federal programs on reservations.

Bureau of Indian Affairs (BIA) Contract Support Costs. Within the overall BIA increase, the budget continues to support Tribal self-determination by proposing \$134 million, a \$9 million or 7 percent increase over 2000 for contract support costs. This funding provides \$5 million for new and expanded contracts and \$129 million for existing contracts.

Trust Services. The Administration is committed to improving trust services and management through its trust reform efforts at the Interior Department. The budget proposes \$108 million, a 48 percent increase over 2000, for improved trust services in the BIA for activities such as probate, real estate appraisals, and other services.

Indian Trust Fund Balances. The Administration is committed to resolving disputed Indian trust fund account balances through informal dispute resolution and supports the unique government-to-government relationship that exists in Indian trust land management issues. After Tribal consultations, BIA submitted its "Recommendations of the Secretary of the Interior for Settlement of Disputed Tribal Accounts" to Congress in November 1997. Legislation reflecting these recommendations was proposed in 1998, but not enacted. The Department will continue efforts to resolve trust fund account balances.

Trust Land Management. As part of BIA's commitment to resolving trust land management issues, Interior worked with Congress in 1999 to repropose legislation (S. 1586) to establish an Indian Land Consolidation program to address the ownership fractionation of Indian land. Interior began implementing three pilot projects in Wisconsin, in cooperation with Tribes, to purchase small ownership interests in highly fractionated tracts of land from willing sellers. In the nine months of this effort, more than 8,000 small ownership interests have been consolidated. The budget proposes \$13 million in 2001 for this program, and Interior will work with Congress to get legislation enacted in the 106th Congress, limiting future fractionation.

Trust Management Improvement Project. In addition to the \$13 million for the Indian Land Consolidation program, the budget provides \$83 million for DOI's Office of Special Trustee, including the trust management improvement project. Current activities include verifying individual Indian's account data and converting these data to a commercial-grade accounting system. Ownership, lease, and royalty information related to the underlying trust assets will also be verified and converted to a recently acquired commercial asset management system.

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Tribal Colleges Today

February 2000

CO-PUBLISHED BY THE AMERICAN INDIAN COLLEGE FUND & AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

TRIBAL COLLEGES TO LEAD IN CREATING 1,000 INDIAN TEACHERS

Tribal colleges will help lead a new Federal effort to produce 1,000 new American Indian teachers nationwide. In November, Congress appropriated \$10 million in FY 2000 to establish the American Indian Corps of

Teachers. Currently, 26 of 31 TCUs have an elementary education degree or certificate program. Teacher development has been a top priority at the colleges, which were founded to fight Indians' high rates of poverty and educational failure. Tribal

student was Indian. In the 1990's, foundations such as **Ford** and **Kellogg** began to fund teacher programs based on Indian reservations. Since 1996, TCU efforts have received nearly \$1 million from the **American Indian College**

1,000 new teachers will help reduce nationwide Indian teacher shortage

Teachers—part of President Clinton's initiative to create a total of more than 100,000 new American teachers. The nation's 31 tribal colleges and universities (TCUs) will be eligible for support for Indian-teacher development programs and scholarships.

By creating 1,000 Indian teachers over five years, the Corps will address a critical shortage of certified tribal instructors. Of 2.5 million elementary and secondary teachers in the nation, about 18,000 (less than one percent) are Indian. Additionally, Indians have some of the lowest educational attainment levels in the nation, including drop-out rates estimated at 36-50 percent.

"Every Indian student deserves the education to succeed in the 21st century," said **Carrie Billy**, executive director of the **White House Initiative on Tribal Colleges and Universities**. "The population of Indian youth is growing at one of the fastest rates in the country, but most tribal communities have high teacher turnover rates and few certified Indian teachers."

The Initiative is based in the **U.S. Department of Education** which will coordinate the teacher corps program. With details pending, it is expected that eligible grantees will be programs at four-year TCUs or two-year colleges that have partnerships with four-year institutions. Also, scholarships and fellowships will be awarded to future teachers enrolled in the programs.

leaders believe that teacher graduates can not only fill jobs on the reservation, but also positively impact younger children as role models.

Tribal college graduate **Allan Demaray** (pictured below) teaches in a North Dakota school district where 9 of every 10 students are Indian—but only one in 10 teachers is Native. In response, Ft. Berthold Community College graduated its first class of teachers in 1999.

To date, Indian teacher training has received modest, if irregular, support from public and private sources. Of a recent graduating class of 500 teachers at the University of New Mexico, only one

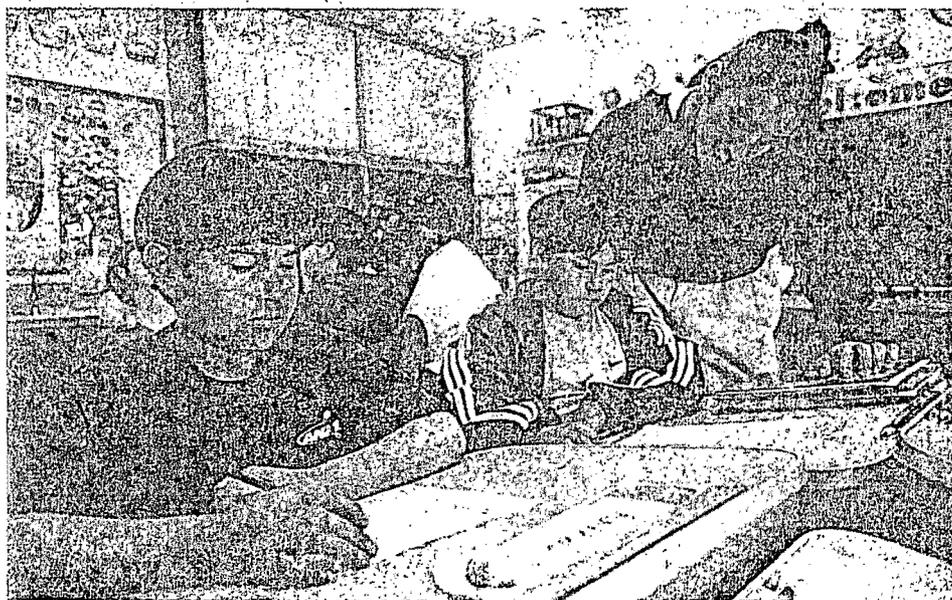
Fund. The tribal colleges' fundraising arm has enlisted supporters such as the **Philip Morris Cos.** and the **John S. and James L. Knight Foundation**.

Students invited to State of Union speech

Two future Navajo teachers were invited to Washington, DC, on Jan. 27 for the State of the Union Address, during which President Clinton called for continued support of American Indians.

Christina Jones, 23, and her sister, Justina, 25, are third-year students at Dine College in Arizona. Christina sat in the gallery with the First Lady. "It's an honor," she said. "This shows the importance of tribal colleges and the need for more Indian teachers."

The sisters' goal is to teach Navajo language at a public school on the reservation that currently offers only one culture course.



New tribal college teacher graduate Allan Demaray teaches fourth grade on the Ft. Berthold Reservation in New Town, N.D. "By incorporating culture, I can reach these kids in ways other teachers can't," the Mandan-Hidatsa tribal member says. Photo by Ken Blackbird

TRIBAL COLLEGE EXECUTIVE ORDER

PRIORITIES:

FISCAL YEARS 2000 & 2001

November 16, 1999

The White House Initiative on Tribal Colleges & Universities and the American Indian Higher Education Consortium will focus on the following priority areas during Fiscal Years 2000 and 2001. These priority areas are based on strategic planning by and with Tribal Colleges, and they will be the primary basis for new initiative, program, and partnership efforts. Please note, however, that this is not an exhaustive list.

- **CORE FUNDING FOR TCUs:** stable and long-term funding, development, and endowment building;
- **TECHNOLOGY, SCIENCE, AND MATH:** including:
 - infrastructure development,
 - workforce preparation through education partnerships, and
 - faculty development;
- **FACILITIES:** including public-private partnerships to build a solid foundation for education, research, and community outreach;
- **HEALTH ISSUES,** including:
 - health professions preparation and training,
 - health related research,
 - health promotion and disease prevention, and
 - community health services; and
- **COMMUNITY LINKAGES,** including:
 - community development initiatives -- i.e. HUD and business development;
 - K-12 linkages, particularly in science, math, culture;
 - leadership development, particularly in partnership with tribal governments, law enforcement, court systems;
 - healthy, efficient and culturally relevant use of natural resources, including agriculture and aqua-culture business development, research, community outreach and education; and
 - native culture and language preservation, sharing, and celebration, primarily through further development and expansion of the Tribal College Cultural Centers Project.

White House Initiative on Tribal Colleges & Universities

PRIORITIES OF THE TRIBAL COLLEGES:

THE EXECUTIVE ORDER ON TRIBAL COLLEGES AND UNIVERSITIES (E.O. 13021)

updated: May 1999

To help guide implementation of Executive Order 13021 on Tribal Colleges and Universities, the **Office of the White House Initiative on Tribal Colleges and Universities** and **Tribal College presidents** have met frequently to discuss their priorities. In 1998, the Tribal Colleges established **five priorities** for initial implementation of the Order. As the Executive Order is implemented, we expect the priorities to evolve and change. Initially, they are:

- **Core Funding:** core operations and funding for other Tribal College programs
- **Infrastructure -- Capital Development:** facilities renovation, construction, and infrastructure
- **Institutional Development**
- **Private Sector Involvement**
- **Tribal Sovereignty and Community Self-Sufficiency**

BACKGROUND: The Tribal College movement began in the late 1960s for a simple reason: the near complete failure of the higher education system in the U.S. to meet the needs -- or even include -- American Indians. Tribal leaders realized that only through local, culturally-based, and holistic methods could many American Indians succeed in higher education. Today, American Indian higher education is flourishing. What began with one college on the Navajo Nation has grown to 31 institutions throughout the U.S. today. As the colleges have grown, two things have remained constant:

- (1) a commitment to a holistic approach to education that preserves and strengthens the uniqueness of Indian people; and
- (2) the special relationship between the federal government and Tribal Colleges, due to the sovereign nature of Indian tribes.

The Executive Order on Tribal Colleges and Universities reaffirms the special relationship of the federal government to American Indians and expresses the Administration's commitment to Tribal Colleges and all Indian people.

PRIORITIES:

CORE FUNDING: Tribal Colleges must gain funding equity with mainstream institutions. *Key areas to address include:*

- **P.L. 95-471:** Interior Core Funding for critical operations must be appropriated at the level authorized under the Tribally Controlled Colleges and Universities Act.
- **Title III of Higher Education Act:** Section 316, Institutional Development for Tribal Colleges, must be funded at the fully authorized level of \$10 million per year so that all Tribal Colleges gain access to vitally needed funding for institutional development.
- **Title IV of Higher Education Act:** Student Financial Aid/Support Service parity among institutions of higher education must become a reality.
- **Land-grant programs for 1994 Institutions:** USDA land-grant programs for the 1994 institutions must be funded at fully authorized levels.
- **Increases Needed in:** Endowments, scholarship programs, and adult and vocational education funding.
- New funding sources and partnerships must be created.
- Federal matching requirements must be waived for TCU programs.

INFRASTRUCTURE - CAPITAL DEVELOPMENT: Tribal Colleges cannot prepare their students for the 21st century if facilities continue to crumble around them. Schools -- along with faculty and students -- must be strong and enduring. *Key areas to address:*

- Housing:
 - Student housing
 - Day care facilities
- Interdisciplinary buildings:
 - Libraries
 - Science/Research Laboratories
 - Biology Laboratories
 - Community Health Facilities: health and fitness
 - Classrooms
 - Early childhood facilities
- Technology -- State of the Art:
 - Access to the Internet and Internet II
 - Distance Learning Opportunities: courses and libraries
 - Computer hardware and software
 - Systems maintenance
- Equipment:
 - Desks
- Maintenance of facilities and equipment
- Waiver of matching requirements for resource and infrastructure programs

INSTITUTIONAL DEVELOPMENT: Tribal Colleges must have the capacity to equip Native American students with the tools they need to become productive members of the 21st century workforce. *Key areas to address include:*

- Capacity building:
 - Accreditation
 - Baccalaureate and Masters programs
 - Language and culture programs
- Library development
- Leadership: faculty and staff development
- Teacher preparation
- Technical assistance and accountability
- Technology development and use:
 - Curriculum development
 - Distance learning, telecommunications, Internet
 - Systems maintenance
- International exposure
- Waiver of matching requirements for capacity building programs

PRIVATE SECTOR: Critical to the long-term success of the Tribal Colleges are ongoing efforts to create strong, productive partnerships with the private sector. *Key areas to address include:*

- Capital development: fundraising opportunities and resources
- Business and worker training partnerships
- Leadership Development
- Equipment acquisition
- Technical assistance

TRIBAL SOVEREIGNTY & COMMUNITY SELF-SUFFICIENCY:

The special relationship between the federal government and Indian tribes must be strengthened and preserved. *Key areas to address include:*

- Language, culture and history preservation
- Economic development:
 - Business entrepreneurship
 - Community development
- Land use:
 - Agri-business
 - Environment
- Health:
 - Disease prevention and health promotion
 - Nutrition
- Cultural impact of health status, economic development, and land use
- Networking with local communities
- Accreditation through tribal law (certification and standards)
- Promoting and strengthening tribal governments
- Education system linkages: TCUs and pre-K through 12
- Child care and family support
- Adult basic education

**PRESIDENT CLINTON AND VICE PRESIDENT GORE:
HONORING COMMITMENTS
TO NATIVE AMERICANS IN THE FY2001 BUDGET**

February 7, 2000

Updated February 6, 2000

"I also . . . [want] to make special efforts to address the areas of our nation with the highest rates of poverty -- our Native American reservations and the Mississippi Delta. My budget includes . . . a billion dollars to increase economic opportunity, health care, education and law enforcement for our Native American communities. In this new century -- we should begin this new century by honoring our historic responsibility to empower the first Americans. And I want to thank tonight the leaders and the members from both parties who've expressed to me an interest in working with us on these efforts. They are profoundly important."

President Bill Clinton
State of the Union
January 27, 2000

In order to better serve Native American communities and to honor the federal government's trust responsibility to tribes, the President's budget includes a total of \$9.4 billion for key new and existing programs that assist Native Americans and Indian reservations. This total is an increase of \$1.2 billion over Fiscal Year 2000 – the largest increase ever. This initiative brings together several agencies in order to address the needs of Native American communities comprehensively. Some of the highlights include: \$300 million for Bureau of Indian Affairs school construction and repair; \$349 million through the Department of Transportation for roads in Indian Country; and \$2.6 billion for the Indian Health Service. Other key components of the Native American initiative are:

Budget Initiatives for Native Americans:

Investing in Education and Training.

Bureau of Indian Affairs (BIA) School Construction and Repair. The President has proposed \$300 million, more than double the FY 2000 enacted level of \$133 million, to replace and repair BIA-funded schools on reservations. This is the largest investment ever in a single year for BIA school construction and repair. Of these funds, \$126 million would be used to assist in replacing at least six of the 185 BIA-funded schools on reservations. The remaining \$174 million would provide for much-needed health and safety-related repairs and improvements that together comprise a roughly \$700 million backlog. Within the BIA's school construction funds, up to \$30 million may be used to assist tribes or tribal consortia in issuing the bonds described below by using these funds to ensure principal repayment.

Hiring well-prepared teachers to reduce class size in the early grades. As part of President Clinton's national initiative to hire 100,000 teachers to reduce class size in grades 1-3 to a national average of 18, the budget will provide \$6 million for BIA-funded schools. These funds will enable local schools to recruit, hire, and train more teachers. Studies show that smaller classes enable teachers to give personal attention to students, which leads to their getting a stronger foundation in the basic skills. The studies also show that minority and disadvantaged students show the greatest achievement gains as a result of reducing class size in the early grades.

Training and Recruiting New Native American Teachers. Only two-thirds of Native American students successfully complete high school --far fewer than other students. In addition, schools with high populations of American Indian students are typically plagued by high teacher turn-over. To address these challenges, the budget provides \$10 million for the Education Department to continue the second year of the Administration's initiative to begin training and recruiting 1,000 new teachers for areas with high concentrations of American Indian and Alaska Native students.

New American Indian Administrator Corps. The President and the Vice President propose \$5 million for a new Department of Education initiative, the American Indian Administrator Corps, that will support the recruitment, training, and in-service professional development of 500 American Indians and Alaska Natives to become effective school administrators in schools with high populations of Native American students. As in the Native American teacher initiative, higher-education institutions are encouraged to form consortia with the tribal colleges in order to develop this program.

Native American School Modernization Bonds. In addition to the \$24.8 billion of School Modernization Tax Credit Bonds authorized in his budget for the construction and renovation of public schools, the President's budget includes a component for Native American schools. The Secretary of Interior would be authorized to allocate \$400 million bonding authority (\$200 million in 2001 and \$200 million in 2002) to tribes or tribal consortia for the construction and renovation of BIA-funded schools. In addition to providing tax credits to the bondholders in lieu of interest payments, the President's budget includes \$30 million to help ensure principal repayment for tribal issuers.

New School Renovation Loan and Grant Program. This new \$1.3 billion initiative leverages nearly \$7 billion of (approximately 8,300) renovation projects in high-need school districts with little or no capacity to fund urgent repairs. Within this program, the President has allocated \$50 million for grants to public schools with high concentrations of Native American students. The \$1.3 billion initiative also includes a loan program targeted to those districts unable to finance the interest cost associated with facilities renovation and a smaller grant program to provide direct funding to needy school districts unable to finance the capital expenditures associated with school renovation.

New Therapeutic Pilots at BIA Boarding Schools. The President and the Vice President propose \$8.2 million for a new initiative to establish Therapeutic Residential Treatment Programs (TRTP) at 5-7 of the BIA boarding schools and dormitories. According to the Centers for Disease Control,

American Indian students attending BIA schools are at a very high risk for severe problems associated with substance abuse, depression, poverty, neglect, homelessness, and physical abuse. Through the addition of appropriate professionals at each pilot site, necessary intervention treatments will be provided to students in a holistic manner, ranging from education to mental health to substance abuse treatment.

Doubling the Family and Child Education (FACE) Program. The budget includes \$12.8 million, a more than 100 percent increase over the FY 2000 level of \$6 million, to double the FACE program at BIA from 22 to 44 sites. The FACE program is a two-generation education program that provides services such as early childhood educational programs to young children and provides training to parents to enhance their parenting skills, education, and literacy.

Strengthening BIA-Funded Schools and Colleges Serving Tribes. The budget provides \$562 million for the operation of elementary and secondary schools, tribally controlled community colleges, and assistance to Indian children attending public schools. This represents an increase of \$43 million over the enacted 2000 level.

Increased Funding for Tribal Colleges. The budget proposes increased funding for the Nation's tribal colleges. At the Department of Education, the budget provides for \$9 million – a 50 percent increase over 2000 enacted – in order to improve and expand the capacity of the tribal colleges to serve Native American students in several ways, including developing academic programs. With this increase at the Education Department, 24 tribal colleges will receive funding. At the Department of the Interior, the budget proposes a \$3 million increase to \$38 million in order to fund the operations of the tribal colleges. Including these funds at Interior and Education, the budget includes a total of \$77 million for support to tribal colleges through funding at the National Science Foundation, and the Departments of the Interior, Education, Agriculture, Housing and Urban Development, and Transportation.

Tribal College Endowment Fund. The President's budget proposes to increase the authorized level from \$4.6 million to \$7.1 million, a 54 percent increase over 2000, for the Native American Institutions Endowment Fund at the Department of Agriculture in order to build educational capacity through student recruitment and retention; curricula development; faculty preparation; instruction delivery systems; and scientific instrumentation for teaching.

Head Start. The President's budget boosts funding for Head Start by \$1 billion – the largest funding increase ever – to provide Head Start and Early Head Start to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. Since the President took office, funding for Head Start has risen by nearly 90 percent, enabling 160,000 more low-income children to participate in the program.

Indian Head Start. The budget provides \$175 million for Indian Head Start -- a \$30 million increase over FY 2000.

Fighting Crime in Indian Country. The President's budget included key increases for law

enforcement:

Improves Law Enforcement in Indian Country. The budget proposes \$439 million, an increase of \$103 million over FY 2000, for the Departments of Justice and Interior for the third year of the President's Indian Country Law Enforcement Initiative. The initiative will improve public safety for the over 1.4 million residents on the approximately 56 million acres of Indian lands. This funding will increase the number of law enforcement officers on Indian lands, provide more equipment, expand detention facilities, enhance juvenile crime prevention, and improve the effectiveness of tribal courts. This initiative also includes increased funding for the unique needs of Indian Country such as legal assistance to indigent Native Americans; funding to support curriculum development at tribal colleges for law enforcement and legal studies; an alcohol and substance abuse diversion program; and sexual assault units to help prosecute sexual offenders. Although violent crime has been declining nationally for several years, it has been on the rise in Indian country. According to the Department of Justice, American Indians are the victims of violent crimes at more than twice the rate of all U.S. residents. Recognizing this, the President made a major commitment to improve law enforcement in Indian country.

Law Enforcement Housing Opportunities. The budget proposes to permit, through HUD's Indian Housing Block Grant, tribes or tribally-designated housing entities to provide housing or housing assistance for qualified law enforcement officers.

Providing Health Care and Promoting Safety. President Clinton and Vice President Gore are committed to providing health care to the Native American population. This budget moves forward on their vision to help realize this goal.

Indian Health Service. The President's budget proposes \$2.6 billion, an increase for the Indian Health Service (IHS) of \$230 million or 10 percent over the FY 2000 enacted level. This increase would enable IHS to continue expanding accessible and high-quality health care to its approximately 1.5 million Native American service users to: improve preventive services designed to reduce the need for acute medical care; expand patient access to clinical services to help improve health status; improve emergency medical services in remote locations on American Indian and Alaska Native reservations; address the health and environmental conditions in American Indian and Alaska Native homes and communities by constructing safe water and waste disposal facilities; expand programs that provide substance abuse treatment and prevention and mental health services; strengthen existing disease surveillance capabilities; target additional assessment and treatment of diabetes and other chronic diseases; and provide preventive and corrective dental care to prevent disease and reduce tooth loss, such as water fluoridation.

IHS Medicaid and Medicare Reimbursements. IHS will collect a total of \$365 million in Medicaid and Medicare reimbursements in FY2001, helping to bring the total IHS program level to \$3.1 billion.

Indian Health Service (IHS) Contract Support Costs. Within the overall IHS increase, the budget continues to support Tribal self-determination by proposing a \$40 million (+18%) increase for contract support costs, to cover the costs of new and existing tribal contracts and compacts.

Helping to Reduce Racial Disparities in Health Status. Despite improvements in the Nation's overall health, continuing disparities remain in the burden of death and illness that certain minority groups experience. For example, American Indian and Alaska Natives are about three times as likely to die from diabetes as other Americans. Working with minority public health providers, advocates, and other consumer representatives, \$35 million is provided for Centers for Disease Control to continue demonstration programs to enable select communities to develop innovative and effective approaches to address these disparities.

Treatment for Substance Abuse. The Targeted Treatment Capacity Expansion Grant program at the Department of Health and Human Services provides funds to help communities address emerging substance abuse problems and unmet treatment needs. The President's budget proposes \$163 million for Targeted Treatment Capacity Expansion grants, which is \$49 million over the FY 2000 level of \$114 million and will provide treatment for nearly 10,000 additional individuals. Last year, over fifteen percent of these competitive grants focused on substance abuse treatment for Native American youth and adults.

Providing Care for Native American Seniors. The budget proposes \$23.5 million, an increase of \$5 million, to expand core nutrition and supportive services as well as caregiver services such as respite care and adult day care to Native American seniors.

Highway Safety Grants. Because highway safety is a major problem on Indian reservations, the budget will double the amount to \$2 million for highway safety grants in Indian Country. These grants are used for problem identification, planning, and implementation to address highway safety problems related to human factors and roadway environment in order to reduce crashes, deaths, and injuries.

Elevating the Position of the Director of IHS. The President will also continue his efforts to elevate the Director of IHS to the position of Assistant Secretary.

Providing Infrastructure for Native American Communities. President Clinton and Vice President Gore are providing solid investments to build infrastructure in Native American communities.

Building Roads and Bridges in Indian Country. The Transportation Department (DOT) will expand its program to improve roads and bridges on Indian reservations. The President's budget proposes to give the Indian Reservations Roads program the full authorization amount of \$275 million with an additional \$74 million from a highway receipts account for a total of \$349 million, which is an increase of \$117 million over the previous year. This will allow Tribes to address the estimated backlog of \$4 billion in needs on these roads and bridges.

Tribal Infrastructure Projects. The President and the Vice President propose \$49 million, an increase of \$46 million over FY 2000, for the Department of Commerce's Economic Development Administration (EDA) to fund infrastructure, planning, and public works projects. These projects will focus on technology, business development, and tribal economic development activities. EDA will give priority to projects that emphasize the attraction of outside capital to, and the location of basic commercial business operations in, Native American communities.

USDA Rural Development Programs. The FY2001 budget proposes \$26 million, an increase of

\$14 million over 2000 enacted to provide loans and grants through the Department of Agriculture's (USDA) rural development programs to construct and improve Native Americans' water and wastewater systems; community facilities such as health clinics and child care centers; and diversify and expand economic opportunities.

Environmental Protection Agency (EPA) Wastewater and Drinking Water Infrastructure Investments. The FY2001 budget increases the Tribal share of the Clean Water State Revolving Fund appropriation from 0.5 to 1.5 percent. The percentage increase will add more than \$5 million for Tribal wastewater infrastructure spending over FY 2000. The Administration also continues to request an additional \$15 million for drinking water and wastewater infrastructure needs of Alaska Native villages.

Construction Skills Training. Currently, Transportation funds \$10 million per year for a construction skills training program targeted to all minorities. Last year, only \$9 million was obligated because overall highway funding was less than authorized levels. The President's budget proposes to ensure this program is funded at its authorized levels thereby providing the full \$10 million in FY2001 and setting aside \$1 million for Native Americans.

Empowering Communities and Moving People from Welfare to Work.

Addressing the Digital Divide. The Administration proposes this new initiative to encourage Native Americans to pursue information technology and other science and technology fields as areas of study as well as to increase the capacity of tribal colleges to offer courses in these areas. The budget provides \$10 million, to be administered by the National Science Foundation, for grants to tribal colleges for networking and access; course development; student assistance; and capacity building.

Extending Welfare-to-Work Grants. To help more long-term welfare recipients and low-income fathers go to work and support their families, the Administration's budget will give state, local, tribal, and community- and faith-based grantees an additional two years to spend Welfare-to-Work funds, ensuring that roughly \$2 billion in existing resources continues to help those most in need. This will give grantees an opportunity to fully implement both the \$3 billion Welfare-to-Work initiative the Administration fought to include in the 1997 Balanced Budget Act, which included \$30 million in tribal grants, and the program eligibility improvements enacted last year with the Administration's support.

Helping Low-Income Fathers and Working Families Support Their Children. The Administration's budget proposes \$255 million for the first year of a new "Fathers Work/Families Win" initiative to help low-income non-custodial parents (mainly fathers) and low-income families work and support their children. Within these funds, \$10 million will be set aside for applicants from Native American workforce agencies.

New Housing Vouchers for Hard-Pressed Working Families. The Clinton-Gore budget includes \$690 million for 120,000 new rental housing vouchers to help America's hard-pressed working families. Of the 120,000 new housing vouchers, 32,000 will be targeted to families moving from welfare to work, 18,000 to homeless individuals and families, and 10,000 to low-income families moving to new housing constructed through the Low Income Housing Tax Credit,

with the remaining 60,000 vouchers allocated to local areas to help address the large unmet need for affordable housing. These new vouchers build on the 110,000 new housing vouchers secured through the President's leadership in the past two years. As part of the FY 1999 competition, HUD awarded nearly 800 welfare to work housing vouchers to two tribes, and assuming Congress approves new welfare to work vouchers, the Administration will maintain a similar policy in FY 2001.

Access to Jobs Program. The Transportation Equity Act for the 21st Century (TEA-21) authorized \$750 million over five years for the President's Job Access initiative and reverse commute grants to develop flexible transportation solutions, such as van services, to help welfare recipients and other low-income workers (up to 150% of poverty) travel to job opportunities and employment-related services. The President's budget proposes to double funding for this initiative to \$150 million in FY2001. To increase mobility and access to employment opportunities for Native American families moving from welfare to work and other low-income workers, DOT will set aside \$5 million for Indian tribes under the FY2001 DOT Job Access grant program and propose, through appropriations language, allowing tribes to apply directly to the Federal Transit Administration for these grants.

Community Development Financial Institution (CDFI) Expansion. The Administration requested a major expansion of the CDFI program to continue building a national network of community development banks. The final budget increases CDFI funding from \$95 million in FY2000 to \$125 million in FY2001 -- a \$30 million increase. In order to increase access to capital in Indian Country, the budget proposes, for the first time, a \$5 million set-aside within the CDFI Fund to establish a training and technical assistance program focused on eliminating barriers to capital access.

Housing Improvement Program. The budget provides \$32 million at BIA -- a doubling of the \$16 million in 2000 -- to repair or replace dilapidated homes across Indian Country.

Indian Housing. The budget provides \$650 million in block grants for Indian housing, an increase of \$30 million over FY 2000.

Indian Homeownership Intermediaries. The budget proposes to set aside \$5 million within the Indian Housing Block Grant to create non-profit homeownership intermediaries in Indian Country. They will serve as a catalyst for the creation of a private homeownership market in Indian Country and will support local capacity-building intermediaries or "one-stop mortgage centers."

Economic Development Planning Grants. The President's budget expands language within the Native American set-aside of the Community Development Block Grant to allow for stand-alone economic development planning grants.

Strengthening Tribal Environmental Programs. The President's budget increases funding for the EPA's General Assistance Program (GAP) by \$10 million for a total of \$53 million. GAP grants fund tribal institutional capacity building for implementing environmental programs on Indian lands. GAP grants have increased from \$8 million in 1993 to the FY 2001 proposed level of \$53 million.

Tribal/EPA Cooperative Agreements to Implement Federal Environmental Programs. The President's budget proposes appropriations language authorizing the Administrator of the EPA to enter into cooperative agreements with tribes or tribal consortia so that they may assist EPA in implementing Federal environmental programs. EPA will also provide grants to tribes and tribal consortia for this work.

Remove Cap on Nonpoint Source Water Pollution Grants to Tribes. Appropriations language is proposed that permanently removes the one-third of one percent cap on the tribal share of the EPA Clean Water Act nonpoint source grants to tribes. These additional resources will help protect water quality on Indian lands.

Agricultural Extension Program. This Initiative provides extension agents on large Indian reservations. These extension agents, employees of the State Cooperative Extension System, work with tribal advisory committees to develop educational programs in agriculture or agriculture-related youth programs that respond to tribal priorities. Since funding began in 1990, it has remained at \$1.7 million, supporting about 26 projects in 15 states. This year the President proposes to increase funding to \$5 million – the first increase since 1990.

Promoting Self-Sufficiency. The FY2001 budget proposes \$44 million, an increase of \$9 million over 2000, for the Administration of Native Americans (ANA) at the Department of Health and Human Services (HHS). ANA funds projects that are expected to result in sustained improvements in the social and economic conditions of Native Americans within their communities. ANA will set-aside \$2 million for tribal energy development projects and another \$2 million to continue its work on developing tribal codes in order to promote business development in Indian Country.

Tribal Energy Program. The budget proposes \$5 million, an increase of \$1 million, for the Tribal Energy Program at the Department of Energy which assists tribal governments in implementing energy programs, including with renewable energy resources such as wind energy.

Business Assistance at the Small Business Administration. The budget proposes new funding to create Small Business Development Centers (SBDCs) in Indian Country to provide business and technical assistance to Native American entrepreneurs. These new tribal SBDCs will work in tandem with the seventeen existing Tribal Business Information Centers. A total of \$4.5 million is provided for this initiative. The Administration will propose authorizing legislation to establish the tribal SBDCs. This legislation will ensure that SBDCs will be available to all parts of Indian Country, including the poorest areas.

Expanding Business LINC to Indian Country. For the first time, the budget proposes \$1.25 million to expand the Vice President's successful BusinessLINC program to Indian Country. BusinessLINC establishes mentor-protégé relationships between large and small businesses. The goal of BusinessLINC is to encourage large firms to provide technical assistance, business advice, networking, investment, and joint venturing opportunities for locally-owned smaller firms.

Tribal Colleges Initiative. The budget proposes to set-aside \$5 million within the HUD Community Development Block Grant program for competitive grants awarded to tribal colleges to assist their communities with neighborhood revitalization, housing, and economic development.

These colleges will provide technical assistance and capacity building support to their surrounding communities through assistance in the creation of community development corporations; assistance in the development and coordination of supportive services for welfare-to-work initiatives; coordination and support for the rehabilitation of housing for low- to moderate-income families; and assistance in the promotion of economic development through small business incubators and job training programs.

Native American Economic Development Access Center. The President's budget proposes an additional \$2 million at the Department of Housing and Urban Development to establish a Native American Economic Development Access Center. This Access Center will, for the first time, link over twelve agencies through a single toll-free number so that Native American callers can receive access to information about federal programs for economic development. The purpose of the Access Center will be to answer questions in a problem-solving manner rather than requiring callers to be familiar with specific federal programs. The Access Center will also have a website.

Technical Assistance Funding for the Tribal Colleges. The budget proposes to set aside \$1 million out of the Revenue Aligned Budget Authority for the tribal colleges to do outreach to help Native Americans access federal funds.

New Markets Investments Initiative. The United States is currently in the midst of the longest peacetime expansion in its history. The strength and duration of this expansion has helped bring economic opportunity to millions of people once cut off from the economic mainstream. But too many urban and rural areas, and Native American reservations, have not participated in this growth. These areas have tremendous potential as New Markets. The President's expanded New Markets initiative will spur \$22 billion in new capital investment in businesses in these economically distressed areas through a package of tax credits and loan guarantees. The package includes the following components:

- **More Than Doubling the New Markets Tax Credit** – The President proposes to more than double the New Markets tax credit to spur \$15 billion dollars in new investment in community development in economically distressed areas. An entity making new equity investments in a selected community development project would be eligible for a tax credit worth 25 percent of the cost of the investment. A variety of vehicles providing equity and credit to businesses in underserved areas would be eligible. The total cost of the tax credits amounts to about \$5 billion over 10 years.
- **Expanded Empowerment Zones** – The proposed expanded wage credits, tax incentives, and new round of urban and rural EZs will extend and improve economic growth in the 31 existing urban and rural Empowerment Zones, administered by HUD and USDA, and support the proposed third round of 10 new empowerment zones to be designated in 2001. The total cost of these proposals will be \$4.4 billion over 10 years.
- **America's Private Investment Companies (APICs)** - Modeled after the Overseas Private Investment Corporation's (OPIC) successful investment fund program, APICs would provide guaranteed debt to private investment companies, licensed by HUD, to help leverage private equity capital and lower the cost of capital for investments in low- and moderate-income communities. For every dollar that private investors provide, the government will guarantee two

dollars in debt to expand the APIC's pool of capital available for making investments and enhance the return on those investments to the private investors. APICs will make equity investments in larger businesses that are expanding or relocating in inner cities and rural areas.

- **New Market Venture Capital Firms (NMVCs)** – The President is asking for \$51.7 million in his 2001 budget to allow SBA to match equity investment and technical assistance funds to finance 10-20 new investment partnerships – New Markets Venture Capital Firms -- selected to provide both long-term growth capital and expert guidance to entrepreneurs who need both in order to transform their small businesses and great ideas into thriving companies.
- **Other Elements of New Markets** - Other elements include: increasing the funding for SBA's microenterprise lending program; creating PRIME--a program providing technical assistance to low-income entrepreneurs; boosting CDFI funding; expanding support for BusinessLINC to encourage large businesses to work with small businesses in new markets; and establishing a New Markets University Partnerships pilot project which, under the auspices of HUD, would provide universities with funding to develop local community partnerships, assistance to intermediaries, and technical and business development assistance to new and existing firms. In addition, to better serve Native American communities, the President proposes additional funding to expand the New Markets initiative to Indian Country, which are described herein.

Protecting Sovereignty and Promoting Self-Determination.

Tribal Contracting and Self-Governance. BIA and IHS will continue to promote Tribal self-determination through local decision-making. Tribal contracting and self-governance compact agreements now represent 41 percent of BIA's operations budget, and forty-two percent of IHS' budget. The self-governance agreements give Tribes greater flexibility to administer Federal programs on reservations.

Bureau of Indian Affairs (BIA) Contract Support Costs. Within the overall BIA increase, the budget continues to support Tribal self-determination by proposing \$134 million, a \$9 million or 7 percent increase over 2000 for contract support costs. This funding provides \$5 million for new and expanded contracts and \$129 million for existing contracts.

Trust Services. The Administration is committed to improving trust services and management through its trust reform efforts at the Interior Department. The budget proposes \$108 million, a 48 percent increase over 2000, for improved trust services in the BIA for activities such as probate, real estate appraisals, and other services.

Indian Trust Fund Balances. The Administration is committed to resolving disputed Indian trust fund account balances through informal dispute resolution and supports the unique government-to-government relationship that exists in Indian trust land management issues. After Tribal consultations, BIA submitted its "Recommendations of the Secretary of the Interior for Settlement of Disputed Tribal Accounts" to Congress in November 1997. Legislation reflecting these recommendations was proposed in 1998, but not enacted. The Department will continue efforts to resolve trust fund account balances.

Trust Land Management. As part of BIA's commitment to resolving trust land management issues, Interior worked with Congress in 1999 to repropose legislation (S. 1586) to establish an Indian Land Consolidation program to address the ownership fractionation of Indian land. Interior began implementing three pilot projects in Wisconsin, in cooperation with Tribes, to purchase small ownership interests in highly fractionated tracts of land from willing sellers. In the nine months of this effort, more than 8,000 small ownership interests have been consolidated. The budget proposes \$13 million in 2001 for this program, and Interior will work with Congress to get legislation enacted in the 106th Congress, limiting future fractionation.

Trust Management Improvement Project. In addition to the \$13 million for the Indian Land Consolidation program, the budget provides \$83 million for DOI's Office of Special Trustee, including the trust management improvement project. Current activities include verifying individual Indian's account data and converting these data to a commercial-grade accounting system. Ownership, lease, and royalty information related to the underlying trust assets will also be verified and converted to a recently acquired commercial asset management system.

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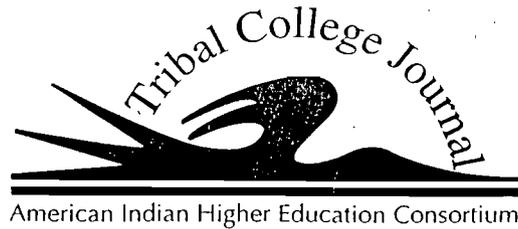
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TRIBAL COLLEGES AN INTRODUCTION



Prepared by:
American Indian Higher Education Consortium
The Institute for Higher Education Policy

A product of the Tribal College Research and Database Initiative, a collaborative effort between the American Indian Higher Education Consortium and the American Indian College Fund



Greetings!

Welcome to the American Indian Higher Education Consortium and to our publication, the Tribal College Journal. As you implement the Executive Order, this material will help your agency make a smooth transition into the world of tribal colleges.

Over 10 years ago, the tribal college presidents started the Tribal College Journal. This 48-page quarterly magazine is a unique hybrid of scholarly research and powerful journalism. Every issue focuses on a different theme, ranging from welfare reform to spirituality, from K-12 education to wildlife management. We also include campus updates, profiles of students and colleges, land grant news, book reviews, and a resource guide. Subscribing to Tribal College Journal will keep your staff informed on an ongoing basis. As the only publication focusing on tribal colleges and Indian higher education, we take pride in the fact that for 10 years the Journal has been connecting people across the nation to the tribal college movement and to Native communities in general. Please fill out the subscription form today and send it to your procurement office.

We also offer a website which provides links to the colleges; a full list of titles for downloading and easy back issue ordering; and a sample of the magazine. Please look us up at <http://www.tribalcollegejournal.org> Additionally, we are happy to advertise your job openings, internships, recruitment efforts, or special programs. What better way to get the word out to the highest number of Natives involved with higher education? Call or write the Journal for more information.

Back issues are available for \$6.50 each plus postage (\$2 for first copy, 50 cents for each additional). For agencies just becoming acquainted with the tribal colleges, we specifically recommend: Vol. 7, No. 1, Tribal Colleges Looking to the Future; Vol. 7, No. 2 on Agriculture; Vol. 7, No. 4 on Wildlife Management; Vol. 9, No. 3, Welfare Reform: the Tribal Colleges' Role; Vol. 9 No. 4 "History of the American Indian Higher Education Consortium"; and Vol. X, No. 1, Teaching Math and Science to Native Students.

Once again, thanks for your interest in tribal colleges. We anticipate a fruitful relationship.

With best regards,

Marjane Ambler, editor

P.S. Feel free to circulate copies of this letter to all programs throughout your department. Thank you!

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