



U.S. Department  
of Transportation

**Federal Highway  
Administration**

PB2000-103171



# **TRIBAL COLLEGES (TCs) ACTIVITIES REPORT 1991-98**



UNIVERSITIES  
& GRANTS  
PROGRAMS

**Federal Highway Administration  
National Highway Institute  
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**NTIS**

“Tribal colleges and universities are unique institutions that combine personal attention with cultural relevance, in such a way as to encourage American Indians-especially those living on reservations-to overcome the barriers in higher education.” <sup>1</sup>

COVER: The quadrants of the Universities and Grants Programs' logo represent (clockwise from lower left): Partnership, Scholarship, Academic Programs and Intermodalism.

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<sup>1</sup> \_\_\_\_\_. *Tribal Colleges: An Introduction*, ONLINE. February, 1999. American Indian Higher Education Consortium and The Institute for Higher Education Policy. Available: <http://www.ihep.com/intro.pdf>. [3 September 1999].

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## INTRODUCTION

This report serves to document the scope of the Federal Highway Administration's involvement with and support for Tribal Colleges (TCs) from 1991 through 1997, the duration of the Intermodal Surface Transportation Efficiency Act (ISTEA), and the first year of the Transportation Equity Act for the 21<sup>st</sup> Century (TEA-21).

Established by the ISTEA and re-authorized by TEA-21 in 1998, the Dwight David Eisenhower Transportation Fellowship Program (DDETFP) has received funding of \$2 million annually and has provided fellowship support for more than 700 students and faculty involved in transportation-related study and/or instruction. Of the six DDETFP award categories, three are campus-based: Hispanic Serving Institutions (HSI) Fellowships, Historically Black Colleges and Universities (HBCU) Fellowships and Tribal Colleges Fellowships (TCF). The fellowships are administered on campuses based on national standards established by the Universities and Grants Programs.

The DDETFP is but one entry point into the *transportation education pipeline*, a network of organized, academic, transportation-oriented experiences and exposures that are intended to cultivate a cadre of new transportation professionals for the next century. Other opportunities for TCs involvement with the U.S. Department of Transportation would include the National Summer Transportation Institutes.

This report is designed to familiarize readers with points of contact for additional information on Tribal Colleges.



## **DWIGHT DAVID EISENHOWER TRANSPORTATION FELLOWSHIP PROGRAM (DDETFP)**

The DDETFP was established in 1991 by the Intermodal Surface Transportation Efficiency Act (ISTEA) and re-authorized in 1998 by the Transportation Equity Act for the 21<sup>st</sup> Century (TEA-21) to attract, enhance, and retain the Nation's brightest minds and top talent to the field of transportation. Administered by the Universities and Grants Programs, the National Highway Institute, the Office of Professional Development, the Program is intermodal in nature and awards fellowships of \$2 million annually.

The DDETFP is comprised of six award fellowships in two categories:

### ***NATIONALLY COMPETED FELLOWSHIPS***

Graduate (GRAD) Fellowships enable students to pursue Masters Degrees or Doctorates in transportation-related fields at the university of their choice.

Grants for Research Fellowships (GRF) acquaint undergraduate and graduate students with transportation research, development, and technology transfer activities at U.S. Department of Transportation facilities.

Faculty Fellowships (FF) provide faculty in transportation fields with opportunities to enhance and update their transportation knowledge, including attendance at conferences, courses, seminars, and workshops.

### ***CAMPUS-BASED FELLOWSHIPS***

Historically Black Colleges and Universities (HBCU) Fellowships provide HBCU students with additional opportunities to enter careers in transportation. The program also serves as a feeder program for other Eisenhower fellowships.

Hispanic Serving Institutions (HSI) Fellowships provide HSI students with additional opportunities to enter careers in transportation. The program also serves as a feeder program for other Eisenhower fellowships.

Tribal Colleges Fellowships (TCF) identify transportation-related activities and provide student and faculty fellowship opportunities at Tribal Colleges.

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## TRIBAL COLLEGES AND THE DDETFP

The economic, social, and cultural obstacles impacting the communities in which Tribal Colleges are located present challenges to Tribal Colleges in their attempt to serve these areas. For example, American Indians face high unemployment rates and low per capita income levels. Additionally, the suicide rate is more than twice that of other racial/ethnic minority groups; deaths from alcohol-related causes in very high, cultural and language differences often present difficulties to students.<sup>2</sup> Consequently, among American Indians, educational attainment is lower than in the general population. Sixty-five percent of American Indians and Alaskan Natives 25 years and older were high school graduates in 1990, compared to 75% of the total U.S. population. High school completion rates are even lower for American Indians living on reservations.<sup>3</sup> Therefore, given these trends, quality education for American Indian students is essential and Tribal Colleges have emerged as the means by which this can be accomplished

Tribal Colleges were created over the last 30 years in response to the higher education needs of the American Indians, and generally serve geographically isolated populations that do not have other means of accessing education beyond the high school level.<sup>4</sup> The Tribal Colleges Fellowships became the third campus-based award category (the others being Historically Black Colleges and Universities Fellowships and Hispanic Serving Institutions Fellowships) of the Dwight David Eisenhower Transportation Fellowship Program in 1994. Haskell Indian Nations University became the first TC to participate in the DDETFP in 1995 with one Faculty Fellowship recipient who attended the 75<sup>th</sup> Annual Transportation Research Board (TRB) Meeting.

In 1998 the DDETFP saw the first recipients from a TC for the Tribal Colleges Fellowships, with two students from Lac Courte Oreilles Ojibwa Community College (LCOOCC) receiving fellowships. The fellowships were the result of an informal partnership agreement between LCOOCC, FHWA, and the Wisconsin DOT, which provided technical assistance for the two fellowship recipients. Upon completion of the fellowship period, one of the students transferred to the University of Wisconsin to continue her education.

The TC Fellowships cover tuition, TRB meeting participation, student project expenses, and provide the student with a living stipend during the time he/she is enrolled in school.

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<sup>2</sup> \_\_\_\_\_. *Tribal Colleges: An Introduction*, ONLINE. February, 1999. American Indian Higher Education Consortium and The Institute for Higher Education Policy. Available: <http://www.ihep.com/intro.pdf>. [3 September 1999].

<sup>3</sup> Ibid,

<sup>4</sup> Ibid.

### **Summary Table of DDETFP TC Participation 1995-1998**

Year	Tribal College	Award Category	Number of Recipients
1995	Haskell Indian Nations University	Faculty Fellowships	1
1998	Lac Courte Oreilles Ojibwa Community College	Tribal Colleges Fellowships	2
Total			3

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## NATIONAL SUMMER TRANSPORTATION INSTITUTES

TEA-21 provides funding for the National Summer Transportation Institute for Secondary Students (NSTI). The NSTI was established when the FHWA signed a partnership agreement in 1992 with South Carolina State University (SCSU) in Orangeburg, South Carolina and the S.C. DOT. The first Institute was conducted on SCSU's campus in 1993 with twenty 9<sup>th</sup> and 10<sup>th</sup> grade students. In the second year, the local chapter of the National Urban League became involved and enrollment increased to 40 students. In successive years, participating universities hosted a maximum of 20 students on their campuses.

The objectives of the programs which are of 4 weeks duration are to encourage and motivate a diverse cadre of middle and high school youth to pursue transportation careers. The experience also gives them exposure to a college campus environment. The Deputy FHWA Administrator has been a champion of NSTI and its benefits to secondary students.

In 1998 Lac Courte Oreilles Ojibwa Community College became the first TC to host a Summer Institute.

### NUMBERS OF NSTI HOST INSTITUTIONS AND STUDENTS ENROLLED 1993-98

YEAR	NO. OF UNIVERSITIES	NO. OF STUDENTS
1993	1 (SCSU)	20
1994	1 (SCSU)	40
1995	6	135
1996	13	375
1997	16	385
1998	18	320
Total Students		1,275

Source: NSTI Resource Center, SCSU, 1999

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Source: U&GP Database, August, 1999



## **Executive Order 13021 of October 19, 1996**

### **Tribal Colleges and Universities**

By the authority vested in me as President by the Constitution and laws of the United States of America, in reaffirmation of the special relationship of the Federal Government to American Indians and Alaska Natives, and, for the purposes of helping to: (a) ensure that tribal colleges and universities are more fully recognized as accredited institutions, have access to the opportunities afforded other institutions, and have Federal resources committed to them on a continuing basis; (b) establish a mechanism that will increase accessibility of Federal resources for tribal colleges and universities in tribal communities; (c) promote access to high-quality educational opportunity for economically disadvantaged students; (d) promote the preservation and the revitalization of American Indian and Alaska Native languages and cultural traditions; (e) explore innovative approaches to better link tribal colleges with early childhood, elementary, and secondary education programs; and (f) support the National Education Goals (20 U.S.C. 5812), it is hereby ordered as follows:

Section 1. *Definition of Tribal Colleges and Universities.* Tribal colleges and universities ("tribal colleges") are those institutions cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note), any other institution that qualifies for funding under the Tribally Controlled Community College Assistance Act of 1978, (25 U.S.C. 1801 et seq.), and Navajo Community College, authorized in the Navajo Community College Assistance Act of 1978, Public Law 95-471, title II (25 U.S.C. 640a note).

Sec. 2. *Board of Advisors.* (a) Establishment. There shall be established in the Department of Education a Presidential advisory committee entitled the President's Board of Advisors on Tribal Colleges and Universities ("Board"). Notwithstanding the provisions of any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended (5 U.S.C. App.), with respect to the Board, shall be performed by the Secretary of Education ("Secretary"), in accordance with the guidelines and procedures established by the Administrator of General Services.

(b) *Composition.* The Board shall consist of not more than 15 Members who shall be appointed by the President. The Board shall include representatives of tribal colleges. The Board may also include representatives of the higher, early childhood, elementary, and secondary education communities; tribal officials; health, business, and financial institutions; private foundations; and such other persons as the President deems appropriate. Members of the Board will serve terms of 2 years and may be reappointed to additional terms. A Member may continue to serve until his or her successor is appointed. In the event a Member fails to serve a full term, an individual appointed to replace that Member will serve the remainder of that term. All terms will expire upon the termination of the Board.

(c) *Role of Board.* The Board shall provide advice regarding the progress made by Federal agencies toward fulfilling the purposes and objectives of this order. The Board shall

also provide recommendations to the President and the Secretary at least annually on ways tribal colleges can:

(1) utilize long-term development, endowment building, and master planning to strengthen institutional viability;

(2) utilize the Federal and private sector to improve financial management and security, obtain private sector funding support, and expand and complement Federal education initiatives;

(3) develop institutional capacity through the use of new and emerging technologies offered by both the Federal and private sectors;

(4) enhance physical infrastructure to facilitate more efficient operation and effective recruitment and retention of students and faculty; and

(5) help achieve National Education Goals and meet other high standards of education accomplishment.

(d) *Scheduled Meetings.* The Board shall meet at least annually to provide advice and consultation on tribal colleges and relevant Federal and private sector activities, and to transmit reports and present recommendations.

Sec. 3. *Office of White House Initiative.* There shall be established in the Department of Education the White House Initiative on Tribal Colleges and Universities ("Initiative"). The Initiative shall be authorized to: (a) provide the staff support for the Board;

(b) assist the Secretary in the role of liaison between the executive branch and tribal colleges; (c) serve the Secretary in carrying out the Secretary's responsibilities under this order; and (d) utilize the services, personnel, information, and facilities of other Federal, State, tribal, and local agencies with their consent, and with or without reimbursement, consistent with applicable law. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of the order.

Sec. 4. *Department and Agency Participation.* Each participating executive department and agency (hereinafter collectively referred to as "agency"), as determined by the Secretary, shall appoint a senior official, who is a full-time officer of the Federal Government and who is responsible for management or program administration, to serve as liaison to the White House Initiative. The official shall report directly to the agency head, or agency representative, on agency activity under this order and serve as liaison to the White House Initiative. To the extent permitted by law and regulation, each agency shall provide appropriate information in readily available formats requested by the White House Initiative staff pursuant to this order.

Sec. 5. *Five-Year Federal Plan.* (a) *Content.* Each agency shall, in collaboration with tribal colleges, develop and document a Five-Year Plan of the agency's efforts to fulfill the purpose of this order. These Five-Year Plans shall include annual performance indicators and appropriate measurable objectives for the agency. The plans shall address among other

relevant issues:

(1) barriers impeding the access of tribal colleges to funding opportunities and to participation in Federal programs, and ways to eliminate the barriers;

(2) technical assistance and information that will be made available to tribal colleges regarding the program activities of the agency and the preparation of applications or proposals for grants, cooperative agreements, or contracts; and

(3) an annual goal for agency funds to be awarded to tribally controlled colleges and universities in:

(A) grants, cooperative agreements, contracts, and procurement;

(B) related excess property-type acquisitions under various authorities such as section 923 of the Federal Agriculture Improvement and Reform Act of 1996 (7 U.S.C. 2206a) and the Federal Property and Administrative Services Act of 1949, chapter 288, 63 Stat. 377 (codified as described at 40 U.S.C. 471 note); and

(C) the transfer of excess and surplus Federal computer equipment under Executive Order 12999.

In developing the Five-Year Plans required by this order, agencies shall strive to include tribal colleges in all aspects and activities related to the attainment of the participation goals described in Executive Order 12928, "Promoting Procurement with Small Businesses Owned and Controlled by Socially and Economically Disadvantaged Individuals, Historically Black Colleges and Universities, and Minority Institutions." The Plans may also emphasize access to high-quality educational opportunity for economically disadvantaged Indian students; the preservation and revitalization of American Indian and Alaska Native languages and cultural traditions; innovative approaches to better link tribal colleges with early childhood, elementary, and secondary education programs; and the National Education Goals.

(b) *Submission.* Each agency shall submit its Five-Year Plan to the White House Initiative Office. In consultation with the Board, the White House Initiative Office shall then review these Five-Year Plans and develop an integrated Five-Year Plan for Assistance to Tribal Colleges, which the Secretary shall review and submit to the President. The Five-Year Plan for Assistance to Tribal Colleges may be revised within the 5-year period.

(c) *Annual Performance Reports.* Each agency shall submit to the White House Initiative Office an Annual Performance Report that shall measure each agency's performance against the objectives set forth in its Five-Year Plan. In consultation with the Board, the White House Initiative Office shall review and combine Annual Performance Reports into one annual report, which shall be submitted to the Secretary for review, in consultation with the Office of Management and Budget.

Sec. 6. *Private Sector.* In cooperation with the Board, the White House Initiative Office shall encourage the private sector to assist tribal colleges through increased use of such strategies as: (a) matching funds to support increased endowments;

(b) developing expertise and more effective ways to manage finance, improve information systems, build facilities, and improve course offerings; and

(c) increasing resources for and training of faculty.

Sec. 7. *Termination.* The Board shall terminate 2 years after the date of this Executive order unless the Board is renewed by the President prior to the end of that 2-year period.

Sec. 8. *Administration.* (a) *Compensation.* Members of the Board shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in Government service (5 U.S.C. 5701-5707).

(b) *Funding.* The Board and the Initiative shall be funded by the Department of Education.

(c) *Administrative Support.* The Department of Education shall provide appropriate administrative services and staff support for the Board and the Initiative. With the consent of the Department of Education, other agencies participating in the Initiative shall provide administrative support to the White House Initiative Office consistent with statutory authority and shall make use of section 112 of title 3, United States Code, to detail agency employees to the extent permitted by law. The Board and the White House Initiative Office shall have a core staff and shall be supported at appropriate levels.

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