

118th Congress - 2nd Session (March 2023)



NUETA HIDATSA SAHNISH COLLEGE

Priorities for the 118th Congress

NHSC Facts:

Enrollment Trends (Spring 2020/Fall 2022): 9% increase

Part-time/Full-time: 65 PT/107 FT

Highest level of degree/program available:

Affordable Tuition: \$10,500 / year
Student to Faculty Ratio: 6:1

Persistence/Retention (best): SP 21 persistence = 71.6%

Bachelor's degree

What's unique about us? We offer three Native languages, Equine Studies, and Sustainable Energy Technology

Tribal Colleges and Universities (TCUs) provide rigorous postsecondary education and research opportunities for American Indians and Alaska Natives (AIANs) and other rural community residents. TCUs offer higher education that is uniquely Tribal, founded on Native languages, culture and philosophy with strong student support systems and community engagement. Unfortunately, federal education completion metrics fail to consider the unique nature of TCUs and our students. Federal completion rates focus on first-time, full-time students. But success at TCUs is defined holistically and most students attend part-time or are transfer students. Our shared vision: Strong Sovereign Nations Through Excellence in TRIBAL Higher Education

Nueta Hidatsa Sahnish College Student Support

- Monthly Institutional Success Huddles (MISH) coordinators all of the strategic efforts of the college. (Planning and progress)
- Emergency Funding
- Family Study Sessions
- Grass roots approach in response to student needs. i.e. Storm Leadership program
- Looking from more of a prescriptive lens to implement new positions: First time/First year coach, Early Storm College Coordinator. These positions were created to support and transition our most fragile students.
- Food pantry
- THRIVE wrap around services to support students in every aspect of their academic journey. It encompasses everything from financial support, intentional academic advising, crisis response, and student success.
 - T – Tuition & Finances (GradReady, emergency student funding)
 - H – Health & Wellness (body, mind, spirit)
 - R – Resources & Supports (technology, tutoring, instructional strategies)
 - I – Instruction & Academics (enrollment, persistence, completion)
 - V – Vocation & Career Paths (internships, job connections)
 - E – Extracurricular & Events (student life, student organizations)
- Online services with hybrid and in-person support.



Nueta Hidatsa Sahnish College - 1994 Land Grant Programs

1994 Land-grant institutions: The Equity in Educational Land-Grant Status Act created the "1994 Land-grants" more than 25 years ago. Since then, funding for the 1994 Land-grant programs and resources have remained inadequate to address the growing agricultural needs and opportunities in Indian Country.

NHSC's Trauma Focused-Equine Assisted Learning (TF-EAL) research funded by USDA/NIFA is developing a model of TF-EAL education. It provides education and advocacy within the Fort Berthold's Reservation and beyond to the state of ND. TF-EAL combines the work of Dr. Bruce Perry's neuro-sequential development with Equine Assisted Learning; as well as, MHA horse culture and holistic health models. Many youths, including youth in Fort Berthold, have suffered from the effect of both historic and contemporary trauma. Detrimental factors of generational trauma in addition to contemporary trauma often affect positive outcomes in learning and development. This program was organically grown from the needs of students at the Nueta Hidatsa and Sahnish College to combine a culturally sensitive and rich approach to healing. The program integrates the 6 R's in healing trauma: Relational, relevant, rhythmic, repetitive, rewarding, and respectful (Perry, 2009). NHSC's Equine Studies program therefore combined natural horsemanship methods with Equine Assisted Services coursework while integrating trauma-focused methods, to find the perfect answer to the 6 R's, which is HORSES. The Trauma-Focused Equine Assisted Learning program has two faucets: the first is outreach to community youth, providing a 6 week TF-EAL curriculum focusing on finding safety, rhythm, confidence, and respect with horses which translates to all relationships. The second piece is the integration of trauma-focused methodology into the equine studies curriculum and TF-EAL continuing education to K-12 Educators. NHS College staff have presented the model of TF-EAL throughout the state on the benefits of horses in combination with the neuro-sequential model to build an organic, culturally sensitive programming for K-12 students.



Positive experiences that beneficiaries experience ---Internal research has shown an increase in personal responsibility, optimistic thinking, goal-directed behavior, social awareness, decision-making, relationship skills, self-awareness, and self management. (Brewer, et al., 2022).



Who benefits from it?
Fort Berthold community members, youth and ND educators

REQUEST: \$40 million TCU IT Service Fund USDA - Rural Utility Service



The ongoing pandemic has exacerbated the digital divide and underscored the lack of broadband access across Indian Country. To address these deficiencies that could leave Indian Country – and AIAN students – behind the rest of the U.S. for generations, Congress must act to establish a *permanent TCU IT Service Fund* within the *USDA-Rural Utilities Service Program*. An annual \$40 million set-aside for TCUs, which are 1994 land-grant institutions served by USDA, would help cover rapidly increasing network, connectivity, and equipment costs, maintenance, infrastructure expansion, and IT staffing.



NUETA HIDATSA SAHNISH COLLEGE: Broadband and IT Progress & Challenges

- o We have 10 GIG access to the internet
- o We have completely rebuilt switches, wiring and servers
- o We have added PRTG so that we can be aware of any issues on the system
- o We have added 4 positions in the IT department this year
- o We are part of the TCU Jenzabar Consortium
- o We are working on adding indicators for the Jenzabar Retention Module



REQUEST: \$3.2 billion TCU Construction Fund DOI - Bureau of Indian Education

A July 2021 AIHEC survey of TCUs revealed many chronic unmet facility and infrastructure needs, including lack of student and faculty housing, inadequate classroom space, insufficient libraries, and outdated laboratories.

- TCU deferred maintenance/rehabilitation: \$400 billion (total)
- TCU completion of master plans: \$2.7 billion (total)
- TCU operation and maintenance: \$20 million (annual, recurring need)

AIHEC strongly urges Congress to fund dedicated TCU facilities programs through DOI-BIE to modernize current facilities and build safer 21st century campuses.



Nueta Hidatsa Sahnish College: Construction, Maintenance, and Rehabilitation

We need to complete several items from the Engineering Report on infrastructure needs. These items include:

- New windows
- Exterior door upgrades
- Complete lighting upgrades
- Complete Kinetics installation on the floors
- Complete parking lot resurfacing
- Upgrade the HVAC system
- Upgrade temperature control
- Build a new campus that includes auditorium and gym

