





- Public Tribal land-grant institution located in Cass Lake MN
- Established in 1990; land-grant designated in 1994
- Accredited by the Higher Learning Commission (HLC) since 2006



Mission

- Our mission is to provide a quality higher education grounded in Anishinaabe values
- LLTC provides a world-class education; we are fully accredited and our education carries a cultural foundation steeped in the values as articulated in the Seven Grandfather Teachings: Honesty, Truth, Humility, Love, Wisdom, Courage and Respect



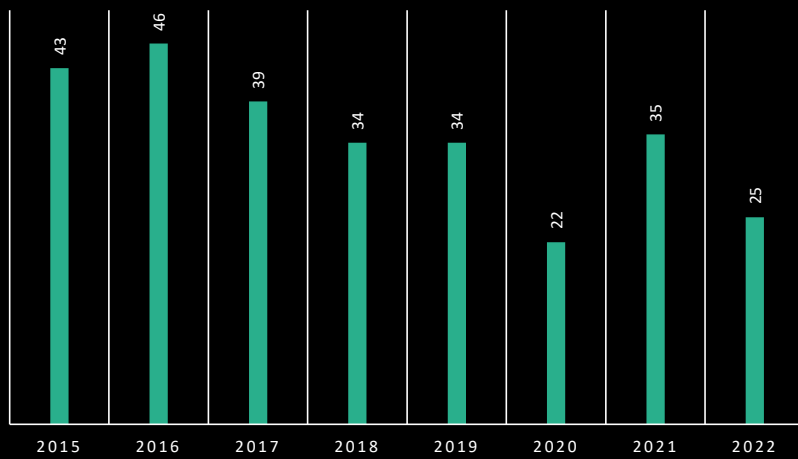
Our Programs

- Indigenous Leadership
- Liberal Education (7 MNSCU articulation agreements)
- Business Management
- Law Enforcement (MN POST accredited)
- Early Childhood Education
- Indigenous Science (formerly LibEd-STEM)
 - IT
 - Human Health
 - Forest Ecology
- Integrated Residential Builder (2-year)
 - NCCER micro credential
 - Residential Carpentry (1-year)
 - Electrical Technician (1 –year; coming Fall 2022)

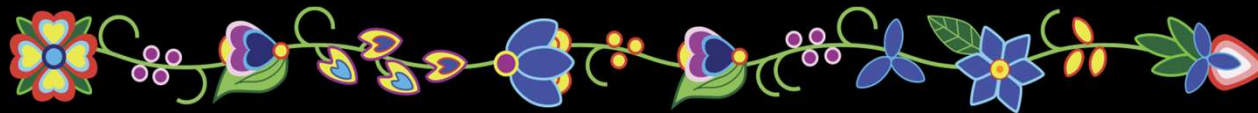
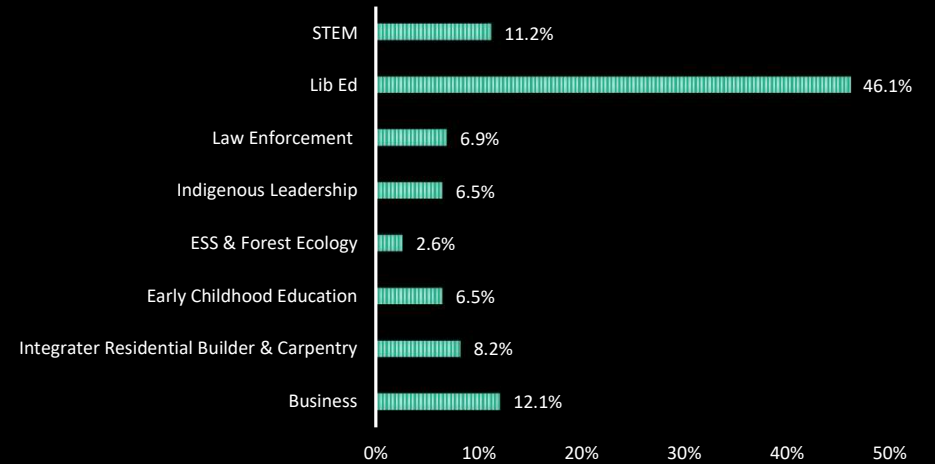


Our Graduates

LLTC GRADUATES 2015-2022



GRADUATES BY MAJOR 2015-2022



Accreditation

- LLTC is accredited by the Higher Learning Commission since 2006
- The same accreditation as the majority of higher education institutions in MN and in other parts of the country
- HLC is the largest accrediting body in the US



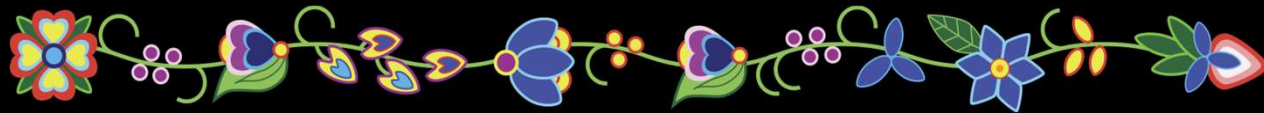
LLTC Student Demographics

- Native American or descendant students ~ 92% -85%
- Native American/Descendant students are BIE funded
- Between 2015 and 2021, 23 nonbeneficiary* students graduated from LLTC
- Approximately 100 nonbeneficiary students were enrolled at LLTC between 2015 and 2021
- Nonbeneficiary students who attend TCUs are not funded federally
- On average 15.8% of TCU students are nonbeneficiary students

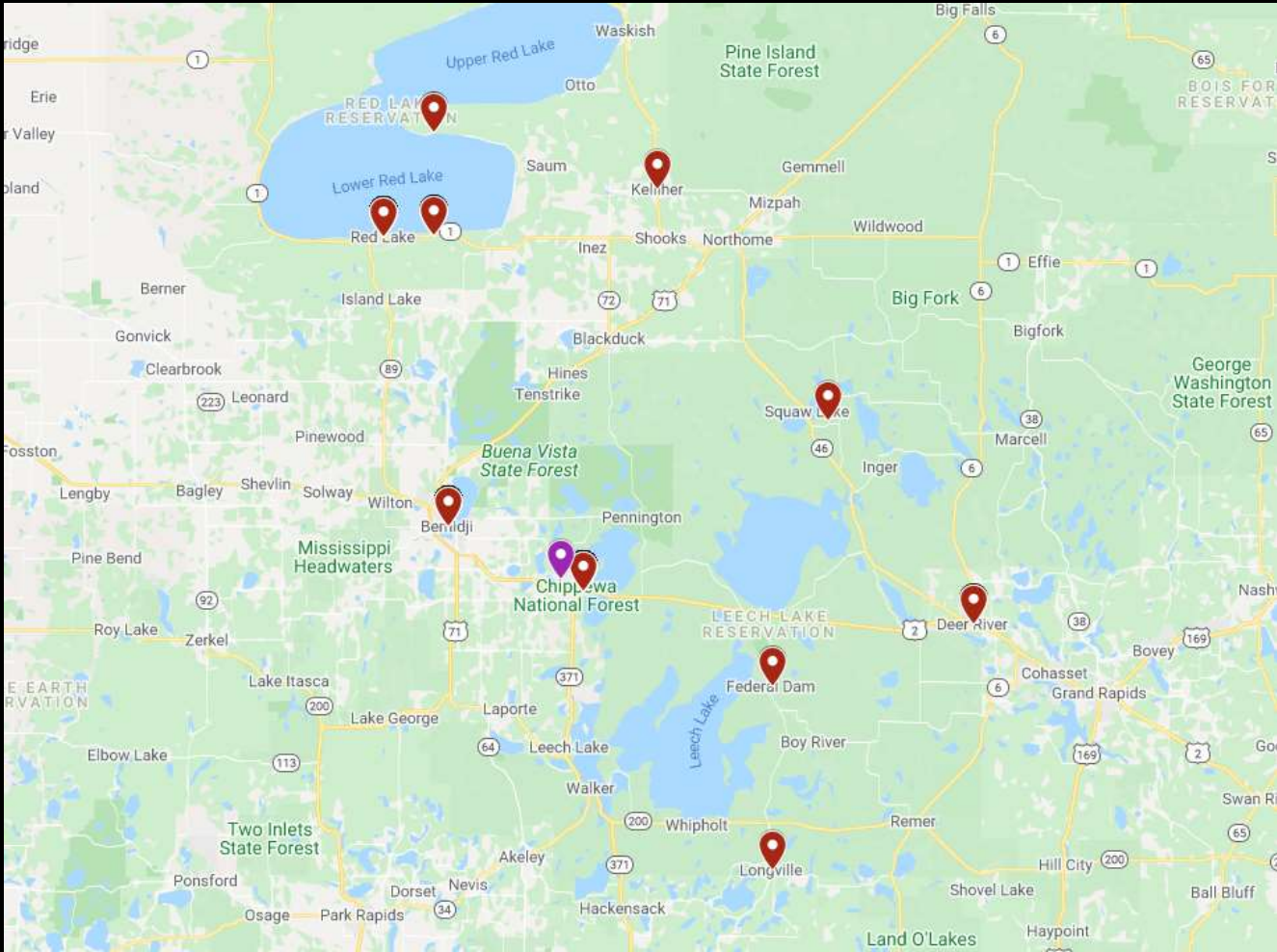
***Nonbeneficiary students** are those who are NOT enrolled in a federally recognized tribe and are NOT an immediate descendant of an enrolled member



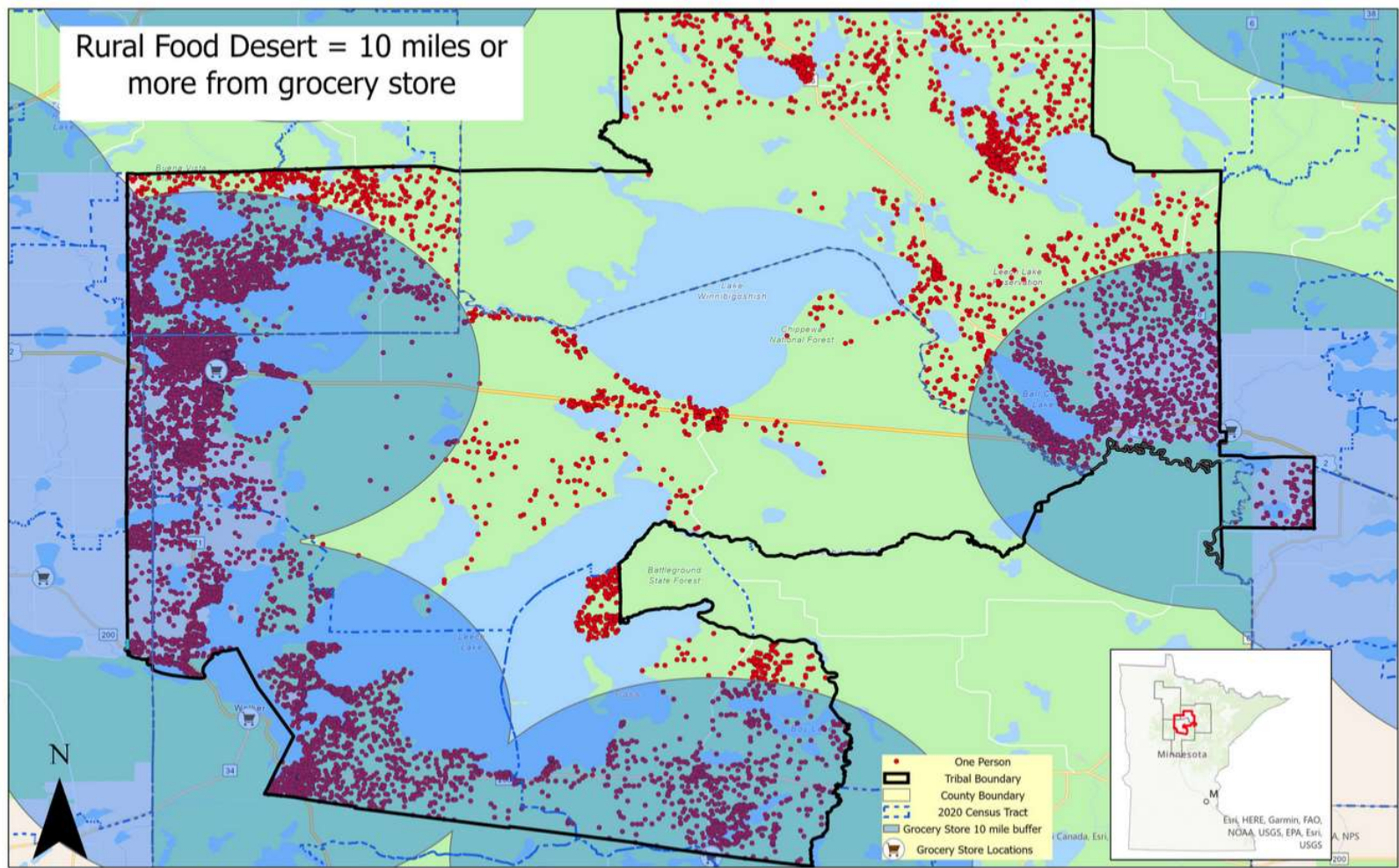
Our Students (Nationally)



Our Students (Locally)

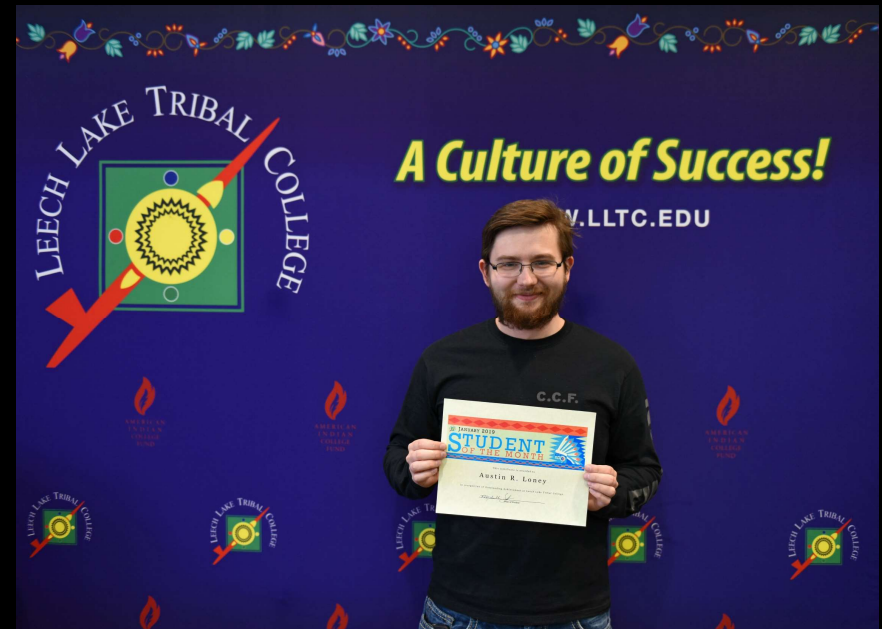


Rural Food Desert = 10 miles or more from grocery store



Barriers

- Transportation (70%+)
- Childcare (60%+)
- Mental Health (50%+)
- Employment (50%+)
- Access to food and housing (80%+)
- Broadband Internet Access (40%+)
- Computer equipment (30%+)



LLTC Aid to Students



Emergency Aid (Program Success/Ascendium)

- Students Supported: 112
- Supported Awarded: \$107,146.88
- Average request \$600.00/average award \$956.66* (*students can request multiple times)
 - Utilities: 10 %
 - Housing/Rent: 16%
 - Vehicle Repairs: 65%
 - MISC: 9% (child care, medications, food)

LLTC Subsistence Emergency Aid

- Degree-seeking students, enrolled in a minimum of 6 credits
- \$20.00 fuel card or \$50.00 food card = maximum award per emergency request

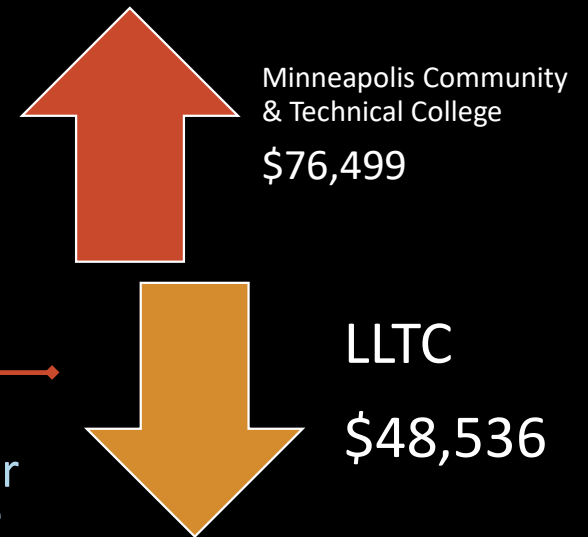
Tuition, Books, and Equipment Assistance

Faculty & Staff

- 50 employees at the college
 - 16 FT faculty & 5-7 adjunct faculty
- Licensed Mental Health Provider
- Cultural & Spiritual Coordinator
- Professional Education & Workforce Development
- Student Support staff
- Library & Learning Center

LLTC employees earn on average \$10,000 - \$20,000 less per year than other higher education employees in MN for the same jobs

Our employees have never had a consistent COLA increase



LLTC Funding

\$4,869,939 average yearly budget

\$11,957,903 last year's budget with HEERF funds

\$3,500,000 direct student
supports

\$3,500,000 Infrastructure
& operations supports

TCU Funding

- TCUs are perpetually underfunded through the federal Tribally Controlled Colleges and Universities Assistance Act of 1978 (TCCUAA).
- The formula for federal funds only allocates money for Native students. TCUs receive zero federal funding for non-Native students.
- Unlike other public MSIs, state and local governments have no obligation to appropriate funding to TCUs.
- TCUs are limited in their ability to increase tuition to fill revenue gaps, unlike other mainstream public institutions.
- The chronic underfunding of TCUs may jeopardize the educational attainment of Indigenous students, exacerbating attainment gaps that exist between Native and non-Native populations.*



*Nelson, C. A. & Frye, J.R. (2016). Tribal college and university funding: Tribal sovereignty at the intersection of federal, state, and local funding. *American Council of Education, Center for Policy Research: Minority Serving Institution Series*

MN State Aid for TCUs

- **Suggested:**
 - Line item on the state's budget allocating a **minimum of \$1M** or more to each TCU in MN in non-restricted operational funds
- State funding for students would allow us to:
 - Offer increased students supports, such as emergency assistance and tutoring
 - Retain faculty and staff by providing an equitable pay structure to other state institutions
 - Develop additional relevant programming to facilitate transfer to other MNSCU institutions
 - Infuse an educated and trained workforce into remote and rural areas with high need
 - Facilitate successful transfer of students to MN State institutions