

April 23, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
White House Initiative on Tribal Colleges
and Universities
1990 K Street, NW, 6th Floor
Washington, D.C. 20006

Dear Mr. Secretary:

I am pleased to enclose the U.S. Nuclear Regulatory Commission's (NRC) fiscal year (FY) 2009 *Annual Federal Performance Report on Executive Agency Actions to Assist Tribal Colleges and Universities (TCUs)*. The report describes the NRC's continuing efforts to assist TCUs through the agency's funding opportunities. As instructed, this report comprises an executive summary; a summary of FY 2009 total agency awards by category; and a summary of FY 2009 agency awards to individual Tribal colleges and universities. Also enclosed is a promotional publication on the NRC Minority Serving Institutions Program (MSIP) that includes a description of the program and a set of frequently asked questions and answers.

In FY 2006, the NRC implemented the MSIP that provides financial assistance for a broad range of support services, programs and activities. These funded initiatives address the needs of TCUs, their students and faculty. The programs and activities funded include: research and development, mentoring, leadership instruction, training, education activities, technical assistance, and recruitment and retention initiatives. Funds are also awarded through cooperative agreements and grants for direct institutional subsidies, fellowships, internships, scholarships, tuition, travel, housing and other types of assistance.

If you have questions regarding this report, please contact Ms. Corenthis B. Kelley, Director, Office of Small Business and Civil Rights, at (301) 415-7380 or corenthis.kelley@nrc.gov.

Sincerely,

/RA/

Gregory B. Jaczko

Enclosures:

1. Fiscal Year 2009 Annual Report
2. NRC MSIP Promotional Publication

**FY 2009 Annual Federal Performance Report
Transmittal Sheet**

Department/Agency: U.S. Nuclear Regulatory Commission

/RA/

Signature of Agency Head:

Gregory B. Jaczko, Chairman

/RA/

**Name of Agency
Representative:**

Corenthis B. Kelley, Director
Office of Small Business and Civil Rights

/RA/

**Name of Agency
Liaison:**

Corenthis B. Kelley, Director
Office of Small Business and Civil Rights

Date Submitted:

04/23/2010

Return this sheet to the White House Initiative Office

FY 2009 ANNUAL FEDERAL PERFORMANCE REPORT ON EXECUTIVE AGENCY ACTIONS TO ASSIST TRIBAL COLLEGES AND UNIVERSITIES

EXECUTIVE SUMMARY

The U.S. Nuclear Regulatory Commission (NRC) received authority under the Energy Policy Act of 2005 (EPAAct) to establish and participate in outreach programs and activities with institutions of higher education (IHEs), including Tribal colleges and universities (TCUs). In fiscal year (FY) 2006, the NRC implemented a Minority Serving Institutions Program (MSIP), which is administered by NRC's Office of Small Business and Civil Rights (SBCR). MSIP's purpose is to fulfill NRC's obligations toward TCUs in accordance with Executive Order 13270. Also as required by Executive Order 13270, the NRC ensures opportunities for TCUs to participate in NRC-conducted programs and activities and procurement opportunities.

1. Goals and Measurable Objectives Outlined in the FY 2009 Performance Plan

The NRC's *Three-Year Plan to Implement Executive Order 13270 on Tribal Colleges and Universities* (Performance Plan) includes FY 2009 goals and objectives that are consistent with the agency's FY 2009-2011 strategic goals: safety and security. The programs and activities of the Performance Plan support the agency's organizational excellence objectives: openness, effectiveness, and operational excellence. The mission of NRC's MSIP is to strengthen the capacity of TCUs, to educate and train students, and conduct research in science, engineering, technology, law, and other fields NRC deems critical to its mission. NRC funds programs and activities designed to achieve the following objectives:

- The transfer and exchange of knowledge and skills in areas important to the work of the agency. To support this objective, NRC solicits funding applications to support mentoring, leadership development, instruction, training, technical assistance, research and development, program evaluation, direct institutional subsidies, recruitment and retention initiatives, and acquisition of facilities and equipment.
- Instruction and learning experiences through developmental programs, activities, workshops, skill building sessions, opportunities for training, and work experience (internships, fellowships, apprenticeships, cooperatives, on-the-job training). For example, a science, technology, engineering and mathematics (STEM) program is one type of developmental program. Other programs provide assistance (financial and non-financial) to students and faculty through internships, fellowships, scholarships, tuition and housing assistance.

For FY 2009, the NRC Performance Plan projected total awards of \$140,000 in direct institutional subsidies for developmental education programs, activities or training. Expected outcomes for TCU students and faculty from these programs included increases and enhancements in training and technical assistance, course offerings in STEM fields, research and development opportunities, experiential learning, leadership skills, mentoring, and other assistance (e.g., tuition, housing, travel, scholarships, and internships).

NRC also projected \$10,500 in funding for the annual Minority Serving Institutions (MSIs) Technical Assistance and Capacity Building Workshop. Expected outcomes included: knowledge and skill transfer; networking; opportunities for partnerships between Federal agencies, private entities, MSIs, and the broader community of institutions of higher education

(IHEs); identification of resources; and technical assistance in developing effective, competitive applications for grants, cooperative agreements, contracts, and other Federal and private resources.

2. Comparison of FY 2009 Performance to the FY 2009 Performance Plan

NRC's FY 2009 performance exceeded the projections of the FY 2009 Performance Plan. The agency awarded \$500,000 to TCUs.

A. The College of Menominee Nation (CMN):

NRC awarded \$150,000 to the CMN to conduct the President's STEM Leadership Program. The NRC obtained guidance and conferred with the White House Initiative Office on TCUs to ensure that NRC's funding initiatives and activities were consistent with the objectives identified in the FY 2009 Performance Plan.

The program focuses on recruiting high achieving Native American seniors from local high schools and providing these students with full tuition and scholarship funds to attend the CMN as STEM majors. The program also focuses on building leadership skills, coaching, and mentoring students, and providing opportunities for them to participate in activities that offer experiential and developmental learning and exposure to occupations. The specific program goals are to increase enrollment in undergraduate programs, student retention, the number of college graduates, and STEM graduates who enter the workforce. This grant pays tuition costs for students to earn up to 15 credits per term; a stipend for textbooks, lab fees, or other student fees; living expenses; costs associated with training activities and faculty meetings; registration fees for attendance at national and regional STEM events; travel; and stipends for peer tutoring. The grant awarded to the CMN supported:

- establishment of a STEM Leadership Team and creation of the application packet and criteria for student participation;
- establishment of mentoring programs wherein each STEM student has a STEM advisor from the STEM Leadership Team and meets with the project director bimonthly. Each student is mentored and receives tutoring;
- development of recruiting materials to increase student enrollment;
- outreach at surrounding high schools (Shawano, Menominee Indian, Gresham, Bowler, and Seymour);
- four leadership sessions on varying topics including leadership styles and skills, practical advice regarding matriculation at 4-year universities, internships, job opportunities in STEM areas, Native American leadership attributes, and ethical considerations in genetic research;
- partial salaries and fringe costs for two faculty members (program manager and recruiter) to carry out program activities;
- supplemental funding for faculty program staff to attend meetings;

- activities to raise awareness and expand personal networks to increase matriculation at major universities, and participation in internships and job opportunities with major corporations and government agencies;
- assistance for students in applying for research and development opportunities, such as summer internships in materials science, engineering, bio-science, information technology and other areas;
- funding for students experiential learning and exposure to careers through participation in the American Indian Science and Engineering Society's (AISES) National Conference, held in the fall of 2009 in Portland, Oregon and the American Indian Higher Education Consortium's (AIHEC) National Student Conference, held in the spring of 2009 in Bismarck, North Dakota.

A significant achievement for the program in FY 2009 was re-establishment of the CMN as an active member chapter of AISES. AISES chapter status has benefited the NRC STEM students, as well as other CMN STEM students through: (1) involvement in STEM-related projects; (2) participation in the AISES national leadership conference to learn about STEM internship and career opportunities, major college scholarships/recruiting, leadership and professional networks; (3) enhanced eligibility for education grants and scholarships; and (4) practice and development of written and oral presentation skills in recruitment activities.

Student summer research internships were extremely successful. The students enhanced socialization skills and experience with research protocols at major universities. Student placements included: UW-Madison (2), Cornell University, UM-Minneapolis, Oneida Tribal Conservation (Green Bay, Wisconsin), and Bighorn Canyon National Recreational Area (Lovell, Wyoming).

B. The Working Group on Engineering Studies at the Tribal Colleges and Universities-Salish Kootenai College – Lead, (Working Group)

The Working Group comprises representatives from 11 Tribal colleges and universities who aim to develop the infrastructure for establishing course sequences, pre-engineering, and engineering programs at their institutions. The members are: Blackfeet Community College, Montana; Chief Dull Knife College, Montana; College of Menominee Nation, Wisconsin; Crownpoint Institute of Technology/Navajo Technical College, New Mexico; Fort Berthold Community College, North Dakota; Haskell Indian Nations University, Kansas; Salish Kootenai College, Montana; Sitting Bull College, North Dakota; Southwestern Indian Polytechnic Institute, New Mexico; United Tribes Technical College, North Dakota; and White Earth Tribal and Community College, Minnesota. The group has developed a five-year Management Plan to establish culturally relevant four-year bachelor of science in engineering degree programs. The NRC awarded \$50,000 to the Working Group to fund travel costs for up to two meetings in furtherance of this goal. The Working Group is responsible for the oversight, guidance, and execution of the program described in the Management Plan, as well as for providing coordination, consultation, and support to one another. The Working Group's responsibilities are as follows:

- provide oversight and guidance in executing this Management Plan, including approving the Management Plan along with all subsequent revisions;
- assign action items among the group members as needed to ensure continued progress as well as provide advice and guidance to the Working Group Chair;
- work toward developing and recommending to their respective presidents and boards of directors, as appropriate, reasonably common educational standards for course work that supports the engineering and engineering technology programs;
- advocate, work toward, and help coordinate agreements among partners so that students may transfer seamlessly among the partners;
- share lessons learned, report progress, and resolve common challenges;
- provide a forum to ensure equitable sharing of resources granted to the partnership in common; and
- oversee the activities of any subcommittees that the Working Group may charter.

C. Blackfeet Community College – Development of Civil and Electrical Engineering, Electronic Engineering Technology and Civil Technology Degree Programs

Blackfeet Community College (BCC) serves a population of 670 Native American students at its campus in Browning, Montana, on the Blackfeet Indian Reservation. BCC offers five associate of arts degrees, five associate of science degrees, seven associate of applied science degrees, and seven certificates of completion. More and more students express a desire to obtain an initial education in engineering fundamentals at BCC before continuing on to a baccalaureate degree elsewhere or before seeking employment in the regional job market that has expanding engineering opportunities. The college is building its academic programs to help its graduates take advantage of these growing opportunities.

Over the next five years, Blackfeet Community College will concentrate on developing two new engineering programs, the Associate of Science in Electronics Engineering Technology and the Associate of Science in Civil Engineering Technology. The college needs funding support for enhancement of its base in the fundamental sciences and mathematics, more full-time faculty, construction of new facilities, faculty professional development, and new equipment for engineering laboratories. The NRC provided \$100,000 for this initiative.

D. Navajo Technical College

Navajo Technical College (NTC) is a two-year institution of higher learning that is dedicated to developing and offering intellectually challenging programs that provide its graduates with a solid foundation either for immediate employment or further education. The college offers ten associate of applied science degrees and 19 certificate programs. In particular, the college's pre-engineering programs offer fundamental engineering and

technological concepts that prepare the students for employment with local businesses and offer a solid foundation for further education at a mainstream institution.

Although it is a two-year institution today, NTC's long-term plans include expansion to several full baccalaureate programs to be implemented over the next decade. Within ten years, NTC will develop, offer, and sustain two complete baccalaureate degrees in engineering, a bachelor of science in computer engineering and a bachelor of science in environmental engineering. NTC will submit both programs for ABET, Inc., accreditation. NTC will enhance its program over the next five years to offer an associate degree in both fields that will be expanded to a bachelor of science. The NTC initiative includes plans to hire new faculty and support faculty development opportunities. The NRC provided \$100,000 in support of these efforts.

E. United Tribes Technical College – Sustaining Associate Degree Programs in Environmental Pre-Engineering and Computer Information Technology

United Tribes Technical College (UTTC) is a Tribal Land Grant and inter-Tribal college. Through an environmental pre-engineering partnership with Salish Kootenai College, UTTC aims to establish new pathways to careers in environmental engineering and matriculation in four-year and graduate programs for Native American students. The United Tribes and Salish Kootenai Engineering Partnership will incorporate several proven educational approaches and strategies from research into one comprehensive program.

UTTC aspires to develop, implement and sustain an associate of applied science degree program in environmental pre-engineering. The project will precisely target resources to affect classroom practices and student achievement, thereby increasing the number of students matriculating into engineering degrees. Professional development activities will be practical, research-based, and efficiently delivered. Currently, UTTC has a Tribal Colleges and University Program grant which funded the College's Tribal Environmental Science AAS Degree Program. The United Tribes and Salish Kootenai Engineering Partnership strengthens this framework and offers a sustainable plan to integrate science, technology, engineering, and mathematics education at the college level.

The proposed collaboration should increase the number of Native American students in STEM programs and support their success in post-secondary STEM courses. The United Tribes and Salish Kootenai Engineering Partnership would expand upon existing alliances to increase STEM courses at the college, share courses between colleges, and add an environmental pre-engineering science degree program to the repertoire of degrees now available at the college. This integrated package enhances STEM curricula, improves teaching and learning at the college, facilitates dialog between institutions and the broader community, and advances minority student access to STEM courses in North Dakota. The NRC provided \$100,000 in support of this initiative.

F. Minority Serving Institutions (MSIs) Capacity Building Workshop

The NRC joined with several other Federal agencies in sponsoring the 3rd annual National Minority Serving Institutions Technical Assistance and Capacity Building Conference (MSI conference). Tribal colleges and universities were invited to participate in the conference, which was held September 22-25, 2009, in Dallas, Texas. It was attended by more than 400 participants and included opportunities to network, learn

about Federal funding sources and proposal development techniques, understand how to comply with regulations governing financial assistance, and acquire information on successful programs and partnerships. The NRC staff offered sessions on the NRC Nuclear Education Grant Program, the NRC MSIP, complying with civil rights statutes, and the administrative compliance review process. The conference provided an opportunity for MSIs, including Tribal colleges and universities to share the accomplishments of their programs. For example, the College of Menominee Nation showed a DVD highlighting the success of its program in promoting infrastructure and capacity building, educational and experiential learning opportunities, and developing their students' skills in the STEM areas. It was noted that this NRC-funded project has had a significant impact on STEM development at CMN and provides a model of Federal funding and assistance. As noted above, the NRC Performance Plan projected use of \$10,500 from the TCU program budget to support this conference. These funds were not allocated to this project, as NRC identified alternate sources of funding for this initiative.

3. Programs (New and/or Ongoing) That Show Specific Benefit to Tribal Colleges

NRC provides the following opportunities for IHEs, including TCUs:

- The MSIP assists MSIs to provide the highest quality education, promotes infrastructure and capacity building to allow MSIs to effectively compete for grants, cooperative agreements, contracts and other Federal/private resources, ensures MSIs have the opportunity to participate in and benefit from NRC/Federal programs, and helps MSIs to develop a diverse, skilled future workforce. The MSIP, through the MSI Grants Program, funds programs and activities for the exchange and transfer of knowledge and skills relevant to the fields that are deemed critical to the agency's mission. The MSIP also provides direct institutional subsidies, and funds for facilities and equipment acquisition, internships, fellowships, scholarships, stipends, travel, tuition, housing and other types of assistance.
- The Office of Human Resources administers the Nuclear Education Grant Program, Trade School and Community College Grant Awards program, the Faculty Development Grant Awards Program, and the Scholarship and Fellowship Grant Awards Program. These programs provide funds for curriculum development and training, and enable new faculty to enhance their careers and to increase their skill base in the nuclear field.
- The Office of Nuclear Regulatory Research provides financial assistance to conduct research and development activities related to the nuclear regulatory field.
- The Office of Nuclear Material Safety and Safeguards provides financial assistance to conduct research and development activities related to the nuclear regulatory field.

4. Programs Implemented that Exemplified Increased Federal Opportunities for TCUs

NRC's MSIP, implemented in FY 2006, has increased opportunities for TCUs.

5. Total Funding Awarded to Tribal Colleges in FY 2009

The total funding awarded to TCUs in FY 2009 was \$500,000.

6. Agency Funding Increases or Decreases for Tribal Colleges from FY 2008 to FY 2009

There was an increase in funding in FY 2009 due to an increase in budget for the MSIP. Funding is expected to remain about the same during fiscal years 2010-2011.

Attachments:

1. Table B: Summary of FY 2009 Agency Awards By Category to TCUs
2. Table C: Summary of FY 2009 Agency Awards to Individual TCUs

TABLE B. SUMMARY OF FY 2009 AGENCY AWARDS BY CATEGORY TO TCUs

1. **Agency/Organization** U.S. Nuclear Regulatory Commission

2. **Name, Title, Phone, Fax, and email address of agency representative preparing report:**

Tuwanda Smith, Manager, Outreach and Compliance Coordination Program

Phone: (301) 415-7394 Fax: (301) 415-5953 Email: Tuwanda.smith@nrc.gov

3. **FY 2009 Total Funding for all Institutions of Higher Education (IHEs)**

CATEGORY	TOTAL AWARDS TO IHEs	TOTAL AWARDS TO TCUs	% OF AWARDS TO TCUs
1. Research & Development	\$2,205,894	0	0
2. Direct Institutional Subsidies			
3. Program Evaluation			
4. Training & Technical Assistance	\$10,031,466	\$350,000	3.5%
5. Facilities & Equipment			
6. Fellowships, Internships Recruitment, IPAs	\$5,444,758	0	0
7. Student Tuition Assistance, Scholarships, and Other Aid	\$4,945,399	\$150,000	3.0%
8. Economic Development			
9. Administrative Infrastructure			
10. Third Party Awards			
11. Private Sector Involvement			
12. Other Activities			
Total	\$22,627,517	\$500,000	2.2%

Gregory B. Jaczko, Chairman
Agency Head

/RA/

Agency Head (Signature)

04/23/2010

Date