

# MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION  
SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

1395

2007 HOUSE EDUCATION

HB 1395

## 2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. **HB1395**

### House Education Committee

Check here for Conference Committee

Hearing Date: **23 January 2007**

Recorder Job Number: **1627**

Committee Clerk Signature



Minutes:

**Representative Jim Kasper, District 46**, introduced the bill. I have had the pleasure in my four terms here in the ND Legislature to serve on the IBL Committee. One of the areas we work in is economic development and job creation and education to help our citizens to succeed in business and to provide a state partnership to provide opportunities for new businesses to come and for our current businesses to grow. We have put together economic packages that encourage job growth. One of the parts of those packages is to reach out to the tribes of ND and to work with them in a cooperative basis to help them to create business and jobs and opportunities on their reservations. The tribes have colleges just like the rest of the colleges in ND with the exception that a lot of the funding for those students who attend those colleges is not there. They need help. The funding that has been missing is for non Native American students who do not qualify under the formula for tribal colleges. This bill works for fairness and equity for tribal colleges as well as the other colleges throughout the ND higher education system. In my private career, I've had the privilege to work with Turtle Mountain CC administration. I've seen the excitement and enthusiasm in these colleges. They are educating kids that would not normally go to college. They come from the surrounding areas. Some of those students do not qualify under the formula for financial aid in the state of ND. This bill would provide a mechanism to appropriate \$700.0 for the biennium to

begin to solve that inequity. After all, the students that attend tribal colleges are also ND citizens. In the drafting of the bill United Tribes College was inadvertently left out. That was not the intent at all so there is an amendment offered. There is also an amendment offered to clarify the process of reporting. I support those amendments.

**Senator Rich Wardner, District 37**, testified in favor of the bill. The Indian population is the most growing population in the state of ND and whatever we can do to support their educational system; I think we need to do that.

**Senator Tim Flakoll, District 44**, testified in favor of the bill. In ND we have developed a culture where education is valued and higher educational levels are encouraged. This bill helps a number of non beneficiary students to attend tribal colleges in the state of ND. Let's make no mistake—the 5 campuses in question are public colleges. If these students went to our other public campuses in the ND state university system we would be expected to bear the appropriate cost of them attending those campuses. These campuses receive about \$5.0 in federal support for Native American students, but these funds are not a slam dunk. HB 1395 would provide some measure of support from the state. This bill covers about 175 of our students at rate of about \$4.5 per students. We think the work of the Round Table of Higher Education and P-16 Task Force have provisions that align very closely with what we find before us in this bill and with legislation that has been passed in years by the legislature and signed by the governor. This bill, along with other bills similar to this, helps people with a career. I also find amazing the retention rate of these students in this state. At our university system campuses we feel that if 60% of the students from ND stay in the state upon graduation, we have done fairly well. As I understand the data, these campuses covered by this bill have a retention rate of 95% and in some cases higher. It is incumbent upon us to make sure these people are afforded the educational opportunities to become engaged,

productive members of our society. He distributed a handout that shows data about earning power, healthy life choices, and risk factors of educated citizens. **(Attached)**

**Representative Tracy Boe, District 9**, testified in support of the bill. I am fortunate to have one of these colleges in my district—Turtle Mountain CC.

**Representative Dawn Charging, District 4**, testified in favor of the bill. I'm proud to say that I do come from a community that has a tribal college and it is a wildly successful place. I have had the privilege of watching that college grow from a very small facility to brand new state of the art facility. I rise to say this is a great bill. It is something that will benefit our citizens across the state. A couple of things that are special as well is the addition of an energy program. We talk about not having enough work force and how better is there to address that issue. Not everyone can travel.

**Representative Merle Boucher, District 9**, testified in favor of the bill. **(Testimony Attached.)**

**Representative Rod Froelich, District 31**, testified in favor of the bill. I have first hand knowledge of Sitting Bull College because my wife works there. I watched this college grow from shoebox. I've watched them students. It used to be a 2-year college, now a lot of their programs are 4-year. They don't just educate Native American students. They educate all students. We all know that reservations have a high poverty level. When you start educating people pride goes with it. Students that come out of there are going back into the local system where they understand the culture. This is a great thing and only part of it.

Most of the college presidents here have gone through the system and got their doctorates.

**Eddie Dunn, chancellor, ND University System**, testified in favor of the bill. **(Testimony Attached.)** The State Board of Higher Education has taken a position in support of HB1395.

**Dr. Jim Davis, president of the Turtle Mountain Community College**, testified in favor of the bill. **(Testimony Attached.)** His testimony included an amendment and letters of support

from all the other tribal college presidents as well as some newspaper articles in support of the bill. Community colleges have the lowest tuition in the state, they are friendly, have a small student to faculty ratio and offer quality programs and articulate with all universities throughout the state.

**Representative Wall:** Could you explain why non beneficiary students are not charged higher tuition.

**Dr. Davis:** In not being discriminatory to anyone that attends our colleges, we don't see why we should be doing that. Just as in your state institutions, why would you want to charge anyone in state a different tuition rate? I don't think that happens.

**Representative Hanson:** Are any of the tribal schools accredited by North Central?

**Dr. Davis:** All of them are. Any program we have that requires state approval, we obtain that. For example, the nursing program that is starting this fall, we are going through the same process that UND would go through with the same standards and same expectations and we hope we can do it even better than UND.

**Representative Herbel:** Do you turn away any non beneficiary students because of enrollment constraints.

**Dr. Davis.** No we don't. Not at all. I don't think any other college does that. We waived \$10.0 in tuition fees for those students.

**Representative Mueller:** Can you give us an idea of what the average total cost to pay for the education of a student at one of these tribal colleges. Where does that money come from?

**Dr. Davis:** I'll give you an example from my college and I think it is representative of the four other colleges. The money we get from the federal government is about one-third of our budget. In our case, the other funds come from grants that we write for. We don't have any foundations or endowments that have been established. We are beginning to do that. The

other funds come from federal grants that we actively pursue just like the other institutions like UND or NDSU. We compete against them in terms of some of those federal funds.

**Representative Mueller:** Are any of these TUCAA funds that come through from the federal government made available to students who attend the UND or Dickinson State University?

**Dr. Davis:** No. They have to be actively enrolled in our college to receive those funds. None of those funds follow the student to any other state institution.

**Cynthia Linquist Mala, president of Cankdeska Cikana Community College,** testified in favor of the bill. She is also a member of the National Advisory Council on Indian Education, a presidential appointment. It is a 15-member council serving as advisors to White House and Department of Education on Indian Education issues in general. (Letter of support in packet presented by Dr. Davis.) I want to share with you the passion I have found in being home and being president of a tribal college. One of the newspaper articles you have says that tribal colleges are an under funded miracle, and they truly are. We are those little gems out in the middle of nowhere that a lot of people don't even know about. I love my job and I love the challenges that come with that job. At the same time it gets to be frustrating and heartbreaking because there is still much to be done. I'm really, really pleased that the sponsors of this bill have come forward on their own. They actually approached us to present this issue to the ND legislators. I'm honored that they chose to do this. To me, it sends a sentiment or message that someone else out there who is not Indian, is getting it.

Representative Kasper in his opening remarks said that Indian country is vital, we're growing, and we're an important aspect and member of the ND community. We want to continue to foster and promote that membership and how we can work together better. To me this legislation is about that. It's a new way of conducting business—working together cooperatively for the benefit of all of our people in ND. At tribal colleges we also provide services to non-Indians. We do have open enrollment, we do not discriminate and anybody

can come into our door. We try to provide opportunity to them. I do have a letter of support from the chairperson of my tribal council. The tribal council does support my college financially. I have a resolution of support that is negotiated on an annual basis. It is significant to us. We do rely on Tribal College funding and right now we have not received our appropriation from the federal government so we are operating under a CR (continuing resolution). Usually by December of each year I have 90-95% of my funding, but it's been piecemealed to us since Oct 1 because of the CR. Because of that I have to watch my budget every day. I'd like to tell you a little about my students. This fall we had a record enrollment of 233. My students are primarily female with the average age of 27-28 years old. They all work full time and most of them are single parents. That's a generic profile that's typical of all the tribal colleges. What is wonderful is that you can walk around my institution and you can really feel a sense of hope, a sense of optimism about higher education, about vocational training that they are acquiring at our institution. You can feel the energy. They have hopes and aspirations about improving themselves and subsequently improving their families and then our communities. I have approximately 50 employees and 72% are Native Americans, primarily Spirit Lake Dakota. I have about 25% non natives at my college who are employed as staff and faculty. I could use more help. I really believe that your support in this legislation would really foster a new dynamic to higher education. One of the previous speakers said there were 11 higher education institutions in ND and I beg to differ—there are 16. We are fully accredited by the same body that accredits the major institutions, we have the same accountability and evaluation process. I remember the last time tribal colleges brought this forward and it died in committee. That's very disappointing. It's been tried before. I think we are presenting today in a different light and in a different capacity in that we are all very unified and we do have relationships with the state institutions. Hopefully with your support and

better understanding, you can help us foster that optimism and that hope that is with our students. I thank you for your consideration.

**Representative Mueller:** Does your institution provide scholarships for non beneficiary students?

**Mala:** We have a few small pots through fund raising efforts available to all our students. All offer federal financial aid. Most of our students do qualify for PELL grants. We make sure they apply and have access to those programs.

**Vice Chairman Meier:** When do perceive receiving all your federal funds?

**Mala:** Congress is trying to pass a permanent CR. We are watching it very closely. Our congressional delegation very much support tribal colleges and have been leaders at the national level. I don't know, we'll have to watch and see.

**Representative Herbel:** You mentioned you have 16 faculty members in your institution. How competitive are you with other state higher education in terms of salaries?

**Mala:** I think we're comparable. We might in some cases be a little higher. Some of my faculty is funded through grants. I think we're very competitive. Most of us are doing salary surveys to try to make sure that our salary scale and ranges are competitive and hopefully enticing. It is challenging to bring qualified faculty to our institutions.

**David Gipp, president of United Tribes Technical College,** spoke in favor of the bill. (His testimony is attached in packet presented by Dr. Davis.) He distributed a copy of their newsletter and a recent return on investment projection done by the college. The college has been in existence for about 38 years and serves over 1000 adult students and about 400 children in our early childhood center and K - 8 elementary school. We are still growing. We have acquired land to the south of us and are planning on building additional facilities including a new apartment house and other facilities that will allow for expansion to serve over 2000 student in the course of the next 4 or 5 years. We have experienced very rapid growth in the

past several years. We do not receive funds under TCCUAA (Tribally Controlled College or University Assistance Act). We do receive federal appropriations through congress and the Bureau of Indian Affairs. We have about a 20 to 1 return on every dollar invested in UTTC in terms of our students' future as taxpaying citizens when they go out on a job. About 20% of our students at UTTC are non beneficiaries so they would benefit from the legislation. The request is under what the actual cost of a non beneficiary student. What is received for each Indian student is about \$4,500 and what is being asked for each non beneficiary student will average about \$2,000. It's a bargain basement request in terms of the actual cost we incur. I would also mention that we are the fastest growing population segment in ND. About 51% or better of our population in ND are now under the age of 25 and we continue to grow. A high percentage either stays in ND or wants to stay in ND. We also see a high rate of transfer from our institution to the 11 public institutions that are funded under the university system.

**Dr. Laurel Vermillion, president of Sitting Bull College**, spoke in favor of the bill. (Letter of support included in Dr. Davis' packet) I would like to share with you the passion I have for our students and what we do for our community. I come from the Standing Rock Sioux Tribe. I have lived on the Standing Rock reservation all my life. I am an alumnus of the college back in 1973 when the college first started. I know how much the college has grown. We have come from a shoebox to two new buildings in January. We are doing some phenomenal things at Standing Rock. The tribe is working very closely with us. We offer 18 associate degrees. We also offer two 4-year programs. Currently we are preparing for a visit from the state and they are going to certify our program. We do have to go through state certification. We are looking at offering a secondary science degree because we know there is a huge need for science teachers. We are serving the needs of our communities and our students. Our non beneficiary student count is 25. These students come from farms and ranches near us and we feel they would not have an opportunity to go elsewhere. We have an average

enrollment of about 300 students per semester. These students fit right in with the rest of our students. She introduced **Myra Pearson, chair of the Spirit Lake Tribe**, who did not speak but whose testimony is attached.

**Russell Mason, president, Fort Berthold Community College**, testified in favor of the bill.

**(Testimony Attached.)**

**Gloria Lokken, president of NDEA**, testified in favor of the bill. We feel the bill would help fill the need in staffing our schools across the state with quality educators and also provide an opportunity for students across the state to attend higher education institutions.

**Opposition: None.**

**Chairman Kelsch** closed the hearing of HB 1395

# 2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. **HB 1395**

## House Education Committee

Check here for Conference Committee

Hearing Date: **31 January 2007**

Recorder Job Number: **2395 & 2481**

Committee Clerk Signature

*Jan Prindle*

## Minutes

**Chairman Kelsch opened discussion of HB 1395.** This bill provides funding for non-Native students to attend tribal colleges.

**Representative Haas:** There is a line item for in-state grants in the higher education budget and these tuition payments fall into that area.

**Representative Wall:** In that case, this would come out of the higher education budget.

**Representative Haas:** Yes, it is a scholarship grant item. This could be a part of that line item. It is a needs based grant and allows the student to go to any in-state school of their choice.

**Representative Wall:** If that scholarship exists, why do we have this bill before us?

**Representative Haas:** That particular grant allows only \$600 per student. There was discussion to raise it to \$1000, but the Board of Higher Education chose to leave it at \$600.

This bill requires \$4500 per pupil payment.

**Representative Mueller:** If we run this through that system, are we going to send it through appropriations.

**Representative Haas:** We could indicate it come from there. There have been enough funds remaining in that line item to easily fund this bill.

**Chairman Kelsch:** Yes, it needs to go through appropriations and they would find the dollars.

It may not necessarily come from that line item.

**Representative Haas:** I Move Do Pass and Rerefer to Appropriations.

**Representative Herbel:** I second.

**A roll call vote was taken: Yes: 11, No: 2, Absent: 0**

**Representative Karls will carry the bill.**

At a later time again opened discussion on this bill.

**Representative Haas:** I make a motion to Reconsider our Action

**Representative Herbel:** I second.

**A voice vote was taken and the motion to reconsider was approve.**

**Representative Haas:** I Move the Amendment as attached Dr. Davis' testimony. This would include United Tribes Technical Colleges in the bill. The bill speaks to the Community College Assistance Act of 1978. UTTC not included in that act because only one college sponsored by each tribe could qualify under that act. UTTC is sponsored by five tribes.

**Representative Meier:** I second.

**A voice vote was taken and the amendment was accepted.**

**Representative Haas:** I move Do Pass as amended and rerefer to Appropriations.

**Representative Johnson:** I Second

**A roll call vote was taken: Yes: 11, No: 2, Absent: 0**

**Representative Karls will carry the bill.**

**FISCAL NOTE**  
 Requested by Legislative Council  
 04/23/2007

Amendment to: Reengrossed  
 HB 1395

1A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures				\$700,000		
Appropriations				\$700,000		

1B. **County, city, and school district fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

2005-2007 Biennium			2007-2009 Biennium			2009-2011 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

2A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

Provides a \$700,000 appropriation from the permanent oil trust fund for payments to the tribal colleges for students who attend tribal colleges who are not an enrolled member of a federally recognized Indian tribe.

B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

The fiscal note on SB2419 does not estimate any revenue collections, due to the need to negotiate agreements and therefore, the impact of Section 7 can be estimated at this time.

B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

\$700,000 in allocations to the tribal colleges in 2007-09. It is not clear whether this appropriation and expenditure are intended to continue into 2009-11.

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

Section 6 provides an appropriation of \$700,000 from the permanent oil trust fund.

<b>Name:</b>	Laura Glatt	<b>Agency:</b>	NDUS
<b>Phone Number:</b>	328-4116	<b>Date Prepared:</b>	04/23/2007

Date: 31 Jan 07  
Roll Call Vote #: 1

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 1395

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken do pass + re refer to Appropriations

Motion Made By Haas Seconded By Herbel

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep Hanson	✓	
V Chairman Meier	✓		Rep Hunskor	✓	
Rep Haas	✓		Rep Mueller		✓
Rep Herbel	✓		Rep Myxter	✓	
Rep Johnson	✓		Rep Solberg	✓	
Rep Karls	✓				
Rep Sukat	✓				
Rep Wall		✓			

Total Yes 11 No 2

Absent 0

Floor Assignment Karls

If the vote is on an amendment, briefly indicate intent:

Date: 31 Jan  
Roll Call Vote #: 2

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 1395

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number. \_\_\_\_\_

Action Taken Reconsidered Motion

Motion Made By Haas Seconded By Herbel

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep Hanson		
V Chairman Meier			Rep Hunskor		
Rep Haas			Rep Mueller		
Rep Herbel			Rep Myxter		
Rep Johnson			Rep Solberg		
Rep Karls					
Rep Sukat					
Rep Wall					

Total Yes 13 No 0

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

Passed

Date: 31 Jan 07  
Roll Call Vote #: 3

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 1395

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken Amend to include United Tribes Technical College

Motion Made By Haas Seconded By Meier

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep Hanson		
V Chairman Meier			Rep Hunskor		
Rep Haas			Rep Mueller		
Rep Herbel			Rep Myxter		
Rep Johnson			Rep Solberg		
Rep Karls					
Rep Sukat					
Rep Wall					

Total Yes 13 No 0

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

Incl United Tribes  
+ clarify reporting requirements

Date: 31 Jan 07  
Roll Call Vote #: 4

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 1395

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken do Pass as amended + re.ref. to appropriation

Motion Made By Haas Seconded By Johnson

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep Hanson	✓	
V Chairman Meier	✓		Rep Hunsakor	✓	
Rep Haas	✓		Rep Mueller		✓
Rep Herbel	✓		Rep Myxter	✓	
Rep Johnson	✓		Rep Solberg	✓	
Rep Karls	✓				
Rep Sukat	✓				
Rep Wall		✓			

Total Yes 11 No 2

Absent 0

Floor Assignment Karls

If the vote is on an amendment, briefly indicate intent:

**REPORT OF STANDING COMMITTEE**

**HB 1395: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS and BE REREFERRED to the Appropriations Committee (11 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). HB 1395 was placed on the Sixth order on the calendar.**

Page 1, line 10, replace "except that no more than one institution" with "or any combination of federally"

Page 1, line 11, remove "may be" and replace "with respect to any one tribe" with "Indian tribes"

Page 1, line 13, after "for" insert "nonbeneficiary"

Page 1, line 14, remove "who do not qualify for federal assistance under the provisions of the Tribally Controlled"

Page 1, line 15, remove "Community College Assistance Act of 1978"

Page 1, line 18, remove "for whom federal subsidies are unavailable under the"

Page 1, line 19, remove "Tribally Controlled Community College Assistance Act of 1978"

Page 2, line 6, replace "institution's operating and maintenance expenses" with "expenditures of the grant funds received by the institution under sections 1 through 5 of this Act and a copy of the institution's latest audit report"

Renumber accordingly

2007 HOUSE APPROPRIATIONS

HB 1395

## 2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1395

House Appropriations Committee

Check here for Conference Committee

Hearing Date: February 12, 2007

Recorder Job Number: 3406

Committee Clerk Signature

*Shirley Branning*

Minutes:

**Chm. Svedjen** called the meeting to order to take up amendment .0301 of engrossed HB 1395, a bill relating to financial assistance to tribally controlled community colleges, by calling on Rep. **Raeanne Kelsch**, District 34.

**Rep. Kelsch:** This amendment shifts funding from the general fund to the State Board of Higher Education for the purpose of providing grant assistance payments to students attending tribal colleges who are non native. The Amendment takes \$700,000 out of the University System line item, which is called the state grant program. The state grant program has \$5.98m in it. A student could apply for a grant of p to \$1,000. Students attending the two private institutions can also receive money. Of the \$66,000, the funds can go to native and non native.

**Rep. Gulleason:** How many students would this cover?

**Rep. Kelsch:** About 200.

**Rep. Wald:** Are we covering non enrolled tribal members?

**Rep. Kelsch:** This covers tuition for non native students.

**Rep. Martinson:** There is already grant money available to the Tribal colleges. There is money specifically set aside for American Indian students.

**Rep. Kelsch:** Yes, in the '06-07 budget, \$66,000 is set aside for native and non native as long as they are attending one of the tribal colleges. That one grants about 270 students per year at \$700 and they have to have a 3.0 GPA. There are two separate programs.

**Rep. Kempenich moved for the adoption of amendment .0301. Rep. Thoreson seconded the motion.**

**Rep. Carlson:** If there is \$5.9m in the grant item and we are taking \$700,000 out, what is not being funded?

**Rep. Kelsch:** This is the 07-09 committee recommendation. There is an increase of \$2.1m for the higher education budget so they were looking to increase the number of students who would apply for that. The students who apply can be going to the tribal colleges, any one of the 11 colleges or universities or any of the 2 private institutions. You'd have \$2.1m left in there to be distributed in grants.

**The Do Pass motion to adopt Amendment .0301 passed on a voice vote.**

**Rep. Thoreson moved a Do Pass to amendment .0301 to engrossed HB 1395. Rep. Guleson seconded the motion. The Do Pass motion carried by a roll call vote of 19 yeas, 5 nays, 0 absent. Rep. Kelsch will be the carrier of the bill.**

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1395

Page 1, line 1, remove "; and"

Page 1, line 2, remove "to provide an appropriation"

Page 2, replace lines 9 and 10 with:

**"SECTION 6. GRANT ASSISTANCE - SOURCE.** The state board of higher education shall use \$700,000, or so much of the sum as may be necessary, from the student financial assistance grants line item in section 3 of House Bill No. 1003, as approved by the sixtieth legislative assembly,"

Page 2, line 11, remove "of the sum as may be necessary, to the state board of higher education"

Page 2, line 13, replace "one-half of this appropriation" with "\$350,000"

Page 2, line 14, after "expended" insert "for this purpose"

Renumber accordingly

Date: 2/12/07  
 Roll Call Vote #: 1

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
 BILL/RESOLUTION NO. 1395

House Appropriations Full Committee

Check here for Conference Committee

Legislative Council Amendment Number 70402.0301

Action Taken Adopt Amend. .0301

Motion Made By Kempnich Seconded By Thoreson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempnich					
Representative Wald			Representative Aarsvold		
Representative Monson			Representative Gulleson		
Representative Hawken					
Representative Klein					
Representative Martinson					
Representative Carlson			Representative Glassheim		
Representative Carlisle			Representative Kroeber		
Representative Skarphol			Representative Williams		
Representative Thoreson					
Representative Pollert			Representative Ekstrom		
Representative Bellew			Representative Kerzman		
Representative Krelt			Representative Metcalf		
Representative Nelson					
Representative Wieland					

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:

*Vote Carries*

Date: 2/12/07  
 Roll Call Vote #: 3

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES  
 BILL/RESOLUTION NO. 1395

House Appropriations Full Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken AP as Amended by 0301

Motion Made By Thoreson Seconded By Gulleson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Representative Wald	✓		Representative Aarsvold	✓	
Representative Monson	✓		Representative Gulleson	✓	
Representative Hawken	✓				
Representative Klein	✓	✓			
Representative Martinson	✓				
Representative Carlson		✓	Representative Glassheim	✓	
Representative Carlisle	✓		Representative Kroeber	✓	
Representative Skarphol		✓	Representative Williams		✓
Representative Thoreson	✓				
Representative Pollert	✓		Representative Ekstrom	✓	
Representative Bellew		✓	Representative Kerzman	✓	
Representative Kreidt	✓		Representative Metcalf	✓	
Representative Nelson	✓				
Representative Wieland	✓				

Total (Yes) 19 No 5

Absent 0

Floor Assignment Rep. Kelsoch

If the vote is on an amendment, briefly indicate intent:

**REPORT OF STANDING COMMITTEE**

HB 1395, as engrossed: Appropriations Committee (Rep. Svedjan, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (19 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1395 was placed on the Sixth order on the calendar.

Page 1, line 1, remove "; and"

Page 1, line 2, remove "to provide an appropriation"

Page 2, replace lines 9 and 10 with:

**"SECTION 6. GRANT ASSISTANCE - SOURCE.** The state board of higher education shall use \$700,000, or so much of the sum as may be necessary, from the student financial assistance grants line item in section 3 of House Bill No. 1003, as approved by the sixtieth legislative assembly,"

Page 2, line 11, remove "of the sum as may be necessary, to the state board of higher education"

Page 2, line 13, replace "one-half of this appropriation" with "\$350,000"

Page 2, line 14, after "expended" insert "for this purpose"

Renumber accordingly

2007 SENATE EDUCATION

HB 1395

## 2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1395

Senate Education Committee

Check here for Conference Committee

Hearing Date: February 28, 2007

Recorder Job Number: 4059, 4111

Committee Clerk Signature

Minutes:

Chairman Freborg opened the hearing on HB 1395, a bill to provide financial assistance to tribally controlled community colleges. All members were present.

Chairman Freborg reminded everyone the Senate Education Committee heard testimony on SB 2404 which is the same as this bill.

Representative Kasper introduced the bill. There are some differences between this bill and 2404. The bill provides partial funding for non beneficiary students, there are about 200 in North Dakota. The bill grants authority to Board of Higher Education for dollars to subsidize non beneficiary students. The tribal colleges receive about \$4800 from the federal government for their students who are enrolled members. The tribal colleges are accredited. The bill would provide \$700,000 per biennium, under the administration of the Board of Higher Education. The difference from 2404 is the funding source. The source on this bill is the student financial assistance grant fund, it has money in it. He is in favor of the alternative funding source. He is committed to working out the funding issues with the Board of Higher Education. In his committee, House Industry, Business and Labor, they have seen programs to support private and tribal entities and businesses to build the economy on the reservations. We have failed over the years to realize the people on the reservations are North Dakota

citizens. The best way to better all citizens is through education. He became interested in this bill because of his relationship with Turtle Mountain Community College near Belcourt, where he has helped them with their benefit plan as a part of his career outside of the legislature. They have a beautiful campus.

Senator Bakke asked what the funding source is in the previous bill.

Representative Kasper said it is from the general fund. Otherwise the bills are very close.

Senator Wardner testified in favor of the bill. Our Native American population is one of the fastest growing segments of our North Dakota population. Education will answer the challenges they have. The tribal colleges are educating non beneficiary students. This is a very moderate cost.

Chairman Freborg asked if an appropriation is a better funding source.

Senator Wardner said he hasn't looked into it. He had no problem with the general fund appropriation. Senate Appropriations has passed it once.

Representative Boe testified in favor of the bill. He is fortunate enough to have a tribal college in his district. This bill would help finance the non native students.

Representative Froelich testified in favor of the bill. Sitting Bull College is in his district, his wife works there. We have a high incidence of poverty on the reservations. Education is a cure.

Representative Charging testified in favor of the bill. She is very proud to represent the Fort Berthold Community College in her district. They are the lifeblood of the community. The college in New Town is building an addition. She served on an interim economic development committee. In an area of poverty and low employment, the college is a jewel and has the potential to help the community overcome these problems. It also provides help with hard to fill positions. They network with the University of Mary and Minot State University. This bill is the perfect solution; we need to overcome the hurdle of where the money will come from.

Senator Flakoll testified in favor of the bill. (Written testimony attached)

Jim Davis, President, Turtle Mountain Community College, testified in favor of the bill. (Written testimony attached) There is a feeling this money is for Native American students but its not. It is for non beneficiary students who receive no funding assistance from the state or federal government. Tribal members receive federal funding of approximately \$4700. This bill would amount to about \$2000 per student. It provides a source of funding for students who have never received funding from the state. The change in the bill was proposed by Representative Kelsch. In the Senate version, the funding is from the general fund. He hopes the issue can be resolved soon. All the tribal colleges are accredited, all programs are state approved. The student teacher ratio is smaller, it is very affordable, they have an open door policy.

David Gipp, President, United Tribes Technical College, testified in favor of the bill. (Written testimony attached) Their return to investment is very impressive, about 20:1. He does not want to impinge upon the higher education appropriation. This is an investment in North Dakota. Their students have a high retention rate in the state; they are already tethered to the economy.

Russell Mason, Jr., president Fort Berthold Community College, testified in favor of the bill. This is about the students. He has been a college president for two years, before that he worked in student services. This will help the students and the community.

Michel Hillman, Vice Chairman for Academic and Student Affairs, North Dakota University System, testified in favor of the bill. (Written testimony attached) He said the Board of Higher Education is very supportive of the concept of the development of human capital. The tribal colleges serve geographical area and populations that the North Dakota University System does not serve well. They have general education transfer and common course numbering. He urges the committee to look at another funding source. It should not compete with the

higher education budget request. This puts us in a King Solomon position, trying to decide which one gets the aid. The state grant program provides assistance to the most needy students in the state. The Board of Higher Education had requested an increase in that program because it had not seen an increase in years and we can only fund about 10% of the students that apply because of funding limitations. The governor supported the increase. There may have been some misunderstanding on the house side.

Chairman Freborg said we need to be assured the \$700,000 will flow to the tribal colleges if we pass the bill. How will we do that?

Dr. Hillman said there would be no problem with a direct appropriation, not in 1003. Although they would not prefer it, if it is put in 1003 and indicate the \$700,000 is for the tribal colleges, they understand that and would do it. They do not want it to compete with another need based program.

Chairman Freborg said he is glad he said that, we should put the intent in the bill.

Dr. Hillman said 2404, the way its worded or 1395 says \$700,000 will go to the tribal colleges. That is addressed.

Senator Flakoll said every day we hear on the floor about the infamous K State vet school and the departure from legislative intent. There is no fear of that happening here?

Dr. Hillman said he hopes they have an opportunity to explain that situation exactly. Their base funding starts at zero every biennium so they can only obligate money they have. They wanted to support X number of students and all they had money in the budget for was to support the number they had. The board supports this concept. It is important for the state and individual student success and important for a population they do not serve well. The concern is taking money from one high need program that is only funding 10% of the

applicants already and putting it into another important program. It is a Solomon type of situation.

Senator Flakoll said in the grants program, 4 – 5% goes to tribal colleges because of needs based, the other portion that was added in the house for private institutions, how will that play out.

Dr. Hillman said he is referring to a percentage limit for a type of college in that aid program. The Attorney General's opinion which came at Senator Flakoll's request, really clarified that issue. It is not legal or constitutional to force funding to a particular student or a particular campus. That is not an issue here. The tribal colleges have a clear set of students, there are documents that go to the federal government that specify the number of beneficiary students, they have a specified enrollment so the enrollment less the beneficiary students would equal the non beneficiary students. This bill provides much needed support

Chairman Freborg closed the hearing on HB 1395.

Senator Flakoll moved a Do Pass and Rerefer to Appropriations on HB 1395, seconded by Senator Gary Lee.

Senator Bakke asked about the funding source, can Appropriations change it to the general fund?

Chairman Freborg said the House may have had problems with House Appropriations and did this to save the bill.

The motion passed 5-0-0. Senator Flakoll will carry the bill.

Chairman Freborg asked Senator Flakoll to ask Representative Kelsch about the funding source change made in the house.



**REPORT OF STANDING COMMITTEE**

HB 1395, as reengrossed: Education Committee (Sen. Freborg, Chairman) recommends **DO PASS** and **BE REREFERRED** to the Appropriations Committee (5 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Reengrossed HB 1395 was rereferred to the Appropriations Committee.

2007 SENATE APPROPRIATIONS

HB 1395

## 2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1395

Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: 03-14-07

Recorder Job Number: 5055

Committee Clerk Signature



Minutes:

Chairman Holmberg opened the hearing on HB 1395.

Representative Jim Kasper, District 46, Fargo, introduced HB 1395 giving background as to how it was introduced indicating he owns an employee benefits and financial planning company called Asset Management Group. He had the privilege of being employed by Turtle Mountain Community College in Belcourt for almost 15 years. He has seen the institution grow from a number of small buildings in downtown Belcourt to a brand new institution. Senate bill 1395 came about after visiting with the college a few years ago about their financial circumstances and how the educational needs are financed. What I learned is that there are two types of students attending tribal colleges; the beneficiary students (native Americans) and non beneficiary students (not eligible for federal funding). The tradition and history of charging tuition has been the same for both. One of the characteristics is both types of students are North Dakotans. In looking at needs of North Dakota, we need to look at core values and principals that we should instill in our youth and people who have graduated from high school and college. This bill says to non beneficial students says we are going to support you in the area of your higher education by helping fund to a small degree the cost the tribal colleges have to education these non beneficiary students. This bill appropriates \$350,000 a year to help fund the cost of educating for non-beneficiary students. This is a ground breaking bill.

The tribal colleges serve as a funnel for students to get higher degrees with 95% for the students remaining in ND.

Senator Mathern questioned page 2 of the bill and if taking this money from the funding source it would reduce the amount of funding source for Native American students in four year colleges. In addition the tribal college would be using this to fund non-native students. The program is good but I think it is contrary to Native American students. The response was as far as the source of funding, it could come back to being out of the general fund.

Representative Rodney Froelich, District 31, Selfridge, testified in support of HB 1395 indicating we need to fund these colleges. He then relayed a personal testimonial stressing how important it is to provide funding for the non beneficial students. These are students not getting help from other sources.

Senator Bowman questioned whether a person could go online to take the same classes rather than drive 60 miles to a school. The response was he could not answer the questions.

Representative Dawn Marie Charging, District 4, Garrison, testified in support of HB 1395 indicating she represents the native population but there is no difference here. When a North Dakota student wishes to educate themselves it should not matter who they are. When you talk about getting into the heart of North Dakota, this is one way to do it. I encourage you to look at the general fund monies for funding this.

Senator Robinson asked whether all tribal colleges have a comparable curriculum. The response was the college presidents are here and they can address that.

Chairman Holmberg indicated we had passed a bill earlier this session on this issue and it is now on the floor of the House with a do not pass so there will not be an issue with that.

Jim Davis, President, Turtle Mountain Community College, Chairperson, ND Association of Tribal Colleges, presented written testimony (1) and testified in support of HB 1395 and

responded to questions about the curriculum of the tribal college. He distributed written testimony (2) from a non-beneficiary student. All tribal colleges are accredited, state approved, and there is no problem transferring credits to the other colleges in North Dakota. There are 2600 students enrolled in five institutions about 1880 are non-beneficiary students. Turtle Mountain Community College spends 6 months to one year receiving no money from the federal or state government in preparing some of the students coming to campus to be trained in math and language areas.

Senator Bowman questioned how they could pay their bills when they go 6months to a year without funding. The response was one half of the students need remedial work and we have to set aside funds to bring the students up to the academic level.

Senator Bowman questioned with the college funding where are the sources and why don't the non beneficial students pay tuition. The response was the base funding is federal money. And we a belief the state should pitch in for non-beneficial students at approximately \$2,000 a student.

Senator Mathern had two questions; why do you need \$700,000 and where do you think we should get the funds. The response was the tribal college presidents determined the amount.

Alex Johnson, Assistant Professor, Department of Technology, UND, presented written testimony (3) testified in support of HB 1395 indicating he is a former student of Turtle Mountain Community College. He indicated the Communitiy College offers a safe environment; many students are not ready for a college campus and these colleges provide smaller classes. In response to a question about on-line courses; it takes a special student to take those classes.

Senator Christmann asked how far Belcourt is from Bottineau and Devils Lake. The response was 30 miles and 70 miles.

Senator Bowman commended Alex indicating he is a good example as to what this is about. He asked if he had gone to a different school what would he have owed and do you have to pay at Turtle Mountain. The response was he was out of debt when he left home.

Cynthia Lindquist Mala, president, Spirit Lake Community College, testified in support of HB 1395 indicating the funding for tribal colleges is convoluted and difficult to explain in two minutes. The base funding is from the tribal college and is based on tribal members. At her college 50 percent of the students is from tribal act funding and does not fund the infrastructure and funding from the tribe the Spirit Lake Dakota Nations gaming operations. The colleges are underfunded gems and they are resourceful as to what they do with funding and resources.

Michell Skadjem, former student, now working at the college, Oberon, testified in support of HB 1395. She was a high school, received her GED at the college, two weeks later attended college, received Associate of Applied Science Degree and was offered a job at the college now management information specialist.

Mike Hillman, Vice Chancellor, Vice President of Academic and Student Affairs, ND University System, distributed written testimony and testified in support of HB 1395, but expressed concerns as to the source of the funding.

Harriet Skye, United Tribes Technical College, testified in support of HB 1395.

Cheryl Helm, United Tribe Technical College, non-beneficiary student, testified in support of HB 1395. She briefly told about her self indicating she started at BSC to get into a nursing program and could only get a CAN certificate, then applied at United Tribes and earned practical nursing degree.

Chairman Holmberg closed the hearing on HB 1395.

## 2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1395

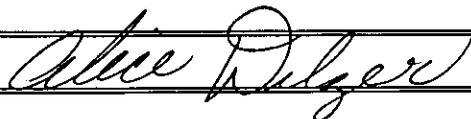
Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: 03-22-07

Recorder Job Number: 5484

Committee Clerk Signature



Minutes:

**Chairman Holmberg** opened the hearing on HB 1395 at 5:00 pm on March 22, 2007. He stated we also have in another bill suggested amendments from Senator Marcellais. 1395 is a testimony of about 180 students, the bill had been changed somewhat, the Senate had passed a bill that was similar to this that general fund money. This bill is similar to that, the difference being this has \$700,000 from the grant line item in HB 1003 which is the Higher Education budget. For those of you who follow that budget that is the governor's recommendation on that line item and went up by \$2.1 million. The \$700,000 in 1395 comes from that line item.

**Senator Mathern** handed out amendments brought in by the Board of Higher Education wherein they clarify that we ought to take this money out of the general fund and I hope you have them in your books. I would move those amendments. Seconded by Senator Robinson. I see this bill as an important bill except for the funding mechanism. Seems to me that the funding mechanism essentially takes money from the loan program from low income students. Many of those people probably would be Native American going to the 11 state institutions. The bill as it is they would have \$700,000 less to draw from and then the money would be transferred to the native colleges to give to non-native students. So I would think the bill in it's present funding mechanism is right. It's basically taking money from native kids and giving it to white kids. If we adopted this amendment it would be clear that this is from the general fund

and we want to support these colleges and support the fact that they are serving these non-native kids.

**Chairman Holmberg** asked if we should send the bill to the House that they have already killed.

**Senator Mathern** said send the bill over to the House so that we negotiate this in terms of proper funding.

**Chairman Holmberg** stated send it over to the House and they will kill yet. Senator, you know how I voted on this all the time. I plan to vote no but that's a decision that this body and the Senate will make. The Senate has passed the bill you're talking about.

**Senator Mathern** stated this puts that same concept into place so it is not contrary to the intent of the Senate.

**Chairman Holmberg** asked if he was moving that amendment. Senator Mathern said yes. Ok, we have a motion to move the amendment, Robinson seconded. He asked for discussion. All in favor of transferring this back to the general fund say aye, opposed aye, we need a show of hands, all in favor of transferring to the general fund, in other words, those amendments, the motion carried. Is there a motion on the bill.

**Senator Fischer moved a DO PASS AS AMENDED, Seconded by Senator Wardner.**

There was further discussion by the committee. **A roll call vote was taken resulting in 8 yeas, 6 nays, 0 absent. The motion carried. Senator Mathern will carry the bill.**

The hearing on HB 1395 closed.

Date:  
Roll Call Vote #:

2007 SENATE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. ~~1392~~ 1395

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken do pass as amended.

Motion Made By Fischer Seconded By Wardner

Senators	Yes	No	Senators	Yes	No
Senator Ray Holmberg, Chrm		✓	Senator Aaron Krauter	✓	
Senator Bill Bowman, V Chrm		✓	Senator Elroy N. Lindaas	✓	
Senator Tony Grindberg, V Chrm		✓	Senator Tim Mathern	✓	
Senator Randel Christmann		✓	Senator Larry J. Robinson	✓	
Senator Tom Fischer	✓		Senator Tom Seymour	✓	
Senator Ralph L. Kilzer		✓	Senator Harvey Tallackson	✓	
Senator Karen K. Krebsbach		✓			
Senator Rich Wardner	✓				

Total (Yes) 8 No 6

Absent \_\_\_\_\_

Floor Assignment Mathern

If the vote is on an amendment, briefly indicate intent:

**REPORT OF STANDING COMMITTEE**

**HB 1395, as reengrossed: Appropriations Committee (Sen. Holmberg, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (8 YEAS, 6 NAYS, 0 ABSENT AND NOT VOTING). Reengrossed HB 1395 was placed on the Sixth order on the calendar.

Page 1, line 1, after "colleges" insert "; and to provide an appropriation"

Page 2, line 7, replace "**GRANT ASSISTANCE - SOURCE.** The state board of higher education" with "**APPROPRIATION.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of "

Page 2, line 8, remove "shall use" and replace "from the student financial" with "to the state board of higher education"

Page 2, remove line 9

Page 2, line 10, remove "legislative assembly,"

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

This amendment adds an appropriation of \$700,000 from the general fund to the State Board of Higher Education for providing grant assistance payments to tribally controlled community colleges.

2007 HOUSE APPROPRIATIONS

CONFERENCE COMMITTEE

HB 1395

## 2007 HOUSE STANDING COMMITTEE MINUTES

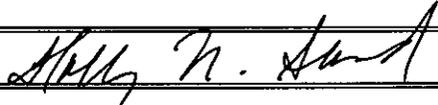
Bill/Resolution No. 1395

House Appropriations Committee  
Education and Environment Division

Check here for Conference Committee

Hearing Date: **12 April 2007**

Recorder Job Number: **5944**

Committee Clerk Signature	
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Minutes:

**Attending Representatives Kelsch, Monson, Haas and Senators Freborg, Flakoll and Taylor.**

**Chairman Kelsch called the conference committee to order.** We'll ask the Senate to explain their amendments and the reasoning behind them.

**Senator Flakoll:** It was the source of funds. When it came to us it was out of the existing funds of the state grants program. The Senate felt it should come as a separate item of importance from the GF. The amount of money is consistent of how it came to the Senate. So that would be the only change—where the dollars are taken from.

**Chairman Kelsch:** Maybe you can expound a little bit more on the reasoning behind the GF versus the grant money.

**Senator Flakoll:** We thought it best to have it a separate appropriation so that it would be handled separately and not commingled. The problem with the grants program is we typically get the big "F" from a national standpoint in terms of our effort on providing student grants on a needs basis. This session we are increasing that amount by about \$2.0 million and there's been a resistance on the part of the Board of Higher Education to take those monies that were

designated in their budget and cannibalize from those dollars. We thought this should be a stand alone.

**Representative Hanson:** How much money is there in that grants program?

**Senator Flakoll:** Currently about \$4.0 million. The increase that was proposed by the Board of Higher Education is to \$6.0 million. There are a significant number of students and we're only helping a fraction of those students. There was also discussion related to most campuses have a retention rate of 60% of their resident population that stay in the state. Typically these students are in the 90% plus range. We also visited with the board office and in Fall enrollment of 2006, there was 574 students from tribal colleges that went on to be enrolled in the university system. This is less expensive generally per student basis than if they were to enroll in one of the other campuses and certainly some of them are more home placed in nature. So those are whole host of the reasons. We hear discussions about the earning potential of citizens with high school diplomas versus two years of college. The levels of everything from even diabetes drops with higher levels of education. Certainly that could be noteworthy problem in some of the population in the state of ND specifically with certain demographics. We thought this was an important but modest amount that was overwhelmingly supported on our side as being a priority issue.

**Representative Monson:** With a \$2.1 increase in here, there shouldn't need to be an additional \$700.0 from the GF.

**Senator Flakoll:** Historically private campuses have a much greater mathematical advantage than students that are enrolled in public institutions whether it's our 11 campuses in the university system or our 5 tribal campuses. As an example, a student who wishes to go to Bismarck State College may not qualify but if they choose to go to the U of Mary with a notably

higher tuition and fee rate they could be eligible. This pulls them out of that. When you look at the date historically we are in that 20-25% range when it comes to the amount of grants money that goes to the three private colleges in the State of ND. These by any measure, are public campuses and their funding is much more vulnerable on a year-to-year basis. I think part of our feeling on the Senate side was this is a good investment for feeder programs as they move into the university system and they become real viable citizens in the state because of their increased educational opportunities.

**Senator Taylor:** The amount that's in the state grant program which is a pretty nice increase but when you visit with the folks that administer the grant, they'll still say that they are only accepting about 15% of the application. They do tier them. Nationally, you will see that what's happening with tuition the population entering colleges right now are significantly above the average in terms of their income levels for their families. There's been a real drop off of those that have been below the national average of their family income level. Nationally, grant programs are really trying to bring those lower income students back in to the campuses for their own improvement. The Senate did not want to erode that \$6.0 million that we're glad to have and we could probably argue that ought to be even more given the current state of affairs and have this \$700.0 come from GF as an equally worthy cause but not one that should come at the expense of the grant program.

**Meeting Adjourned.**

## 2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1395

House Appropriations Committee  
Education and Environment Division

Check here for Conference Committee

Hearing Date: **17 April 2007**

Recorder Job Number: **6072**

Committee Clerk Signature



Minutes:

**Attending Representatives Kelsch, Monson, Hanson and Senators Freborg, Flakoll and Taylor.**

**Chairman Kelsch called the meeting to order.** Let's talk about the funding of 1395. We need to talk about potential options for funding.

**Representative Monson:** The problem appears to me to be that the money in that scholarship fund in that grants line item, if we expand it to more people the money isn't going to go as far because the pool of money is between private schools and tribal schools if this bill were to pass. We didn't add any new money in there. Our problem is to figure out how can we keep the amounts of grants similar to what they have been in the past and at the same time expanding the number of eligible that will qualified to get the scholarships without putting more money into the GF budget when we are trying to balance the thing and get us out of here. There's our dilemma.

**Senator Taylor:** On HB1487, we amended \$3.0 million out of that bill. We passed it on the Senate Floor yesterday. So it's in bits and pieces and the Appropriations folks can tell us what progress is being made. There is some progress being made in other areas that might

help this \$700.0 appropriation from the GF. This is something new that is probably more justified for GF.

**Representative Monson:** Does anybody know how many additional students would be added by opening it up to the tribal colleges? Potentially how many other scholarships would we be looking at?

**Chairman Kelsch:** The way the law currently reads you is you can give up to \$1000 scholarship out of that grants line item. I think Peggy had said something about you are still using the \$600 amount. So if you look at the \$700.0 and divide that by \$600 and that's the number of students that would not receive that scholarship money.

**Representative Monson:** If I remember right, \$66.0 of the funds would go to the Native and the non-Native.

**Chairman Kelsch:** Currently it's \$66.0. That was the per year amount out of that grants line item in the University System's budget that did go to students attending tribal colleges.

**Representative Monson:** Does anyone have any idea where we can find a little pool of money to make this happen?

**Senator Freborg:** Was that \$1.0 million you talked about earlier going back to the GF.

**Chairman Kelsch:** The \$1.0 million for school nurses was removed from the Health Department bill.

**Senator Taylor:** What is Appropriations looking at for an ending fund balance? I know there is going to be some, but how big?

**Representative Monson:** The Governor's budget was \$30.0 million. I'm not so sure that's still our target. We historically have at least \$10.0 million. \$30.0 million is just a few days worth of running the state and as we get budgets all around, we really do need to have a

bigger fund balance than what we historically have had. When we got out of here with \$10.0, it was years when we had no money at all or very little money to spend. Now that we are looking at inflating a lot budgets and having a lot of ongoing costs, \$30.0 is really quite a reasonable number. The increased budget stabilization fund probably makes a little difference but that isn't easily accessible. The \$30.0 is there in case revenues don't keep up as projected. You can't run the checkbook right down to nothing.

**Senator Flakoll:** If we are looking to make this work and the option to restock the shelves, we could further amend this so that it could be from GF appropriations. There was a bill that the House passed a couple of days ago that has been passed in both chambers, and I'm not sure it's heading for conference committee or where we are at, that relates to new exploration on tribal lands and we could treat it such that the first \$700.0 that the state receives from that would pay back that \$700.0 GF appropriation.

**Chairman Kelsch:** Interesting thought.

**Senator Taylor:** That would be from the State's share of exploration.

**Senator Flakoll:** Yes, it would be the first \$700.0 that the state would receive from that new activity.

**Representative Monson:** What happens if there is no exploration and nothing happens; then we don't get any money. Would it be a contingency thing? If it doesn't happen we eat it.

**Senator Flakoll:** Yes. I gave you two options. That would be our backstop where it would be an option to repay that. Much like anything else we do, we don't know if a year from now there will be 40 wells pumping or 12 wells pumping. Many of our dollars are dependent upon oil activity and a whole host of other things that happen in the state. I think there are

opportunities that there will be some. I'm certainly fine with having just a direct appropriation and I think we should but if others want a backup on that, there's the option.

**Chairman Kelsch:** Any further thinking outside of the box?

**Representative Monson:** That's a place to look. I haven't done a lot of digging into options because it's been one of the smaller numbers of dollars. We could probably all do a little thinking and ask a few questions. I would certainly check into that as one option and see if we have some little pots of money around. This isn't a lot of money and I think we all want to make it happen. It's just a matter of doing it. Although \$700.0 doesn't sound like a lot of money, all of the conference committees that have been solved in the last couple of weeks have resulted in less than \$2.0 million in our goal to find the \$20.0 million that we were short just to get us back down to Governor's budget with "0" in the ending funding balance. Although this doesn't sound like much we have to find ways without doing it with GF money directly. We're running out of time.

**Chairman Kelsch:** We'll meet again tomorrow; we should come in with a plan and be ready to go.

**Adjourned.**

## 2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1395

House Appropriations Committee

Check here for Conference Committee

Hearing Date: April 18, 2007

Recorder Job Number: 6124

Committee Clerk Signature

*Holly N. Spord*

Minutes:

**Chm. RaeAnn Kelsch** called the Conference Committee on HB 1395 to order. All conferees were present including: Reps. Kelsch, Monson, Hanson and Sens. Freborg, Flakoll and Taylor.

**Sen. Flakoll:** I think we have four options to consider.

**Chm. Kelsch:** Walk through the most popular options.

**Sen. Flakoll:** Option 1: Send the bill out as it is. Option 2: Take the monies from the general fund but replenish it if there's money that comes from the new exploration on tribal lands. Third option: (Inaudible) . . . oil trust fund and replenishing it with the first \$700,000 of new exploration on tribal lands which would be the state's portion.

**Chm. Kelsch:** If I understand you correctly your first option is just let the bill go the way it is. The second option is to take the money out of the general fund and replenish the general fund with the state portion of the monies that would come from the tribal drilling. The third option is to take the money from the permanent oil trust fund and then replenish that with the monies from the tribal drilling. The first \$700,000 of the state's portion. Is that correct?

**Sen. Flakoll:** I believe so.

**Sen. Flakoll** distributed amendment .0403 (Attachment A).

**Chm. Kelsch:** How much money is in the Permanent Oil Tax Trust Fund right now?

**Sen. Taylor:** \$178 million as of April 12, 2007.

**Roxanne Woeste, Legislative Council:** Approximately \$189 million.

**Rep. Monson:** Why is it growing?

**Ms. Woeste:** The property tax relief reflected in the numbers as of April 12, 2007 was \$94.2 million. SB 2032 passed this morning at \$80 million so we pick up some money.

**Sen. Taylor:** The reservation development dollars in the future, do they not already go into the Permanent Oil Tax Trust Fund? Or do they go into general?

**Rep. Monson:** Rep. Charging is probably the best one to ask.

**Rep. Charging** approached the podium to explain.

**Rep. Charging:** As far as I know, it's treated just like anything else. There is oil revenue coming off the boundaries of the reservation today. I do believe it would come in and then the state and it's broken out into the oil trust fund, counties, cities, schools and (inaudible).

**Rep. Monson:** I kind of like this idea of these amendments if you want to move them I think I could support them.

Sidebar discussion.

**Chm. Kelsch:** We'll stand at ease for a couple of minutes.

**Sen. Taylor:** There is another amendment drawn up that does come just from the Permanent Oil Tax Trust Fund. It does not have the backstop that Sen. Flakoll's does where it would be replenished.

**Chm. Kelsch:** But there is currently drilling that's going on on the fee lands.

**Sen. Taylor:** Some of that is coming into the Permanent Oil Tax Trust Fund.

**Sen. Flakoll motioned to adopt amendment .0403 to HB 1395. Rep. Monson seconded the motion.**

**Sen. Freborg:** I believe that if it's going to have a chance in the Senate this is the best chance.

**The motion carried by a roll call vote of 6 ayes, 0 nays and 0 absent and not voting.**

**Chm. Kelsch:** Holly (clerk) you have that motion?

**Holly Sand, Committee Clerk:** The Senate Recedes from the Senate amendments.

**Chm. Kelsch:** She's got it.

**Chm. Kelsch** adjourned the Conference Committee on HB 1395.

70402.0403  
Title.

Prepared by the Legislative Council staff for  
Senator Flakoll  
April 18, 2007

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1395

That the Senate recede from its amendments as printed on page 1407 of the House Journal and pages 964 and 965 of the Senate Journal and that Reengrossed House Bill No. 1395 be amended as follows:

Page 1, line 1, after "colleges" insert "; to create and enact a new section to chapter 57-51.1 of the North Dakota Century Code, relating to the allocation of collections from reservation oil development; and to provide an appropriation"

Page 2, line 7, replace "GRANT ASSISTANCE - SOURCE. The state board of higher education" with "APPROPRIATION. There is appropriated out of any moneys in the permanent oil tax trust fund in the state treasury, not otherwise appropriated, the sum of"

Page 2, line 8, remove "shall use" and replace "from the student financial" with "to the state board of higher education"

Page 2, remove line 9

Page 2, line 10, remove "legislative assembly,"

Page 2, after line 13, insert:

"SECTION 7. A new section to chapter 57-51.1 of the North Dakota Century Code is created and enacted as follows:

Separate allocation of state share of collections from reservation development. Notwithstanding any other provision of law, the state treasurer shall transfer to the permanent oil tax trust fund the first seven hundred thousand dollars of the state's share of tax revenues under this chapter from oil produced from wells within the exterior boundaries of the Fort Berthold Reservation drilled and completed after June 30, 2007."

Renumber accordingly

REPORT OF CONFERENCE COMMITTEE  
(ACCEDE/RECEDE)

Bill Number 1395 (, as (re)engrossed);

Date: 4/18/07

Your Conference Committee House Appropriations

For the Senate:

For the House:

	YES / NO		YES / NO	
P P P	Sen. Treborg	✓	Rep. Kelsch	✓
	Sen. Flakoll	✓	Rep. Monson	✓
	Sen. Taylor	✓	Rep. Hanson	✓

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) 1407 --

and place \_\_\_\_\_ on the Seventh order.

(adopt) (further) amendments as follows, and place 1395 on the Seventh order:

\_\_\_\_\_, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

(Re)Engrossed HB 1395 was placed on the Seventh order of business on the calendar.

DATE: 4/18/07

CARRIER: Rip Kelsch

LC NO.	of amendment	<u>0403</u>
LC NO.	of engrossment	
Emergency clause added or deleted		
Statement of purpose of amendment		

MOTION MADE BY: Flakoll

SECONDED BY: Monson

VOTE COUNT 6 YES 0 NO 0 ABSENT

**REPORT OF CONFERENCE COMMITTEE**

**HB 1395, as reengrossed:** Your conference committee (Sens. Freborg, Flakoll, Taylor and Reps. R. Kelsch, Monson, Hanson) recommends that the **SENATE RECEDE** from the Senate amendments on HJ page 1407, adopt amendments as follows, and place HB 1395 on the Seventh order:

That the Senate recede from its amendments as printed on page 1407 of the House Journal and pages 964 and 965 of the Senate Journal and that Reengrossed House Bill No. 1395 be amended as follows:

Page 1, line 1, after "colleges" insert "; to create and enact a new section to chapter 57-51.1 of the North Dakota Century Code, relating to the allocation of collections from reservation oil development; and to provide an appropriation"

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Renumber accordingly

Reengrossed HB 1395 was placed on the Seventh order of business on the calendar.

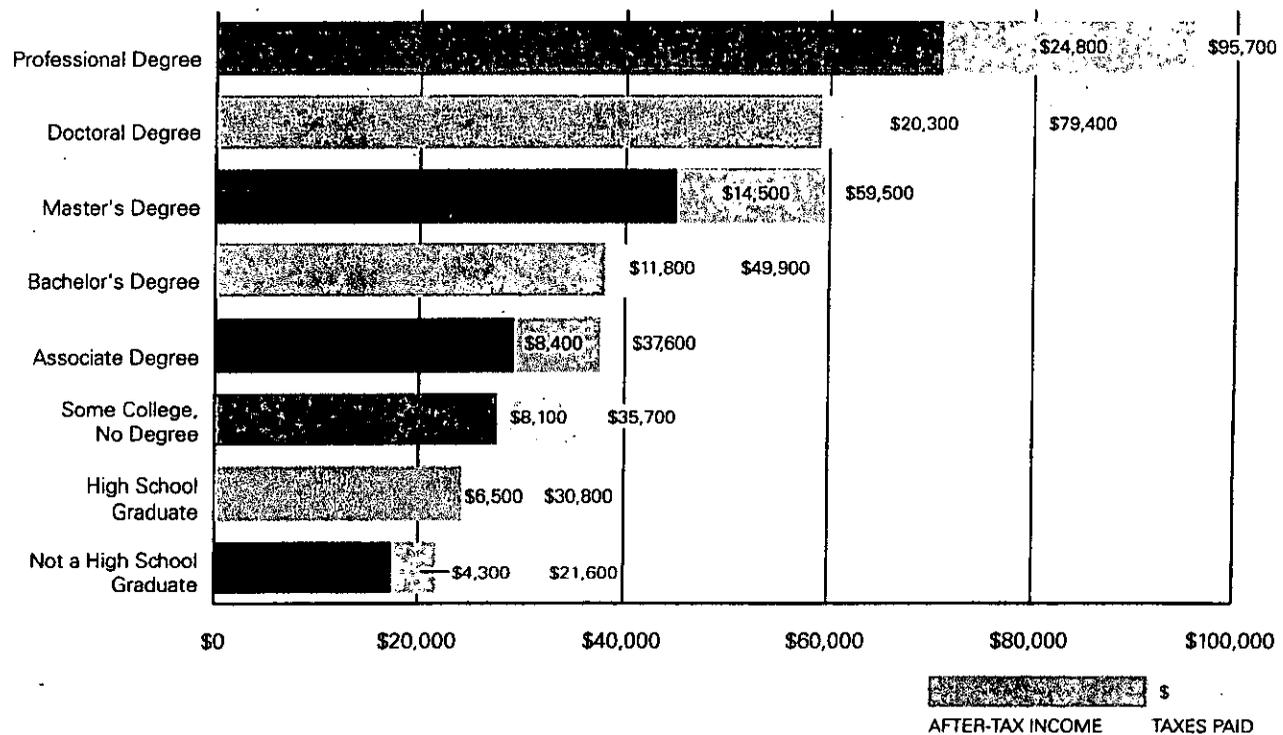
2007 TESTIMONY

HB 1395

*Sen. Blakell  
HB 1395  
23 Jan 07*

# Private and Public Incomes

**Figure 1: Median Earnings and Tax Payments by Level of Education, 2003**



**Note:** Includes full-time year-round workers age 25 and older.

**Sources:** U.S. Census Bureau, 2004a, PINC-03; Internal Revenue Service, 2004, Table 3; McIntyre, et al., 2003; calculations by the authors.

The bars in this graph show median earnings at each level of education. The light-colored segments at the end of the bars represent the average federal, state, and local taxes paid at these income levels. The dark-colored segments show after-tax income.

The higher earnings of individuals with higher levels of education are shared with society through the payment of taxes.

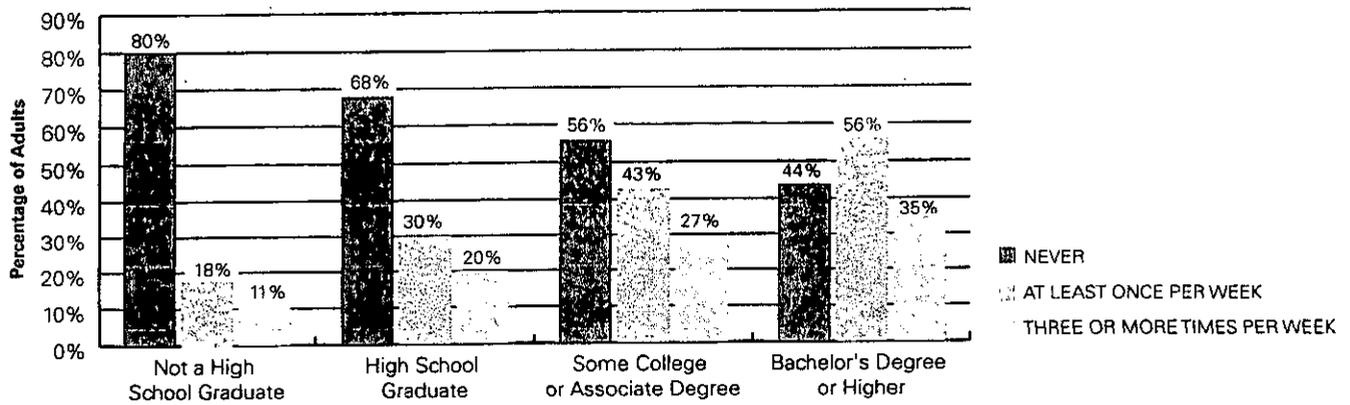
- In 2003, the typical full-time year-round worker in the United States with a four-year college degree earned \$49,900, 62 percent more than the \$30,800 earned by the typical full-time year-round worker with only a high school diploma.
- Those with master's degrees earned almost twice as much, and those with professional degrees earned over three times as much per year as high school graduates.
- The typical college graduate working full-time year-round paid over 100 percent more in federal income taxes and about 82 percent more in total federal, state, and local taxes than the typical high school graduate.
- Those who earned professional degrees paid over \$18,000 a year more in total taxes than high school graduates.

*[Handwritten signature]*

**Also important:**

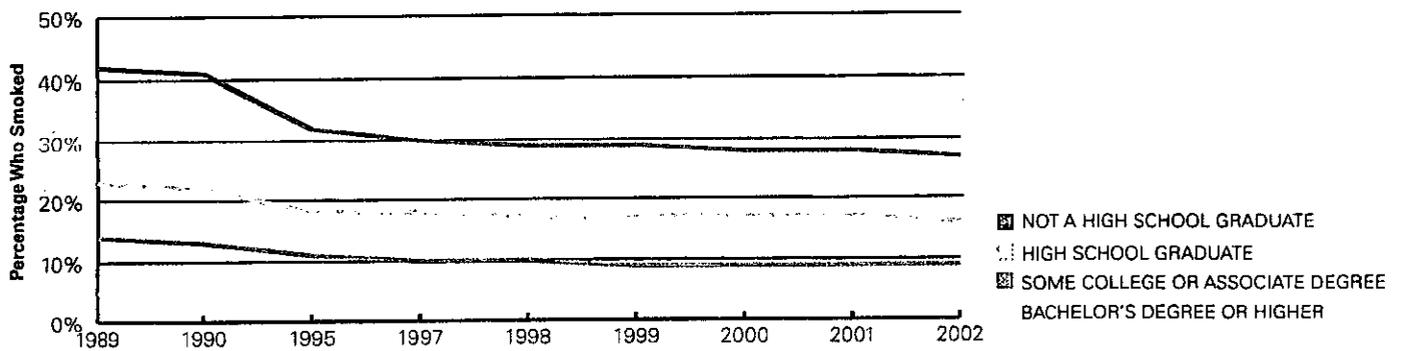
- All of the differences in earnings reported here may not be attributable to level of education. Education credentials are correlated with a variety of other factors including, for example, parents' socioeconomic status and some personal characteristics.
- While the average high school graduate might not increase his or her earnings to the level of the average college graduate simply by earning a bachelor's degree, careful research on the subject suggests that the figures cited here do not measurably overstate the financial return of higher education. (Ashenfelter et al., 1999; Card, 1999; Deschenes, 2001)

**Figure 5a:** Percentage of Adults Over Age 25 Reporting Vigorous Physical Activity by Education Level, 2003



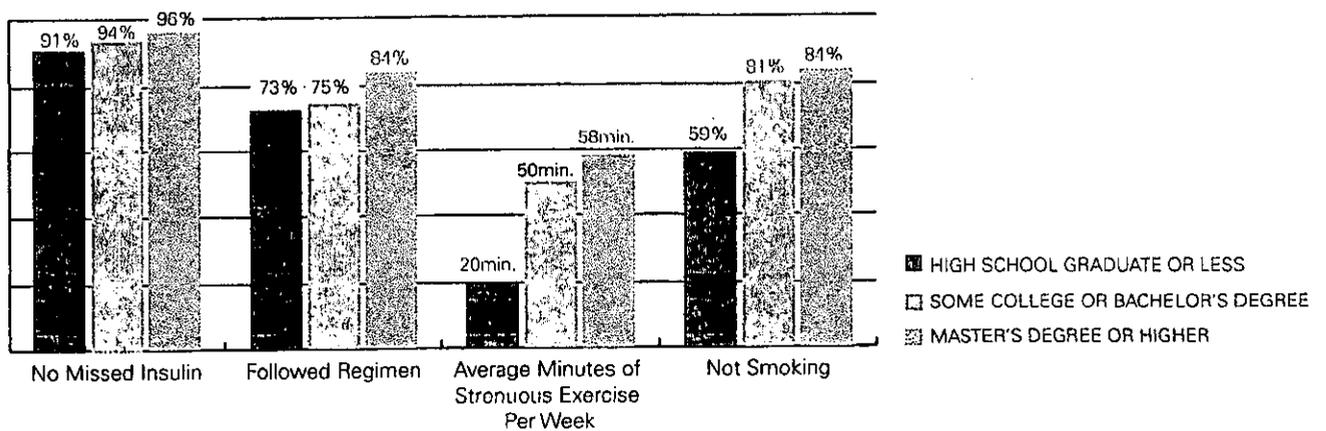
Source: Centers for Disease Control (CDC), 2005.

**Figure 5b:** Percentage of Mothers Age 20 and Older Who Smoked During Pregnancy, 1989–2002



Source: CDC, 2004a.

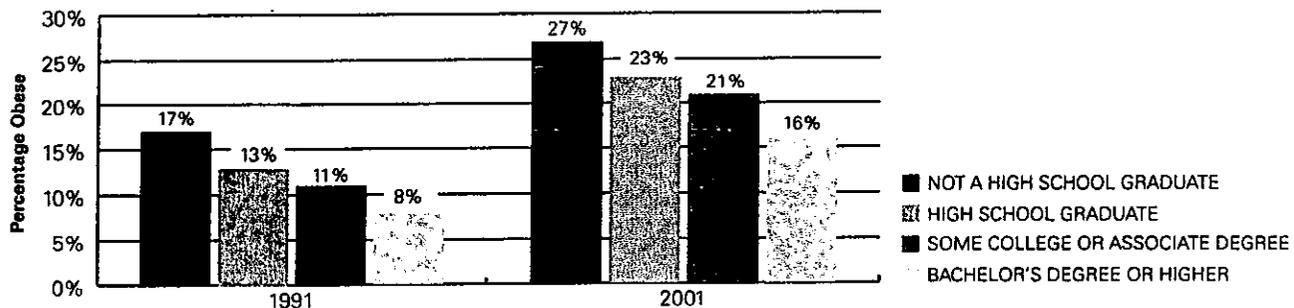
**Figure 5c:** Treatment Adherence of Type 1 Diabetes Patients by Education Level



Source: Goldman and Smith, 2002.

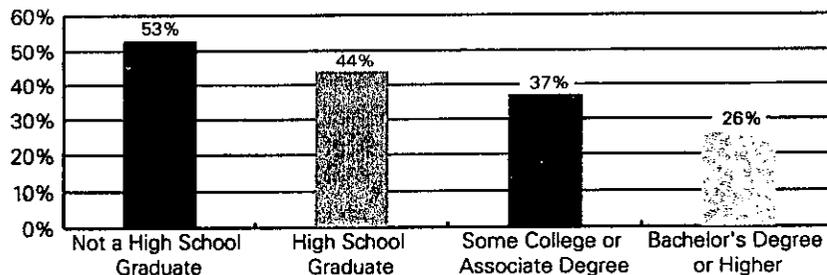
# Health

**Figure 5d:** Obesity in Adults Age 20 and Older in the United States by Education Level, 1991 and 2001



Source: CDC, 2001, Table 5.

**Figure 5e:** Multiple Risk Factors for Heart Disease: Percentage with Two or More High-Risk Factors by Education Level, 2003



Note: Adults with two or more of the following: high blood pressure, high cholesterol, diabetes, obesity, current smoking, or physical inactivity.

Source: CDC, 2004b.

College graduates are more likely than other adults to engage in healthy behaviors and to enjoy good health.

- While 35 percent of four-year college graduates and 27 percent of individuals with some college exercise at least three times a week, only 20 percent of high school graduates and 11 percent of those without a high school diploma are so physically active. Among those with a bachelor's degree, 44 percent report that they never exercise, compared to 68 percent of high school graduates.
- Among new mothers in 2002, 16 percent of high school graduates, 9 percent of those with some college, and 2 percent of college graduates smoked during pregnancy. According to the Centers for Disease Control and Prevention, smoking-attributable neonatal expenditures average about \$850 (in 2004 dollars) per maternal smoker. (CDC, 2004c)
- Studies of diabetes patients reveal that controlling for other characteristics, individuals who have attended college are significantly more likely than those who have not to follow prescribed treatments. (CDC, 2004b)
- Obesity became more common at all levels of education during the 1990s. In 2001, 23 percent of high school graduates were obese, compared to 16 percent of four-year college graduates.
- After controlling for age, multiple risk factors for heart disease and stroke are much less prevalent among individuals with a college education than among others. Twenty-six percent of four-year college graduates, 37 percent of those with some college, 44 percent of high school graduates, and 53 percent of those without a high school diploma have at least two of the risk factors of high blood pressure, high cholesterol, diabetes, obesity, current smoking, and physical inactivity. (CDC, 2004b)

### Also important:

- Statistical analysis reveals that higher levels of education have a significant impact on the health of American adults even after controlling for differences in income, wealth, and race/ethnicity. Differences in access to health care explain only a fraction of the differences in health status by education level. (Smith, 2005; Ross and Wu, 1996)
- Numerous studies investigating the relationship between education and health support the idea that the skills, attitudes, and patterns of thought fostered by education lead to more responsible health-related behaviors. (Mirowsky and Ross, 2003)
- Despite the independent role of education in improving measures of health, both income and racial/ethnic differences lead to significant differences among those with similar levels of education.

HB 1395  
23 Jan 07

TESTIMONY HB 1395

HOUSE EDUCATION COMMITTEE  
REPRESENTATIVE KELSCH, CHAIRPERSON

Good Morning Madame Chair and members of the House Education Committee. I am Representative Merle Boucher D-9. District Nine is the home of the Turtle Mountain Band of Chippewa and Turtle Mountain Community College.

I am here to testify in favor of HB 1395.

House Bill 1395 acknowledges the education services and associated costs that our Tribal College provides to non-beneficiary students. A non-beneficiary student can be defined as a non-Indian and/or a non-enrolled Indian.

Tribal Community Colleges receive federal financial support on a per pupil basis for tribally enrolled Native American Students. The colleges receive no federal support for non-Indian and for Indian's who do not claim tribal enrollment.

The only financial compensation that Tribal Colleges receive from non-beneficiary students would be from tuition and fees. In many situations all or part of these payments are waived.

The intent of HB 1395 is very basic and straight forward. The bill provides for a payment to the colleges, as a partial offset for the costs that the school has incurred to provide education services to non-beneficiary students.

HB 1395 is a statement of "good faith". It's a commitment from the state legislature compensating the Tribal Colleges for services that they have provided to North Dakota citizens and state government.

I respectfully ask that you deliberate very carefully the bill that you have before you today, and that you act favorable on HB1395.

Thank you for your respectful consideration.

Respectfully submitted:

Representative Merle Boucher, Minority leader  
North Dakota House of Representatives

2-1

HB1395  
23 Jan 07

## Testimony to House Education Committee on HB1395

by Chancellor Eddie Dunn  
North Dakota University System

January 23, 2007

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Chairman Kelsch and members of the House Education Committee. For the record, I am Eddie Dunn, Chancellor of the North Dakota University System.

I am pleased to report the State Board of Higher Education has taken a position in support of HB1395. This action is in recognition of the fact that the single most important factor that will determine the success of North Dakota will be its human capital – people with the knowledge and skills required to fill positions in the knowledge-based technology-driven economy we are experiencing today. Second, and equally as important is the fact that the primary vehicle for attracting and developing the human capital needed to create a brighter future for North Dakota is its education system – particularly higher education. The Tribal Colleges, along with the 11 colleges and universities within the North Dakota University System play a critical role in providing educational opportunities and thereby developing this critical asset for the state.

I do need to mention that the SBHE has established a set of priorities for the 2007 Legislative Session. The highest of those priorities is achieving sufficient base funding to support the core function of the NDUS colleges and universities. The University System, in collaboration with the 17 private sector members of the Roundtable on Higher Education, have defined "sufficient funding" as a minimum of 21 percent of state general funds, or an additional \$63 million for the 2007-09 Biennium. This means the SBHE is supportive of the funding to the Tribal Colleges provided for in HB1395 with the qualification that such funding is not to be included in the \$63 million in additional base funding requested in HB1003, the appropriations bill for the University System.

I am also pleased to report that the state and the NDUS currently provide substantial support to students attending tribal colleges as well as Native American students attending NDUS campuses. The State of ND provides \$380,626 (proposed 07-09 budget) for merit and need-based aid to Native American students. The state also provides almost \$6.0 million in needs-based financial aid for students attending higher education institutions in North Dakota, including those attending Tribal Colleges. Lastly, the NDUS provides almost \$1.0 million in tuition waivers to Native American students attending NDUS campuses.

In addition, all Tribal Colleges in the state participate in the State Board of Higher Education General Education Requirements Transfer Agreement and the Common Course Numbering System. These colleges have also been invited and are

participating in statewide articulation agreements. This means students can move freely among tribal colleges and system institutions. Even with an eleven institution delivery system, the NDUS is not well positioned to serve all geographic areas of the state. The five tribal colleges contribute greatly to geographic access to higher education in North Dakota.

Thank you for the opportunity to provide comments. I will be happy to answer any questions.

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North Dakota State Legislature  
60<sup>th</sup> Legislative Assembly

House of Representatives  
Education Committee

Hearing on Bill 1395

January 23, 2007

Testimony of Dr. Jim L. Davis  
President, Turtle Mountain Community College

Good morning to you all. Greetings from the people of the Turtle Mountain Band of Chippewa Indians.

Chairwoman Raeann Kelsch and Committee members, thank you very much for giving me this great opportunity to come before you this morning to testify on behalf of the Turtle Mountain Community College and in support of House Bill 1395, a bill for an Act to provide financial assistance to tribally controlled community colleges, and to provide an appropriation.

Today, I come to you to address an issue that Tribal Colleges have been faced with for some twenty years, and that is the issue of funding students at North Dakota's Tribal Colleges who are identified as non-beneficiary students. Non-beneficiary students are those students enrolled at a Tribal College but are not members of a federally-recognized Indian tribe. I am very much in favor of having the State of North Dakota provide financial assistance to non-beneficiary students who attend Turtle Mountain Community College.

Turtle Mountain Community College is a tribally-controlled public institution with annual appropriations made available by the Bureau of Indian Affairs, U.S. Department of the Interior, under the Tribally Controlled Community College and University Assistance Act. By federal law, non-beneficiary students are not entitled to any funding under this Act.

The disparity we face with the non-funding for the non-beneficiary student is that our federally-recognized Indian students for this year will receive approximately \$5000.00 per full time student while no funding will be available for the non-beneficiary student. The majority of the students who attend Turtle Mountain Community College are federally recognized tribal members, with the majority of these students being enrolled members of the Turtle Mountain Band of Chippewa. The non-beneficiary students mentioned earlier are referred to as non-beneficiary for at least two reasons: (1) The Turtle Mountain Community College receives no funding for them from the Bureau of

Page 2 of 2:

Indian Affairs due to their non-Indian status, and (2) the State of North Dakota has not provided any financial resources to the College for these students.

For well over twenty years, non-beneficiary students have been attending Turtle Mountain Community College at a cost to our college and at no cost to the State of North Dakota. I believe that the State of North Dakota has an obligation to contribute to some of the cost of educating non-beneficiary students attending our college. The annual percentage of non-beneficiary students attending the Turtle Mountain Community College over the past 3.5 years has averaged eleven percent of our total student enrollment. The numbers and percentages of students enrolled at our college since the 2003-2004 academic year is presented in Attachment A.

Non-beneficiary students view Turtle Mountain Community College as affordable, accessible, convenient, friendly, small student-to-faculty ratio, and students realize we offer quality programs. While we primarily offer two-year programs, we also offer two four-year programs. One is the elementary education degree program, and the other is the secondary science teacher education program. The College is fully accredited with the North Central Association of Colleges and Schools, and all courses and programs meet or exceed state standards. We have articulation agreements with the University of North Dakota, North Dakota State University, Minot State University, Dickinson State University, and Bismarck State College. These agreements are intended to collaborate with each other in terms of transferability of courses, credits, and programs to the respective institutions.

The College has the lowest tuition rate of any college or university in North Dakota. Students attending Turtle Mountain Community College pay \$1000 per semester in tuition as a full time student which is a minimum of 12 credit hours. It does not cost the student any more than the \$1000 per semester regardless of how many credits they take beyond the 12 credit hours. It's a bargain!

We value the diversity that non-beneficiary students bring to our campus. It is good for both the federally-recognized Indian students and for the non-beneficiary students. We have an open enrollment policy at our college; we do not refuse anyone from attending.

The approximate \$2000 per student per year we could receive from the passage of this legislation means a great deal to the Turtle Mountain Community College. These funds could and should be used for supporting and expanding our tutoring services to students that would help to increase our retention rate and therefore increase our graduation rates. In addition, our technology capabilities can be updated and improved in order to better support the needs of students.

I strongly recommend to this committee a "do pass" for House Bill 1395, a decision that would help the non-beneficiary students with some of the college expenses in achieving greater prosperity and success for themselves and their families. Thank you.

Attachment A

**Turtle Mountain Community College  
Student Enrollment**

	2003-04	2004-05	2005-06	2006-07 Fall
* Total Enrollment Including Non-Beneficiary	1378	1288	1198	788
Total Enrollment of Non-Beneficiary Students	139	119	154	48
% of Total Enrollment of Non-Beneficiary Students	9.9%	10.8%	7.8%	16.4%
# of Students Enrolled Full-Time Non-Beneficiary	56	46	42	12
# of Students Enrolled Part-Time Non-Beneficiary	83	73	112	36
# of Students Receiving Financial Assistance Non-Beneficiary Only	47	15	33	9
# of Students Receiving Financial Assistance Including Non-Beneficiary	568	601	512	522

\* Includes Full-Time and Part-Time Students.

**IN-FORUM**

**Forum Editorial: N.D. tribal colleges earn help**  
*The Forum - 01/21/2007*

The North Dakota Legislature's House Education Committee should give a do-pass recommendation to a bill that would provide state funds a specific category of students at the state's tribal colleges.

On Tuesday representatives for the five schools will make the pitch for funds to help educate approximately 175 students who are classified as "non-beneficiary" students. They don't receive the federal per-student funding other tribal college students get because they are either not enrolled tribal members or not American Indians. The colleges are open to all students, Indian and non-Indian, but receive no public support for the non-beneficiary students.

That's counterproductive, not only for the tribal campuses but also for the long-term educational future of North Dakota. More students, some of whom choose not to go to school if they can't go to a nearby tribal college, would receive the start of a college education if the state funding were available. Furthermore, some of those students might go to other public colleges and actually cost the state more than if they were supported on the tribal campuses.

Let's be clear: Tribal colleges are public colleges. They are not part of the state University System but there is no doubt they perform a vital higher education service for North Dakotans. The federal funding they receive hardly covers the cost of educating their enrolled students. But they still do a good job and more than 90 percent of graduates stay in North Dakota either to work or go on to one of the state's four-year universities.

Most of the tribal schools are in remote reservation locations, so they afford potential students who live in those areas educational opportunities they might not otherwise have.

The legislation, House Bill 1396, has impressive bipartisan support, including Rep. Jim Kasper, R-Fargo, Sen. Rich Wardner, R-Dickinson, and Sen. Tim Flakoll, R-Fargo. Flakoll is vice chairman of the Senate Education Committee.

Tribal colleges will be making their fifth run at the funding at Tuesday's hearing. Their cause is sound. It's about extending educational opportunities to more North Dakotans - this time at public tribal colleges operated by local tribal governments. The two-year cost would be about \$700,000 - a wise investment in North Dakota higher education.

Forum editorials represent the opinion of Forum management and the newspaper's Editorial Board.

*Distributed by  
Jim Davis  
HB 1395  
23 Jan 05*

# NORTH DAKOTA ASSOCIATION OF TRIBAL COLLEGES

North Dakota State Legislature  
60th Legislative Assembly

House of Representatives  
Education Committee

Hearing on HB 1395

January 23, 2007

Testimony of North Dakota Association of Tribal Colleges  
Board Chairman Dr. Jim Davis  
President, Turtle Mountain Community College

Madam Chairman and members of the House Education Committee: This testimony is provided on behalf of the North Dakota Association of Tribal Colleges in support of HB 1395, and in support of certain technical amendments to the bill which are attached to this testimony. The North Dakota Association of Tribal Colleges, along with their location and tribal affiliation, includes the Fort Berthold Community College (New Town – Three Affiliated Tribes); Sitting Bull College (Ft. Yates – Standing Rock Sioux Tribe); Cankdeska Cikana Community College (Ft. Totten, Spirit Lake Tribe); Turtle Mountain Community College (Belcourt, Turtle Mountain Band of Chippewa) and United Tribes Technical College (Bismarck, operated by the five federally recognized Indian tribes in North Dakota).

HB 1395, as amended, would provide an appropriation of \$700,000 over a two-year period to provide grants to the five Tribally controlled colleges in North Dakota to help defray the costs of educating nonbeneficiary students at these institutions. "Nonbeneficiary students" are defined in Section 1 as "a student who is enrolled in a tribally controlled community college but is not an enrolled member of a federally recognized Indian tribe".

Under Sections 3 and 4 of HB 1395, the grants provided to the Tribal colleges would be administered by the North Dakota board of higher education. We do not believe the cost of administration of this grant program to be significant. Grants are formula driven based on the total number of nonbeneficiary students attending the Tribal colleges, as certified to the board of higher education.

The grant amount per student stated in Section 4 is based on the amount per student received by the Tribal colleges under the Tribally Controlled College or University Assistance Act of 1978 (TCCUAA)<sup>1</sup>. Also in Section 4, Page 2 of the bill, if appropriations are not sufficient to cover the authorized grant amount per student, the amount per student received by the Tribal colleges is prorated each year. Under Section 6, only half of the appropriations can be used in one year.

We also want to explain the proposed amendments. The first three proposed amendments to HB 1395, amending Sections 1, 2 and 3, are necessary to ensure that all of the Tribal colleges in

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<sup>1</sup> This Act was originally called the Tribally Controlled Community College Assistance Act of 1978 (TCCCAA), and is cited this way in HB 1395. The proposed amendments delete any reference to the TCCCAA.

North Dakota are eligible to receive grants, including United Tribes Technical College, the only Tribal college in the United States that is operated by more than one tribe. It is our understanding that Representative Kasper intended that the bill be inclusive of all the North Dakota Tribal colleges.

The fourth amendment, relating to Section 5 of HB 1395, clarifies the documentation that each North Dakota Tribal college receiving a grant must provide to the board of higher education each year. If the amendment is adopted, Section 5 would require each Tribal college to provide an explanation of how the funds received have been spent, along with the annual audit of the college. Otherwise, that section would stay the same.

The reasons for seeking funding are many. A brief explanation is provided below.

The Tribal colleges in North Dakota began more than 30 years ago in response to a fundamental need for higher education near the concentrations of populations of tribal and state citizens on the state's Indian reservations. All of the Tribal colleges in North Dakota are fully accredited colleges, offering two year associate degrees, and two have developed four year programs in certain disciplines. Approximately 2,600 students attend the Tribal colleges, and of those, approximately 7%, or 180 students, are nonbeneficiary students.

The Tribal colleges are funded by the Federal government through annual appropriations under the TCCUAA, except that United Tribes Technical College receives funds directly from the Bureau of Indian Affairs for its core operations. The TCCUAA only provides funds for enrolled members of federally recognized Indian tribes. The TCCUAA provided approximately \$4,600 per Indian student in the current fiscal year.

Tuition is reasonable at the Tribal colleges, so as to allow more students to attend. The tuition charged does not begin to cover the cost of education. Nonbeneficiary students pay the same tuition as Tribal citizens. The state of North Dakota currently does not contribute in any way to the cost to the Tribal colleges of educating their students. The North Dakota Association of Tribal Colleges has estimated that the total cost to the five North Dakota Tribal colleges of educating nonbeneficiary students is approximately \$780,000 per year, or \$1.56 million per biennium. HB 1395 does not request the full cost of educating nonbeneficiary students at the Tribal colleges.

The Tribal colleges generally admit all qualified students who apply, Indian or non-Indian. Essentially, they serve geographically isolated populations that have no other means of accessing education beyond the high school level, including both the reservation and surrounding areas. Tribal colleges are unique institutions that combine personal attention with cultural relevance so as to encourage American Indians to acquire education past high school.

Many North Dakota Tribal college graduates go on to North Dakota public four year institutions. Approximately 90 to 95% of all North Dakota Tribal college graduates stay in the state, a much higher retention rate than for those who graduate from State institutions.

Tribal college graduates make an average of more than 50% of those who do not attend institutions of higher learning. The return on the investment in Tribal college graduates is significant. For example, a recent (2005) study at United Tribes Technical College shows a 20-1 return on investment as measured by the cost of education divided into the lifetime earnings of a graduate that exceed what the graduate would have earned without a college degree.

We believe an investment in nonbeneficiary students at North Dakota Tribal colleges is a good investment for the future of the state of North Dakota. For the reasons stated above, the North Dakota Association of Tribal Colleges and the Presidents of the North Dakota Tribal colleges urge this committee to give a DO PASS recommendation on HB 1395, and further, to support an appropriation of the funding required to make HB 1395 useful for the Tribal colleges.

Proposed Amendments to HB 1395:

On Page 1, Section 1, lines 8-11, substitute for the definition contained in those lines the following definition:

3. "Tribally controlled community college" means an institution of higher education in this state which is formally controlled or has been formally sanctioned or chartered by the governing bed Indian tribe or by any combination of any federally recognized Indian tribes.

On page 1, Section 2, lines 13-15, after the word "for" in line 13, insert the following:

"nonbeneficiary", and strike the remainder of the Section to the period. The section would therefore read as follows:

**SECTION 2. Institutions eligible for grant assistance.** Any tribally controlled community college located in this state is eligible to receive supplemental grant assistance for nonbeneficiary students ~~who do not qualify for federal assistance under the provisions of the Tribally Controlled Community College Assistance Act of 1978.~~

On page 1, Section 3, lines 18-19: After the word "students", strike the remainder of the sentence through the period on line 19. The Section would read as follows:

**SECTION 3. Grant authorization.** The state board of higher education shall make grants to tribally controlled community colleges to defray the costs of education associated with enrollment of nonbeneficiary students ~~for whom federal subsidies are unavailable under the Tribally Controlled Community College Assistance Act of 1978.~~ Grants made pursuant to this section must go directly to the recipient institutions.

On Page 2, Section 5, line 6, after the words "of the" insert the following words:

"expenditures of the grant funds received by the institution under this Act and a copy of the institution's latest audit report"

On Page 2, line 6, delete the words:

~~"institution's operating and maintenance expenses"~~

Section 5, after these amendments, would read as follows:

**SECTION 5. Reporting by recipient institutions.** Each institution receiving a grant under this Act shall annually provide to the state board of higher education an accurate and detailed account of the expenditures of the grant funds received by the institution under this Act and a copy of the institution's latest audit report ~~institution's operating and maintenance expenses~~ and documentation of the enrollment status and ethnic status of each student on whose account financial assistance under this Act is sought.

The purpose of these amendments is to:

- 1) In Section 1, to change the definition of tribally controlled community college to allow United Tribes Technical College to receive funds under this Act; and
- 2) In Sections 2 and 3, to make it clear that it is "nonbeneficiary students" that allow the tribally controlled community college to receive grant funds, without any qualification based on the Tribally Controlled Community College Act. This allows United Tribes Technical College to benefit from the grant funds.
- 3) In Section 5, to provide relevant and standard information regarding the grants for each Tribal college. The terms "operating and maintenance expenses" are not necessarily relevant to how the Tribal College will expend funds received from the grants under the Act. Rather, as in any other grant received by the College, the grant report should indicate how the funds received from the state have been spent. The audit report provides a commonly accepted framework for understanding the finances of each Tribal College receiving funds under the Act.

January 15, 2006

## Indian Schools Deserve Funds

North Dakota's tribal colleges and universities are the stepchildren of education.

Often ignored, they have been left to fend for themselves. Through federal funding and donations they have been able to grow, filling an important role in the education of American Indians.

The five schools in the state are Sitting Bull College, Fort Yates; United Tribes Technical College, Bismarck; Fort Berthold Community College, New Town; Turtle Mountain Community College, Belcourt; and Cankdeska Cikana Community College, Fort Totten.

While the focus of the schools remains the education of Indians, they also serve others. Students also are non-enrolled Indians and are non-Indians from the surrounding communities. They are called non-beneficiary students because the colleges don't receive federal funding for them.

But the colleges welcome them. They provide diversity for the campuses. And the education they receive make them more valuable members of their communities.

At the moment there are 175 non-beneficiary students attending the five colleges. According to the colleges, last year they received about \$5,000 per Indian student from the federal government.

The colleges would like the state to provide them help in educating the non-beneficiary students. They are asking, through House Bill 1395, for \$700,000 over the next two years to help defray the costs of the non-beneficiary students.

This isn't the first time the Legislature has been asked to help. But in the past, the requests were rejected.

The colleges argue the bill isn't a precedent-setter. Since the non-beneficiary students aren't covered by federal funding, the schools absorb the costs of educating them.

If these students were attending other state schools, those schools would be covering the costs. The costs involve the number of staff and supplies needed by the schools.

Some argue the state shouldn't get involved in Indian schools. That they are separate, like Jamestown College and the University of Mary.

However, the Indian schools don't fit the same mold.

While they receive federal funding, there are strings attached. One of the strings says non-beneficiary students aren't covered.

And the funding they receive isn't automatic.

Every year, UTTC goes through a dance with the Bush administration to get funds included in the budget for the school.

That dance is going on right now.

It's unsettling for a school to never know how much, if any, money it will receive each year.

HB1395 would provide a little reassurance to the five schools providing an education for their communities. An education that hopefully should help lift the areas out of the economic doldrums.

The bill will be heard at 10 a.m. Tuesday in the Pioneer Room by the House Education Committee.

Lawmakers should give it serious consideration and a do-pass recommendation.

## OUR OPINION:

### *North Dakota Should Support Tribal Colleges*

*Tribal colleges need the state's help –  
And have earned it by building up a decades-long record of steady success*

*By Tom Dennis for the Herald*

He was “never considered a friend of Indian causes,” a 2002 story in the Tribal College Journal recalled.

But something happened to the chairman of the House Interior Committee, Congressman Wayne Aspinall, D-Colo., that day in 1970 on the occasion of the groundbreaking for America's first tribal college: Navajo Community College in Tsaille, Ariz.

“At the groundbreaking, Aspinall and several others held onto the gish, the traditional digging stick,” the story reported.

“The day was hot; the congressman was elderly; and Aspinall was stooped over, his hands below the others on the gish.

“At the end, he released the stick and slowly stood up. . . . ‘I have been to mosques,’ he said. ‘I have been to synagogues. I have been to churches all over the world.

“‘But I felt God when I felt that stick. You will get your college,’” the congressman declared.

Now, maybe Aspinall really did feel God's presence and maybe he didn't. But it's a good bet he felt some kind of positive energy that day, judging by tribal colleges' successes since then.

Like casinos, tribal colleges have grown tremendously since the 1970s and now play a key role in reservation life. Unlike casinos, tribal colleges have managed this growth without scandal or controversy.

Just the opposite: Tribal colleges now stand as one of the most respected institutions in Indian Country, “under funded miracles,” in the words of one college president.

This week, North Dakota will be asked to support the tribal colleges in the state by helping to pay for their students who aren't enrolled tribal members. The request is reasonable, the amount involved is modest, and the cause is an unabashed good one. North Dakota lawmakers should grant the tribal colleges' request.

“Out of about 2,600 students attending the state's five tribal colleges, about 175 are not enrolled tribe members,” Herald staff writer Joseph Marks reported last week.

“A bill introduced in the House Education Committee would grant the tribal colleges \$700,000 to help educate those students at about \$2,000 apiece each year.”

Two thousand dollars is less than half of the per-student amount that North Dakota gives its state higher-education institutions. The sum is a bargain - as is tuition at the tribal colleges, which averages about \$1,000 a semester and makes the schools the most affordable in the state.

Affordable - yet successful, too, even considering the college's shoestring budgets. “A 1997 survey of graduates from Stone Child College on the Rocky Boy reservation in Montana found that 15 percent of graduates were unemployed, compared with an overall unemployment rate of 72 percent on the

reservation,” reports the March 2006 issue of Fedgazette, the newsletter of the Federal Reserve Bank of Minneapolis.

“A similar study of Turtle Mountain Community College (N.D.) found an unemployment rate of 13 percent for graduates, less than a third of that reservation’s 45 percent unemployment rate.”

As a report by the Institute for Higher Education Policy and the American Indian Higher Education Consortium concluded in 2000, “tribal colleges are vital components of the process of building a foundation for future growth on Indian reservations and are strongly contributing to the economies of this nation’s most disadvantaged areas.”

Montana Gov. Brian Schweitzer agrees. “We will invest in tribal colleges,” he said while delivering the commencement speech at a tribal college in Montana in 2005. And Montana did, too: The state passed a bill similar to the one North Dakota lawmakers now are considering.

North Dakota should join Montana in supporting tribal colleges - standout success stories in places that need and appreciate them.

January 19, 2006

## N.D. LEGISLATURE: Tribal Colleges Ask State For Help With Non-Native Students

By Joseph Marks, Herald Staff Writer

Presidents of North Dakota's tribal colleges are asking the state Legislature to help pay the cost of educating students who aren't enrolled tribe members.

Out of about 2,600 students attending the state's five tribal colleges, about 175 are not enrolled tribe members, tribal college presidents said. A bill introduced in the House Education Committee would grant the tribal colleges \$700,000 to help educate those students at about \$2,000 a piece each year.

Many non-enrolled tribal college students are American Indians who don't meet enrollment requirements or non-Indians who are married to tribe members, said Laurel Vermillion, president of Sitting Bull College on the Standing Rock Sioux Reservation. Other non-enrolled students are local farmers, ranchers and other community members who want to attend college but have strong ties to the area, Vermillion said.

Enrolled and non-enrolled members alike pay about \$100 a credit to attend, Vermillion said.

"They're members of our community, so they can come to our college," said Cynthia Lindquist Mala, president of Cankdeska Cikana Community College on the Spirit Lake Sioux Reservation. "We don't discriminate."

### Call it a Bargain

The vast majority of tribal college funding comes from the federal government through the 1978 Tribally Controlled Community College Assistance Act. Through that legislation, the nation's 34 tribal colleges receive between \$4,500 and \$5,000 per student each year, Mala said.

The problem, she said, is those funds are only distributed for students who are enrolled tribe members. Mala and other tribal college presidents argue the state would be funding those students' education at a higher rate than \$2,000 if they were attending schools in the North Dakota University System.

The state's higher education appropriation for 2005 through 2007 equaled about \$4,500 per student per year, excluding the cost of major building projects, said university system Vice Chancellor Laura Glatt.

Tribal colleges have asked the Legislature for help with non-Indian student costs several times during the past 20 years, college presidents said, most recently in 1999. Sen. Ray Holmberg, R-Grand Forks, said legislators' principal objection to the bill in 1999 was that the state is not constitutionally required to fund tribal colleges.

He said legislators felt they had a greater obligation to channel money to students attending the state's 11 public colleges and universities.

*"Education is a key foundation to helping people achieve their potential... a lot of these people would not go to college if they didn't go to a tribal college first."*

—Rep. Jim Kasper, R-Fargo

Rep. Jim Kasper, R-Fargo, is sponsoring the tribal college funding bill. He said the funding would have a positive impact on young people and would be a good use of some of the state's projected \$527 million surplus.

"Education is a key foundation to helping people achieve their potential," Kasper said, "and a lot of these people would not go to college if they didn't go to a tribal college first. I think it's an

issue of fairness and it's a way to help young people get educated and help tribal colleges with their funding needs."

### Board Support

The State Board of Higher Education adopted a resolution supporting the bill during a board meeting Thursday. Board President John Paulsen said, with the provision that the money be distributed through the North Dakota Indian Affairs Commission in the governor's office, not through the state board.

Paulsen said funding the tribal colleges through the governor's office would mean the money would not be counted against the university system's budget and their goal of receiving 21 percent of the state's general fund.

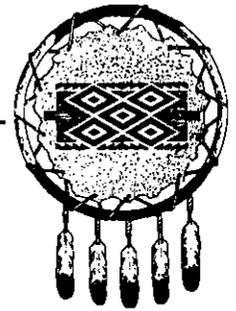
Tribal colleges in four states receive some state funding, said Gerald Gipp, executive director of the American Indian Higher Education Consortium. With the exception of Arizona, Gipp said, that funding is small enough to make little difference.

"Our colleges end up paying for those (non-Indian) students," Gipp said, "so it's a worthwhile investment. Most of our schools are small and resource poor, so every little bit would help."

Gipp estimated about 20 percent of tribal college students nationwide are not enrolled members of a tribe. The bill is HB1395. It comes up for a hearing Tuesday in the House Education Committee



UNITED TRIBES TECHNICAL COLLEGE  
3315 UNIVERSITY DRIVE  
BISMARCK, NORTH DAKOTA 58504 • PHONE 701-255-3285 • FAX 701-530-0605



North Dakota State Legislature  
60th Legislative Assembly

House of Representatives  
Education Committee

Hearing on HB 1395

January 23, 2007

Testimony of United Tribes Technical College  
in Support of HB 1395

David M. Gipp, President

Madam Chairman and members of the House Education Committee. This testimony is provided on behalf of the United Tribes Technical College (United Tribes) in support of HB 1395, and in support of the testimony being provided by the North Dakota Association of Tribal Colleges, of which we are a member.

United Tribes Technical College, founded in 1968, with classes beginning in 1969, is one of the oldest of the approximately 35 tribal colleges in the United States. We are unique in that we are the only Tribal college operated by more than one tribe – our board of directors is composed of the Chairperson and one other representative from each of the five federally recognized Tribes in North Dakota, including the Standing Rock Sioux Tribe, the Three Affiliated Tribes, the Spirit Lake Tribe, the Turtle Mountain Band of Chippewa, and the Sisseton Wahpeton Oyaté.

We are also unique because we are not funded by the Tribally Controlled College or University Assistance Act of 1978 (TCCUAA, Title 25, United States Code, Sections 1801 et seq.). That Act allows only one institution to be sponsored by each Tribe. Since we are operated by five Tribes, all of which have a tribal college, we are not eligible for TCCUAA funding. Instead, we continue to be funded directly by the Bureau of Indian Affairs (BIA) under a P.L. 93-638 Self-Determination contract with the BIA. We also receive discretionary funding under a special section of the federal Carl Perkins Act for our career and technical education programs.

However, just like the other Tribal colleges, we do not receive any funding for non-Indian students; our federal funding is based on our Indian student count. Just like the other Tribal colleges, we admit non-Indian students for whom we receive no additional funding other than tuition. Just like the other Tribal colleges, we do not receive any state funds for our non-Indian students, and the tuition paid by any of our students is not adequate to meet the cost per student of providing education. Just like the other Tribal colleges, our graduates often go on to four

year schools in the state. Our studies show that 20% of our graduates go on to further their education at other four year institutions and beyond.

Like the other Tribal colleges, we also know that we provide quality education to our students, more than 1,000 each year. Our disciplines include career and technical education areas that are much needed in North Dakota, such as our nursing program, construction trades and criminal justice programs, to name just a few of the 20 accredited programs offered at United Tribes. Our injury prevention curriculum is unique in the United States among two year colleges. Our on-line courses in several areas are also among the only ones offered at Tribal colleges.

United Tribes is also unique in other ways. We provide a residential, campus based setting for most of our students, with services such as a K-8 elementary school, day care for students' children, 24 hour security, a cafeteria, dormitories, family housing, local transportation, counseling -- including for substance abuse, a health clinic and wellness center, cultural programming and many other services.

United Tribes has recently conducted a study to determine the return on investment of our graduates. Our study shows a 20 to 1 return on investment, based on the total cost of education for a graduate divided into the expected lifetime earnings of a graduate that are greater than what the graduate would earn without a college degree. This return on investment means that our graduates become taxpaying citizens who contribute significantly to their reservations and to the communities in which they are able to find employment, often in North Dakota.

Our non-Indian students contribute greatly to the diversity of our campus. With our funding always subject to the whims of Congress, we would very much appreciate the opportunity to receive a part of that funding from the State of North Dakota.

For these reasons, we support HB 1395, with the amendments as attached to the testimony of the North Dakota Association of Tribal Colleges. The first three of these proposed amendments are critical to us. These amendments do the following:

- 1) redefine "tribally controlled college" to include United Tribes by including any college that is sanctioned by "any combination of any federally recognized Indian tribes", which describes United Tribes.

- 2) remove the references to the Tribally Controlled Community College Assistance Act of 1978 in Sections 2 and 3 since United Tribes does not qualify for funding under that Act.

Like the other Tribal colleges, we believe an investment in the nonbeneficiary students who attend United Tribes is a good one for North Dakota. For the reasons stated herein, United Tribes urges the House Education Committee to give a DO PASS recommendation to HB 1395, as amended, to the North Dakota House of Representatives.



## Cankdeska Cikana Community College

Cynthia A. Lindquist Mala, PhD, President

PO Box 269

Fort Totten, ND 58335

Phone: (701) 766-4055

Fax: (701) 766-1121

[president@littlehoop.edu](mailto:president@littlehoop.edu)

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January 22, 2007

North Dakota State Legislature  
60<sup>th</sup> Legislative Assembly  
House of Representatives  
Education Committee  
Bismarck, ND 58501

RE: HB 1395

Dear Education Committee Members:

This is a letter of support for HB 1395 to provide an appropriation of \$700,000 over a two-year period to help defray costs of educating non-beneficiary students attending North Dakota's five tribal colleges, including Cankdeska Cikana (Little Hoop) Community College (CCCC). Non-beneficiary students are non-Indians or Indians who are not enrolled in a tribe.

Tribal colleges are unique institutions in that we are public, non-profit entities providing higher education and technical training to students who come from economically underserved families and communities. The legislation would be a new initiative for the State of North Dakota and is a very modest investment for a group of students who are disenfranchised but who have hopes and dreams to improve their lives. Tribal colleges are fully accredited and have open door policies for enrollment.

CCCC is dealing with record enrollment – 233 for fall of 2006 – and we have set a goal to double enrollment based on reservation demographics. Our institution averages 4 percent non-beneficiary students per year. The majority of CCCC students works full time and are eligible for federal financial aid. The average age is 27 years old. Approximately 36 percent of our graduates transfer to North Dakota four-year institutions.

Tribal colleges are very resourceful organizations. The modest request would have significant impact for our institutions but most importantly for our students, and in turn for our mutual future – a skilled, educated workforce for a better North Dakota.

Thank you for the consideration and please contact me should you have questions or need additional information.

Sincerely,

Cynthia Lindquist Mala, PhD, President



# SPIRIT LAKE TRIBE

OFFICE OF THE TRIBAL CHAIRMAN

PO Box 359 • FORT TOTTEN, ND 58335 • PHONE: 701-766-4626 • FAX: 701-766-4126

January 19, 2007

North Dakota State Legislature  
House of Representatives  
Education Committee  
Bismarck, ND 58501

RE: Hearing on HB 1395

Dear Education Committee Members:

This letter is in support of HB 1395, a bill for an Act to provide financial assistance to tribally controlled community colleges; and to provide an appropriation.

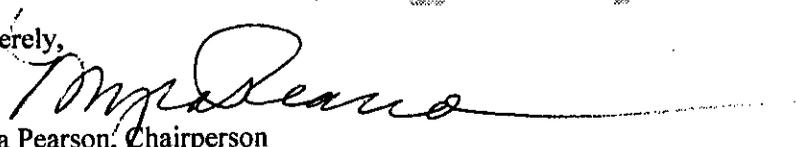
As Chairperson for the Spirit Lake Dakota Nation I have been briefed and made aware of the pending legislation and I strongly encourage a 'do pass' by the committee.

Tribal colleges are wonderful assets not only for our reservation but also for our State. The requested support would be a modest, yet significant investment for our collective future. The legislation seeks only to provide assistance to non-beneficiary students - students who are non-Indian or non-enrolled Indians.

Our president of Cankdeska Cikana Community College, Dr. Cynthia Lindquist Mala, is available to provide additional information or to answer any questions.

Your consideration is greatly appreciated. I look forward to new relationships between our communities.

Sincerely,

  
Myra Pearson, Chairperson  
Spirit Lake Dakota Nation



January 22, 2007

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Fax:  
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[www.sittingbull.edu](http://www.sittingbull.edu)

North Dakota State Legislature  
60<sup>th</sup> Legislative Assembly  
State Capital Building  
600 East Boulevard Ave.  
Bismarck, ND 58505

RE: Support for HB 1395, funding for non-beneficiary students attending North Dakota Tribal Colleges

Dear State Legislators:

On behalf of our Board of Trustees, employees, and students of Sitting Bull College (SBC), I would like to submit this letter of support for House Bill 1395. This bill will provide funds for our non-beneficiary students attending SBC.

Sitting Bull College, formerly Standing Rock Community College, has been chartered by the Standing Rock Sioux Tribe since 1973 and fully accredited through the North Central Association of Colleges and Schools Commission on Higher Education since 1984. SBC continued to receive accreditation in 1987, 1991, 1996, and ten years in 2004 with approval to begin offering Bachelor of Science Programs in Business Administration and Elementary Education.

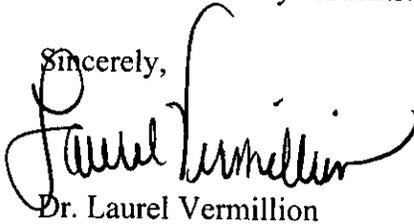
Our student enrollment consistently averages above 300 students per semester. We offer eighteen associate degrees and four bachelor degrees, two of which are through articulation agreements. Our student persistence rate averages at approximately 64%. Approximately 30% of our graduates receiving an associate degree go on to pursue a bachelors degree, the majority of these students attending transferring on to colleges in North Dakota. It is important to also note that 50% of our Teacher Education students who have graduated with a bachelors degree have continued on to pursue a masters degree, again the majority of these students are or have attended colleges in North Dakota.

Sitting Bull College understands the importance of providing higher education for our community members, both Indian and non-Indian. Each semester an average of approximately twenty-five non-beneficiary students attend our College. These students, for a variety of reasons, have chosen to pursue their higher education degrees at our institution. We do not receive federal appropriations for these students, as we do for our Indian students. Currently, we do not receive state funding for these students and this is what House Bill 1395 will begin providing to us.

If passed, House Bill 1395 will provide (based on our current non-beneficiary student enrollment) approximately \$50,000 to SBC. This additional funding to our College would mean we could employ two more tutors for our students, or we could employ another faculty member for our student support services. Here at Sitting Bull College we have learned to be very resourceful with what little funding we do receive and any additional funding will be used to meet the needs of our students.

In closing, I want to thank you for considering our request. By passing House Bill 1395, you will be providing much needed funding resources to our institution and our non-beneficiary students.

Sincerely,

A handwritten signature in cursive script, appearing to read "Laurel Vermillion". The signature is written in black ink and is positioned above the typed name.

Dr. Laurel Vermillion  
President  
Sitting Bull College

**ARGE**

Jesse Taken Alive

Scott Gates

Archie Fool Bear

Matt Lopez

Alma J. Mentz

Jesse McLaughlin



**Ron His Horse Is Thunder**  
*Chairman*

**Avis Little Eagle**  
*Vice Chairwoman*

**Geraldine Agard**  
*Secretary*

January 22, 2007

North Dakota State Legislature  
60<sup>th</sup> Legislative Assembly  
State Capitol Building  
600 East Boulevard Ave.  
Bismarck, ND 58505

**DISTRICTS**

Re: Support for HB 1395

Dear State Legislators:

On behalf of the Standing Rock Sioux Tribe please accept this letter of support for HB 1395, which would provide additional funds for non-Indian students attending the North Dakota Tribal colleges.

The Standing Rock Sioux Tribe is a strong supporter of higher education for our citizens. Our Tribal Business Council fully understands that higher education provides the tools for a more successful life, and that higher education is the way to ensure that future generations of our citizens will continue to survive and prosper.

As a result of this commitment, the Standing Rock Sioux Tribe chartered Sitting Bull College (SBC) in 1973, more than 33 years ago. The Tribe donated the land on which the College is located and helped it secure funding for a major expansion in 2000, and has contributed many scholarships to students attending the College.

The Tribe has also recognized that our SBC also assists non-Tribal members to have a chance at higher education in a local, rural setting. We know that our community on our reservation is diverse, non-Indian and Indian, and that we all must live together in harmony to achieve our goals. Sitting Bull College helps bring our communities together as we work to make our rural communities a better place in which to raise our families and build our economies.

We strongly support HB 1395 and we believe that this bill represents a part of a larger effort that we have undertaken to work with the state of North Dakota on a government-to-government basis in a number of areas.

Again, on behalf of the Standing Rock Sioux Tribe we urge the North Dakota Legislature, and its respective committees, to support HB 1395 and to appropriate the funds needed to assist SBC in educating their non-beneficiary students.

Sincerely,

Ron His Horse is Thunder, Chairman  
Standing Rock Sioux Tribe

HB 1395  
23 Jan 07

North Dakota State Legislature  
60th Legislative Assembly

House of Representatives  
Education Committee

Hearing on HB 1395

January 23, 2007

Testimony of Russell Mason Jr.  
President,  
Fort Berthold Community College

Madam Chairwoman: Today, as President of Fort Berthold Community College I am offering this testimony (letter) in support of HB 1395. This bill provides support for the non-Tribal members that are attending our Tribal colleges. Fort Berthold Community College is a public institution of higher learning that serves the Fort Berthold Indian Reservation and surrounding area. Although we are a tribal college, we have an open admissions policy that grants admissions to all individuals regardless of ethnicity.

We have been an accredited institution since 1987 and recently received 10 year continued accreditation status on July 12, 2006. I have been President a little over 2 years. I have worked for Fort Berthold Community College for over 20 years. I have been the Admissions Director, Registrar, Financial Aid Director and Dean of Students. I believe that I have first hand knowledge on the effects of this bill would have on our institution and our non-Indian students.

On the average FBCC expends 8% of its annual budget on non-Indian students. Between 1996 and 2006, 33% of our graduates were non-Indian. Last year 19% of our graduating class was non-Indian. Of that percentage 100% continue to reside in the state of North Dakota. Most of our 2 year graduates transfer to 4 year state institutions. In the past 2 years FBCC has signed partnership agreements with Minot State University and Williston State College. These partnerships benefit both state and tribal institutions.

If this bill is passed we would be able to provide scholarships for non-Indian students. Let tell you why this is important.

Scholarships for non-Indian students are virtually zero. Most of the scholarships awarded to our institution are specifically earmarked by the grantor for Native American students. Currently none of the tribal colleges in the state offer student loans. This leaves the Federal PELL grant or SEOG to cover the cost of tuition, books, fees, room and board. The maximum PELL award for eligible students is \$2025 per semester and maximum PELL is only awarded to those individuals that are borderline poverty level. With the average cost of attendance around \$5000 per semester this leaves little or nothing for our students to survive. The passing of this bill would provide an equitable financial aid package for our non-Indian students and encourage all other students regardless of ethnicity to attend our tribal colleges and continue on with their education within the state of North Dakota.

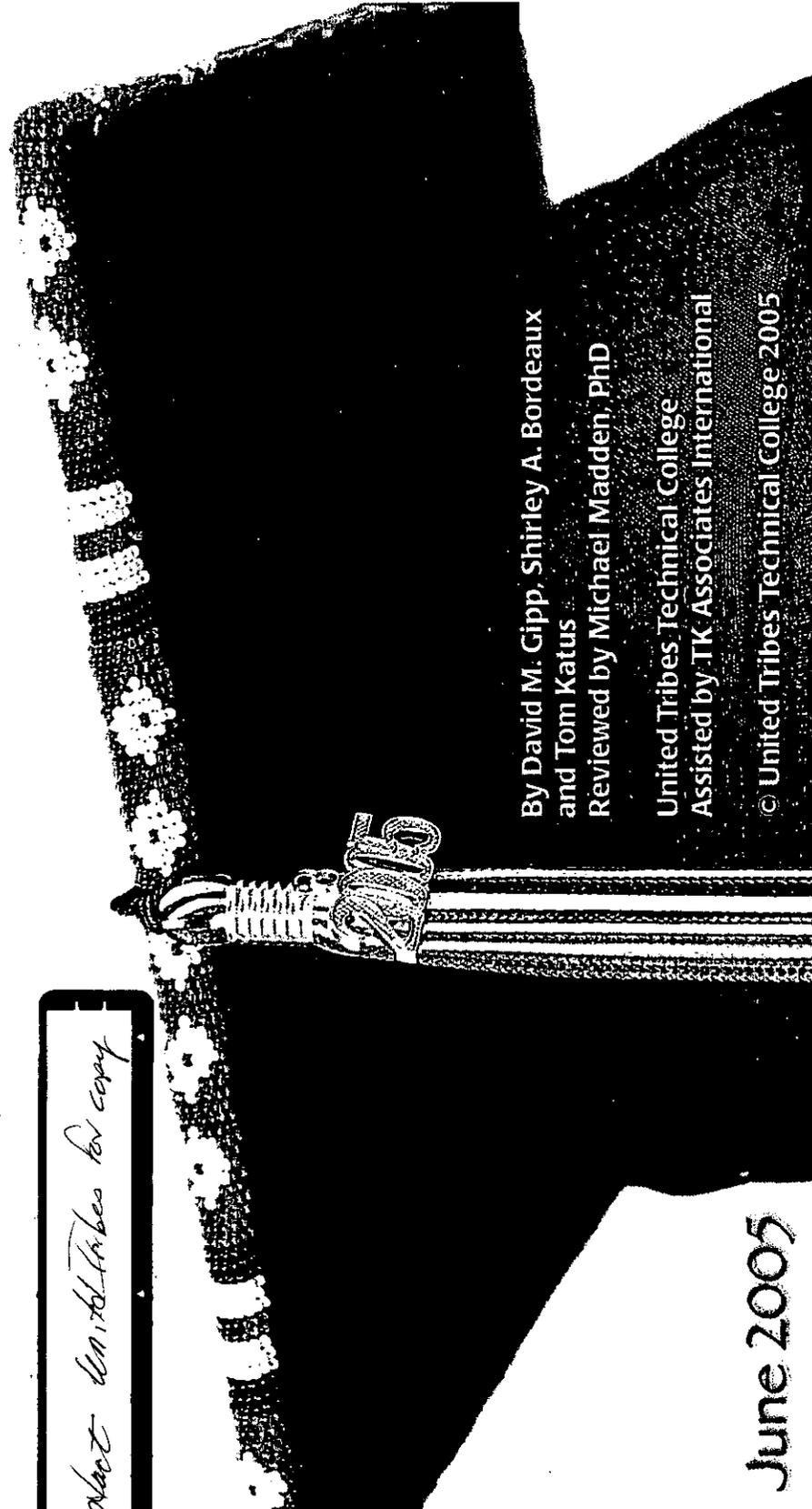
Thank you for your time.

# Projected

## (ROI) Return on Investment of United Tribes Technical College

2004-2005 Graduates | Associate of Applied Science (AAS) and Bachelor of Science (BS) Degrees

Contact United Tribes for copy



By David M. Gipp, Shirley A. Bordeaux  
and Tom Katus  
Reviewed by Michael Madden, PhD

United Tribes Technical College  
Assisted by TK Associates International

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June 2005

# UNITED TRIBES NEWS

WWW.UTTC.EDU

VOL. 16 NO. 2

UNITED TRIBES TECHNICAL COLLEGE • BISMARCK, ND

FEBRUARY 2007

## UTTC not an earmark

BISMARCK (UTN) – Funding for United Tribes Technical College is not an earmark in the Federal budget. At least not in the style of those now under scrutiny by Congress.

“We are not a pet project,” said David M. Gipp, UTTC President. “We are not a shady deal that nobody knows about.”

UTTC’s \$3.5 million annual appropriation was omitted by the Bureau of Indian Affairs in the FY 2007 budget. It is the fifth year in a row that the college has been forced to seek restoration through congressional action.

“Our budget has been restored with bipartisan support under the leadership of the North Dakota Congressional delegation,” said Gipp. “It certainly isn’t a boondoggle.”

As one of the oldest of the nation’s 35 tribal colleges, UTTC served 1,100 students last year from 66 different tribes around the country.

“If anything, our funding difficulties stem from a failure in the federal bureaucracy,” said Gipp. “Each time our funding is restored, Congress is correcting a BIA violation of a long series of contracts we’ve had for educational services under the Indian Self Determination and Education Assistance Act.”

Now in its fourth decade, the act is regarded as one of the most productive pieces of Indian legislation in modern

Continued page 3

## Back to School Powwow



UTN Photo Alycia Madison

Contact United Tribes for copy

**DANCING THEIR STYLE:** In the arena at the James Henry Community Gymnasium on January 6 for the United Tribes Back to School Powwow, from left, Ivy Longie, Cody Two Bears, P-Nut Iron Star (foreground), and Todd Trottler (at rear)

First place dance category winners:  
 Adult Men – Wayne Fox; Adult Women – Kelly Walker; Teen Boys – Michael Johnson; Teen Girls – Sheyenne Fox; Junior Boys – Eddie Johnson; and Junior Girls – Shani Village Center.

## United Tribes February Calendar

February 19 ..... Presidents' Day  
 Feb. 26 - Mar. 2 ..... Mid-Term Exams

Detailed activities schedule available on page 5

### EXPLORE INSIDE:

ND Tribal Leaders ..... p. 2  
 Scholarship Donors ..... p. 4  
 Child Care ..... p. 6  
 Spring Term ..... p. 9

## HB 1395

**Chairman Freborg and members of the Senate Education committee. For the record I am Senator Tim Flakoll of District 44. I stand here in support of HB 1395 and wish to add a few comments.**

**In North Dakota we have developed a culture where education is valued and higher levels of education are encouraged. HB 1395 helps a small number of students (approximately 175) who are non-beneficiary students (not Native American nor enrolled tribal members) that attend Tribal Colleges in the state of North Dakota.**

**First let's make no mistake that the five campuses in question are public colleges. If these same students attended one of our other public campuses in the NDUS the state would be expected to bear our appropriate portion of the cost.**

**These campuses each receive about \$5,000 in federal support per Native American Student but these funds are not a slam dunk. HB 1395 would provide some measure of support from the state.**

**This bill will currently cover about 175 of our non-beneficiary students at a rate of \$4,500 per student.**

**I also find it amazing the retention rate of these students in the state. In our public campuses in the**

**NDUS we feel that if 60% of the North Dakota students stay in the state upon graduation we have done fairly well. As I understand the data, these five colleges have retention rates in the 90% range. So it is incumbent on us to make sure that these people are afforded the educational opportunities to be engaged, healthy and productive members of our society (see attachment).**

**Chairman Freborg there was recently a question on the floor of the Senate regarding how many of these students go on to attend one of our 11 state campuses. I recently received information that shows that in the fall 2006 that there were 576 students in our North Dakota University System that list a tribal college as the last school attended before entering a NDUS institution. This number represents both beneficiary and non-beneficiary students are they are not able to disaggregate the two groups.**

**Mr. Chairman passage of HB 1395 is in the best long term interest of these student citizens and our entire state. The bill helps to extend educational opportunities by diminishing geographical and financial barriers.**

**Mr. Chairman that concludes my testimony and I would be happy to stand for questions.**

# NORTH DAKOTA ASSOCIATION OF TRIBAL COLLEGES

North Dakota State Legislature  
60th Legislative Assembly

Senate Education Committee

Hearing on HB 1395

February 28, 2007

Testimony of North Dakota Association of Tribal Colleges in Support of HB 1395

Jim Davis, Chairman of the Board  
and President, Turtle Mountain Community College

Mr. Chairman and members of the Senate Education Committee. This testimony is provided on behalf of the North Dakota Association of Tribal Colleges in support of HB 1395, as it has been amended in the House.

Thank you for listening to us once again regarding the needs of our nonbeneficiary students attending the Tribal colleges. The nonbeneficiary students are a vital part of our tribal college student bodies. They are most often from our local communities and have strong family ties. They often go on to the North Dakota University System, and most stay in the state of North Dakota.

The testimony we provided earlier on a nearly identical bill, SB 2404, will not be repeated here today. I have attached to my testimony two charts that (1) show the difference between what the Tribal colleges receive on a per Indian student basis to what is received by the colleges in the North Dakota University System (NDUS), and (2) show the difference between the total cost to educate our nonbeneficiary students and what is received by NDUS for an equivalent number of students over the past two years.

The reason for two bills was to allow us to seek support simultaneously from the North Dakota House and Senate for funding to assist the colleges in covering some of the costs of educating our nonbeneficiary students. We realize that one bill will have to be defeated in order for the legislation to go forward.

The differences between the bills, as they have been reengrossed, is that in HB 1395, in Section 6, the funds are coming from the "student financial assistance grants line item in section 3 of House Bill No. 1003". This amendment was proposed by Rep. RaeAnn Kelsch and adopted by the House. The line item referred to contains approximately \$ 5.9 million. Rep. Kelsch mentioned, in proposing the amendment, that the amount in the line item for student financial assistance grants represented a significant increase over the previous biennium. The Senate version of this bill, SB 2404, provides that the funds are a general appropriation. We are hopeful of resolving the issue of where the funds come from soon. We would again also note that the amount requested is less than half of the total cost to each institution of educating nonbeneficiary students.

Therefore, we would request that HB 1395 be given a DO PASS recommendation by this Committee so that the issue of the source of funds for this worthy effort can be appropriately resolved.

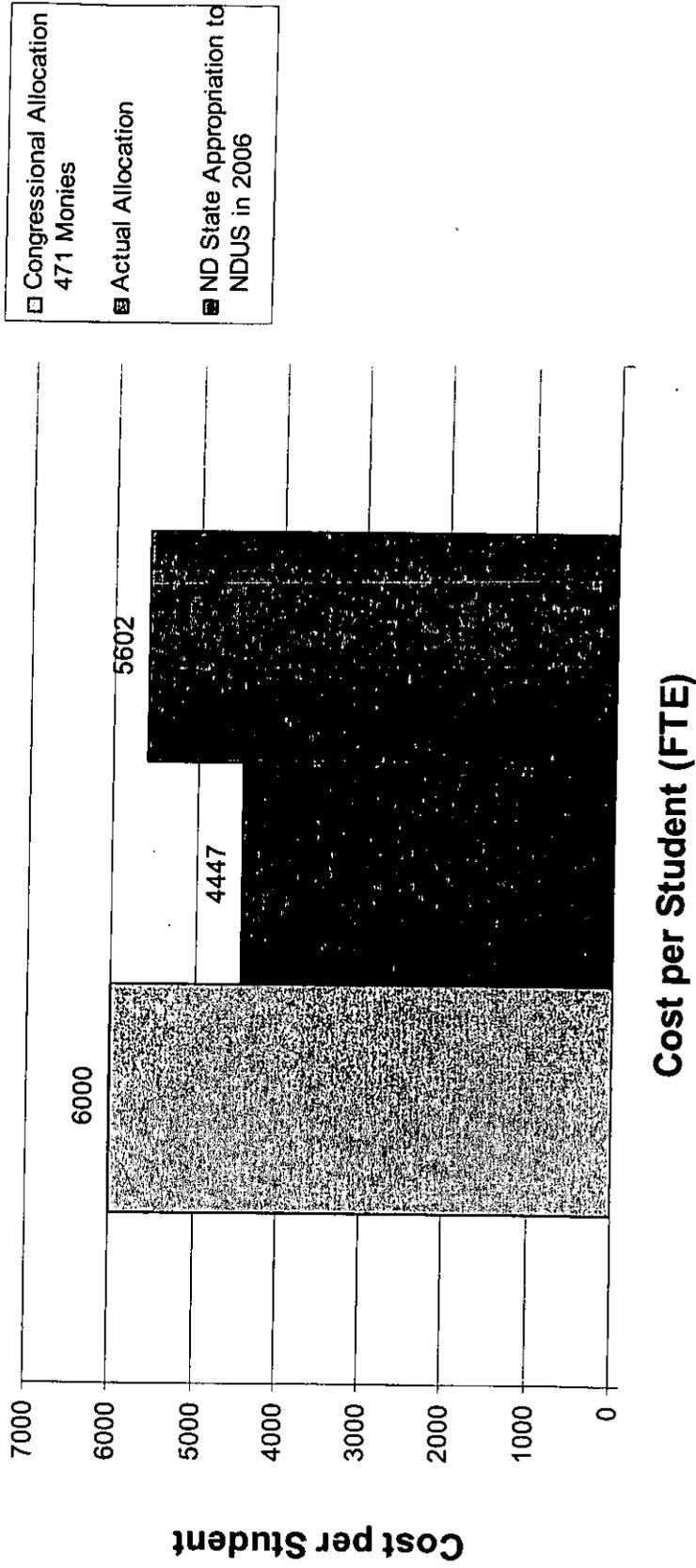
Source: TCU AIMS data and NDUS 2006 Accountability Report

**Cost per Student**

Congressional Approved 471 Monies 2005 6000  
Actual 2005 Congressional Allocation 4447  
ND State Appropriation to NDUS in 2006 5602

This chart compares authorized Congressional funding for TCUS to actual appropriations and the state's appropriation of funds to the NDUS (FY06)

**Cost per Student: NDUS vs. TCUS**



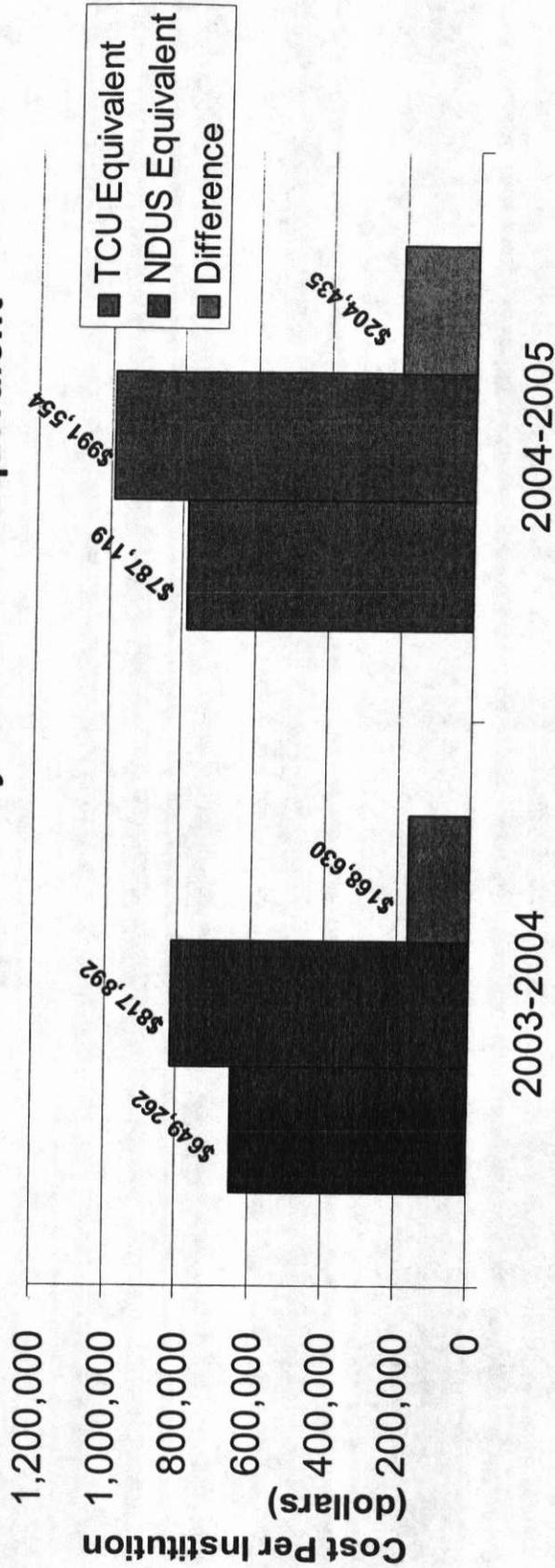
*Jim Davis*

### Equivalent Non-beneficiary Enrollment Cost

Academic Year	Individual TCU Non-Beneficiary Enrollment				Total Nonbeneficiary Enrollment (1 year)	TCU Equivalent total cost (1 year)	NDUS Equivalent total cost (1 year)	Difference
	sbc	fbcc	tmcc	uttc				
2003-2004	23	3	69	37	146	649,262	817,892	168,630
2004-2005	50	7	72	38	177	787,119	991,554	204,435
2 Year Composite					323	1,436,381	1,809,446	373,065

This Chart gives a comparison of the cost of the cost of nonbeneficiaries for the TCUS to the cost to educate students for the NDUS.

### NDATC Non-Beneficiary Enrollment Equivalent

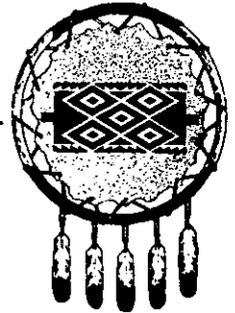


Academic Year

Assuming NDUS Appropriation Equal from 2003 - 2006



UNITED TRIBES TECHNICAL COLLEGE  
3315 UNIVERSITY DRIVE  
BISMARCK, NORTH DAKOTA 58504 • PHONE 701-255-3285 • FAX 701-530-0605



**North Dakota State Legislature  
60th Legislative Assembly**

**Senate Education Committee**

**Hearing on HB 1395**

**February 28, 2007**

**Testimony of United Tribes Technical College  
in Support of HB 1395**

**David M. Gipp, President**

Mr. Chairman and members of the Senate Education Committee. This testimony is provided on behalf of the United Tribes Technical College (United Tribes) in support of HB 1395, and in support of the testimony being provided by the North Dakota Association of Tribal Colleges, of which we are a member.

We have previously submitted testimony to you regarding a nearly identical bill, SB 2404, which this committee reported out favorably, and the Senate passed, prior to crossover. I will not repeat that testimony here, which provides some background about United Tribes Technical College and our needs, as well as our programs and how they serve nonbeneficiary students at our institution.

The reason for two bills was to allow us to seek support simultaneously from the North Dakota House and Senate for funding to assist the colleges cover the costs of educating nonbeneficiary students, as they are termed in the legislation. These are students who are not enrolled in an Indian tribe, and generally are the non-Indians who attend our colleges. We realize that one bill will have to be defeated in order for the legislation to go forward.

The differences between the bills, as they have been reengrossed, is that in HB 1395, in Section 6, the funds are coming from the "student financial assistance grants line item in section 3 of House Bill No. 1003". This amendment was proposed by Rep. RaeAnn Kelsch and adopted by the House. The line item referred to contains approximately \$5.9 million. Rep. Kelsch mentioned, in proposing the amendment, that the amount in the line item for student financial assistance grants represented a significant increase over the previous biennium. The Senate version of this bill, SB 2404, provides that the funds are a general appropriation. We are hopeful of resolving the issue of where the funds come from soon, and in any event, within the Senate Appropriations Committee if the bill is rereferred to that committee on passage in the Senate. We would again also note that the amount requested is less than half of the total cost to each institution of educating nonbeneficiary students.

Therefore, we would request that HB 1395 be given a DO PASS recommendation by this Committee so that the issue of the source of funds for this worthy effort can be appropriately resolved.

# Testimony to Senate Education Committee on HB1395

by Vice Chancellor Mike Hillman  
North Dakota University System

*February 28, 2007*

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Chairman Freborg and members of the Senate Education Committee. I am Mike Hillman, Vice Chancellor for Academic and Student Affairs for of the North Dakota University System.

As you know from testimony provided in support of SB 2404, the State Board of Higher Education has taken a position in support of funding recognizing tribal college services to non-tribal members, with some important caveats. This action is in recognition of the fact that the single most important factor that will determine the success of North Dakota will be its human capital – people with the knowledge and skills required to fill positions in the knowledge-based technology-driven economy we are experiencing today.

Second, and equally as important is the fact that the primary vehicle for attracting and developing the human capital needed to create a brighter future for North Dakota is its education system – particularly higher education. The Tribal Colleges, along with the 11 colleges and universities within the North Dakota University System play a critical role in providing educational opportunities and thereby developing this critical asset for the state.

The SBHE has established a set of priorities for the 2007 Legislative Session. The highest of those priorities is achieving sufficient base funding to support the core function of the NDUS colleges and universities. The University System, in collaboration with the 17 private sector members of the Roundtable on Higher Education, have defined "sufficient funding" as an additional \$63 million for the 2007-09 Biennium. This means the SBHE is supportive of the funding to the Tribal Colleges provided for in HB1395 with the qualification that such funding is not to be included in the \$63 million in additional base funding requested in HB1003, the appropriations bill for the University System.

As introduced, HB 1395 was funded with a general fund appropriation outside of the NDUS general fund appropriation in HB 1003. Since its introduction, Section 6 in HB 1395 has been amended so that funding now comes out of the NDUS general fund appropriation in HB 1003. Because we think the concept is important we would like to work with the Senate Education Committee and other interested parties in developing a resolution to our concerns. The current version of HB 1395 would reduce the SBHE requested and governor recommended funding for the State Grant program, the

program which supports students with the most financial need in the state. \$700,000 of funding provides 583 low income students with \$600 grants for each year of the biennium. These grants often make the difference in low income students ability to afford a college education. As the attached background on the State Grant program indicates, this biennium we were only to provide state grant awards to 6,251 of the 65,597 applicants or 9.5% of the state grant applicants.

As further background, I am also pleased to report that the state and the NDUS currently provide substantial support to students attending tribal colleges as well as Native American students attending NDUS campuses. The State of ND provides \$380,626 (proposed 07-09 budget) for merit and need-based aid to Native American students. The state also provides almost \$6.0 million in needs-based financial aid for students attending higher education institutions in North Dakota, including those attending Tribal Colleges. Lastly, the NDUS provides almost \$1.0 million in tuition waivers to Native American students attending NDUS campuses.

In addition, all Tribal Colleges in the state participate in the State Board of Higher Education General Education Requirements Transfer Agreement and the Common Course Numbering System. These colleges have also been invited and are participating in statewide articulation agreements. This means students can move freely among tribal colleges and system institutions. Even with an eleven institution delivery system, the NDUS is not well positioned to serve all geographic areas of the state. The five tribal colleges contribute greatly to geographic access to higher education in North Dakota.

Thank you for the opportunity to provide comments. I will be happy to answer any questions or participate in further discussions to work through our concerns with the current version of the bill.

# NORTH DAKOTA ASSOCIATION OF TRIBAL COLLEGES

North Dakota State Legislature  
60th Legislative Assembly

Senate Appropriations Committee

Hearing on HB 1395 - March 14, 2007

Testimony of North Dakota Association of Tribal Colleges in Support of HB 1395

Jim Davis, Chairman of the Board  
and President, Turtle Mountain Community College

Mr. Chairman, and members of the Senate Appropriations Committee. This testimony is provided on behalf of the North Dakota Association of Tribal Colleges in support of HB 1395, as it has been amended in the House.

Thank you for listening to us once again regarding the needs of our nonbeneficiary students attending the Tribal colleges. The nonbeneficiary students, who are those students not enrolled in a tribe, although not a large number, are a vital part of our tribal college student bodies. They are most often from our local communities and have strong family ties. They often go on to the North Dakota University System, and most stay in the state of North Dakota. Today the Tribal college presidents and representatives have with them a few of those nonbeneficiary students who are here to tell you about their experience, and why they chose a Tribal college to further their education.

The testimony we provided to this committee earlier on a nearly identical bill, SB 2404, passed earlier in the session by the Senate, will not be repeated here today. I do want to point out that all of the Tribal colleges are fully accredited postsecondary institutions, accredited by the same agency that accredits all of the public colleges and universities in this state. Like North Dakota State University, we are also Land Grant colleges, although we receive almost no funding from that source.

In addition, I have attached to my testimony two charts that (1) show the difference between what the Tribal colleges receive on a per Indian student basis in base funding from the Federal government and what is received by the colleges in the North Dakota University System (NDUS) in base funding from the state, and (2) show the difference between the total base cost to educate our nonbeneficiary students and what is received by NDUS from the state in base funding for an equivalent number of students over the past two years. We would also note that our request for \$700,000 in appropriated funds is less than half of what the Tribal colleges actually spend to educate nonbeneficiary students.

The differences between the two bills you have heard, SB 2404 and now HB 1395, is that in SB 2404 the funds come from a general appropriation, and in HB 1395, in section 6, the funds are coming from the "student financial assistance grants line item in section 3 of House Bill No. 1003". The line item referred to in HB 1395 contains approximately \$ 5.9 million. This amendment was proposed to the House Appropriations Committee by the House Education Committee Chairman after the bill was considered by the House Education Committee, and that amendment was then incorporated into the bill as it passed the House.

We recognize that there remain concerns about the source of the funds. As you may hear today, the higher education board supports our bill still, but does not want the funds to come from a line item that provides funds to needy students from throughout the state. However, we do trust that this committee will make an appropriate decision about the source of funds to provide much needed assistance to the Tribal colleges so that we can continue to provide quality education to nonbeneficiary students from North Dakota.

For these reasons, we are requesting that HB 1395 be given a DO PASS by the Senate Appropriations Committee. I stand ready to answer any questions you might have.

March 12, 2007

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To The Senate Appropriations Committee:

As a non-tribal graduate and a current employee of Turtle Mountain Community College, I credit the institution as being the helping hand which was needed to re-direct my family away from a life of poverty and toward the successful lives which we now lead.

Growing up the third oldest of eight children in the town of Rolla, I knew that there was no way that my parents were going to be able to pay for all of us to go to college. During my junior year of high school I joined the North Dakota Army National Guard thinking that this would help me pay for college. While it did help, I found that I wasn't quite ready to move away from home and attend a big university. I had too many things that I hadn't decided on and after one year at North Dakota State University I returned home and worked two full-time jobs for a couple of years. During that time I got married and we both worked multiple jobs to make ends meet.

After some time and a lot of growing up; I decided to give college another run. At this point (being married and both of us working) I did not qualify for PELL grants or any other financial assistance. I looked into Turtle Mountain Community College and decided to give it a try. Turtle Mountain Community College seemed like a good choice. Along with the lower tuition costs, I was able to save money by retaining my current housing arrangements as well as not having the expense of traveling a long distance for classes. I was also able to keep my job and the seniority that I had earned to that point rather than starting back at square one.

Besides the financial benefits, there were many social benefits that Turtle Mountain Community College had to offer. The class sizes were small and the staff and faculty were all very helpful. A student never felt like a statistic or an inconvenience. Turtle Mountain Community College worked as a stepping stone for me allowing me to work toward my degree without leaving the comfort and safety of home.

Two years later when I graduated from Turtle Mountain Community College with my Associates of Arts Degree (with a 4.0 GPA and as summa cum laude), I was prepared scholastically, financially and mentally to take the next step. At that time I transferred to University of North Dakota where I graduated with my Bachelors Degree.

Since that time I have moved back to the Turtle Mountain area, had two children and completed my Masters degree through the University of Mary distance learning program. Once again the classes were held at the Turtle Mountain Community College bringing it all into full circle.

Thank you for taking this time to address the funding needed to help support non-tribal students attending tribal colleges.

Sincerely,



Kimberley A. Gourneau, MBA

My name is Alex Johnson, and I am an assistant professor in the Department of Technology at the University of North Dakota. I am here today to speak on behalf of House Bill 1395, which would provide financial assistance to tribally controlled community colleges to defray the cost of education associated with students attending those colleges who are not tribal members.

I am a non-Indian graduate of Turtle Mountain Community College in Belcourt. I received an associate of arts degree from there in 1997 and an associate of science degree in 1998. My experiences at Turtle Mountain Community College were very positive ones, and I believe I would not be where I am today had it not been for the education I received there.

I grew up on a farm and graduated from Rolla High School in 1995. At that time, I didn't know what I wanted for a career, and I was reluctant to spend a lot of money attending a university without having a clear goal in mind. Although my ACT scores were high enough so that I could have attended a university, I lacked confidence and worried that I might not do well.

I decided to take classes at TMCC while I decided what I ultimately wanted to do. The college was the only college within driving distance of my parents' farm, and I was able to live at home and continue working part-time while also taking college classes. This arrangement allowed me to save money, so when I did go away to school at UND, I was able to pay for both my undergraduate degree and my master's degree without borrowing money.

I was pleasantly surprised by the classes I took at Turtle Mountain Community College. Classes were small, which, as a graduate of a small high school, I found comfortable. The instructors got to know their students and cared about them as much as they cared about the subjects that they taught. For the first time in a classroom, I was given an explanation of the process and also the significance of it as it applied to real world situations. I started to grasp concepts more quickly and learned faster than I had ever learned before and discovered that learning could be fun. I also gained confidence as the instructors I had encouraged me.

I doubt if I would have majored in industrial technology—a field that requires classes in subjects like calculus, physics, and statistics--if it had not been for the pre-engineering program at TMCC and instructors who encouraged me and assured me that I did, in fact, have the ability to do well in those subjects.

I walked away from Turtle Mountain Community College in 1998 with a lot more knowledge and more confidence in my abilities as a student than I had had when I graduated from high school. I was still a little apprehensive when I enrolled at the University of North Dakota, as I worried about whether the classes at TMCC had been stringent enough to prepare me for a university. It was a relief to me to discover that I was well-prepared and did have the academic background I needed to be successful.

I received a Bachelor of Science degree in industrial technology from UND in 2000 and a Master of Science degree, also in industrial technology, in 2001. I am currently enrolled in a PhD program in the Department of Teaching and Learning at UND and anticipate completing my degree next year.

Tribal colleges like Turtle Mountain Community College are of great value to many students. Many are located in rather remote areas where residents have few educational options. Tribal colleges offer an affordable alternative for them. It seems unfair that the State of North Dakota currently provides funding to public colleges that provide educational opportunities for North Dakota students, but does not provide any compensation when students who are not tribally enrolled attend tribal colleges.

I hope that the legislature will recognize that in fairness to the tribal colleges, the state needs to provide financial assistance to tribal colleges to help defray the cost of educating students who are not tribally enrolled and for whom tribal colleges do not receive federal assistance.

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# Testimony to Senate Appropriations Committee on HB1395

by Vice Chancellor Mike Hillman  
North Dakota University System

*March 14, 2007*

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Chairman Holmberg and members of the Senate Appropriations Committee. For the record, I am Mike Hillman, Vice Chancellor for Academic and Student Affairs for of the North Dakota University System.

As you know from testimony provided in support of SB 2404, the State Board of Higher Education has taken a position in support of funding recognizing tribal college services to non-tribal members, with some important caveats. This action is in recognition of the fact that the single most important factor that will determine the success of North Dakota will be its human capital – people with the knowledge and skills required to fill positions in the knowledge-based technology-driven economy we are experiencing today. Second, and equally as important is the fact that the primary vehicle for attracting and developing the human capital needed to create a brighter future for North Dakota is its education system – particularly higher education. The Tribal Colleges, along with the 11 colleges and universities within the North Dakota University System play a critical role in providing educational opportunities and thereby developing this critical asset for the state.

The SBHE has established a set of priorities for the 2007 Legislative Session. The highest of those priorities is achieving sufficient base funding to support the core function of the eleven NDUS colleges and universities. This means the SBHE is supportive of the funding to the Tribal Colleges provided for in HB1395 with the qualification that such funding is in addition to the base funding requested in HB1003, the appropriations bill for the University System.

As introduced, HB 1395 was funded with a general fund appropriation outside of the NDUS general fund appropriation in HB 1003. Since its introduction, Section 6 in HB 1395 has been amended so that funding now comes out of the NDUS general fund appropriation in HB 1003. We cannot support this version of the bill based on formal action by the SBHE. The current version of HB 1395 would reduce the SBHE requested and governor recommended funding for the State Grant program, the program supporting students with the most financial need in the state. \$700,000 of State Grant program funding provides 583 low income students with \$600 grants for each year of the biennium. These grants often make the difference in low income students ability to afford a college education. This biennium we were only able to

provide state grant awards to 6,251 of the 65,597 applicants or 9.5% of the state grant applicants.

As further background, I am also pleased to report that the state and the NDUS currently provide substantial support to students attending tribal colleges as well as Native American students attending NDUS campuses. The State of ND provides \$380,626 (proposed 07-09 budget) for merit and need-based aid to Native American students. The state also provides almost \$6.0 million in needs-based financial aid for students attending higher education institutions in North Dakota, including \$66,000 to students attending Tribal Colleges. Lastly, the NDUS provides almost \$1.0 million in tuition waivers to Native American students attending NDUS campuses. This information is summarized in the attachment.

In addition, all Tribal Colleges in the state participate in the State Board of Higher Education General Education Requirements Transfer Agreement and the Common Course Numbering System. These colleges have also been invited and are participating in statewide articulation agreements. This means students can move freely among tribal colleges and system institutions. Even with an eleven institution delivery system, the NDUS is not well positioned to serve all geographic areas of the state. The five tribal colleges contribute greatly to geographic access to higher education in North Dakota. Also attached is a summary of transfers from North Dakota tribal colleges into North Dakota University System institutions indicating that a total of 576 students transferred in last fall. The information in the table reflects all transfers from the last institution attended even if several years intervened between the transfer.

In summary Mr. Chairman and members of the committee, the North Dakota University System would support an amendment to fund the program from general funds not in HB 1003. An alternative would be to increase the funding in HB 1003 to support the program. Thank you for the opportunity to provide comments. I will be happy to answer any questions from the committee.

**Summary of Current Annual Support for Native American Students and  
Students Attending Tribal Colleges in North Dakota**

<b>Students Receiving State Grants Awarded by Institution Type</b>				
	Public Institution	Private Non- Profit 4-Year Colleges & Hospital School of Nursing	Native American Community Colleges	Total
<b>2006-2007 School Year (est.)</b>				
<b># Applying 31,733</b>				
# of Students Receiving Awards	3,089	560	110	3,759
\$ Awarded	\$1,848,300	\$335,700	\$66,000	\$2,250,000
% of Total \$ Awarded	82%	15%	3%	100%
% of all ND Students Attending College	87%	9%	4%	100%

<b>Students Receiving ND Indian Scholarships Awarded by Institution Type</b>				
	Public Institution	Private Colleges & Hospital School of Nursing	Native American Community Colleges	Total
<b>2006-2007 School Year (est.)</b>				
<b># Applying 340</b>				
# of Students Receiving Awards	103	12	67	182
\$ Awarded	\$72,100	\$8,400	\$46,900	\$127,400
% of Total \$ Awarded	56.5%	6.5%	37.0%	100%

<b>NDUS Cultural Diversity Tuition Waivers 2005-2006</b>			
	Part-time Native American Waiver	Full-time Native American Waiver	Totals
Total # of Students	112	299	411
Total Dollars	\$163,645	\$775,728	\$939,373

**Transfer to NDUS from Tribal Colleges**  
**Fall 2006**

INSTITUTI	ACAD	CAF	TERM	TRANSFER COLLEGE	NUMBER OF STUDENTS	TOTAL
BSC01	UGRD	0710		Cankdeska CC (Little Hoop)	2	
BSC01	UGRD	0710		Fort Berthold Comm	1	
BSC01	UGRD	0710		Standing Rock College	8	
BSC01	UGRD	0710		Turtle Mountain Community Coll	9	
BSC01	UGRD	0710		United Tribes Technical Colleg	10	30
DSU01	UGRD	0710		Fort Berthold Comm	4	
DSU01	UGRD	0710		Fort Berthold Community Col	8	
DSU01	UGRD	0710		Standing Rock College	2	
DSU01	UGRD	0710		Turtle Mountain Community Coll	4	
DSU01	UGRD	0710		United Tribes Technical Colleg	9	27
LRSC1	UGRD	0710		Cankdeska CC (Little Hoop)	10	
LRSC1	UGRD	0710		Standing Rock College	6	
LRSC1	UGRD	0710		Turtle Mountain Community Coll	9	
LRSC1	UGRD	0710		United Tribes Technical Colleg	1	26
MASU1	UGRD	0710		Cankdeska CC (Little Hoop)	9	
MASU1	UGRD	0710		Turtle Mountain Community Coll	4	13
MISU1	CNED	0710		Fort Berthold Comm	1	
MISU1	CNED	0710		Turtle Mountain Community Coll	4	
MISU1	GRAD	0710		Standing Rock College	1	
MISU1	GRAD	0710		Turtle Mountain Community Coll	5	
MISU1	GRAD	0710		United Tribes Technical Colleg	1	
MISU1	UGRD	0710		Cankdeska CC (Little Hoop)	6	
MISU1	UGRD	0710		Fort Berthold Comm	9	
MISU1	UGRD	0710		Fort Berthold Community Col	6	
MISU1	UGRD	0710		Standing Rock College	3	
MISU1	UGRD	0710		Turtle Mountain Community Coll	76	
MISU1	UGRD	0710		United Tribes Technical Colleg	11	123
MISUB	UGRD	0710		Fort Berthold Comm	1	
MISUB	UGRD	0710		Turtle Mountain Community Coll	14	15
NDSCS	UGRD	0710		Cankdeska CC (Little Hoop)	1	
NDSCS	UGRD	0710		Fort Berthold Community Col	3	
NDSCS	UGRD	0710		Standing Rock College	1	
NDSCS	UGRD	0710		Turtle Mountain Community Coll	3	
NDSCS	UGRD	0710		United Tribes Technical Colleg	3	11
NDSU1	GRAD	0710		Turtle Mountain Community Coll	1	
NDSU1	UGRD	0710		Cankdeska CC (Little Hoop)	9	
NDSU1	UGRD	0710		Fort Berthold Comm	4	
NDSU1	UGRD	0710		Fort Berthold Community Col	1	
NDSU1	UGRD	0710		Standing Rock College	1	
NDSU1	UGRD	0710		Turtle Mountain Community Coll	31	
NDSU1	UGRD	0710		United Tribes Technical Colleg	2	49
UND01	CNED	0710		Cankdeska CC (Little Hoop)	1	
UND01	CNED	0710		Fort Berthold Comm	4	
UND01	CNED	0710		Fort Berthold Community Col	5	
UND01	CNED	0710		Standing Rock College	1	
UND01	CNED	0710		Turtle Mountain Community Coll	31	
UND01	GRAD	0710		Cankdeska CC (Little Hoop)	6	
UND01	GRAD	0710		Fort Berthold Comm	7	
UND01	GRAD	0710		Fort Berthold Community Col	8	
UND01	GRAD	0710		Standing Rock College	7	
UND01	GRAD	0710		Turtle Mountain Community Coll	35	

**Transfer to NDUS from Tribal Colleges  
Fall 2006**

UND01	GRAD	0710	United Tribes Technical Colleg	1	
UND01	LAW	0710	Cankdeska CC (Little Hoop)	1	
UND01	LAW	0710	Standing Rock College	1	
UND01	UGRD	0710	Cankdeska CC (Little Hoop)	19	
UND01	UGRD	0710	Fort Berthold Comm	2	
UND01	UGRD	0710	Fort Berthold Community Col	8	
UND01	UGRD	0710	Standing Rock College	6	
UND01	UGRD	0710	Turtle Mountain Community Coll	106	
UND01	UGRD	0710	United Tribes Technical Colleg	9	258
VCSU1	CNED	0710	Cankdeska CC (Little Hoop)	1	
VCSU1	UGRD	0710	Standing Rock College	2	
VCSU1	UGRD	0710	Turtle Mountain Community Coll	4	
VCSU1	UGRD	0710	United Tribes Technical Colleg	1	
WSC01	UGRD	0710	Fort Berthold Comm	8	
WSC01	UGRD	0710	Fort Berthold Community Col	5	
WSC01	UGRD	0710	Turtle Mountain Community Coll	3	24
TOTAL					576

5

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1395

Page 2, line 7, replace "The state board of higher education" with "There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$700,000, or so much of the sum as may be necessary, to the state board of higher education"

Page 2, remove lines 8 and 9

Page 2, line 10, remove "legislative assembly"

Renumber accordingly

# Access - General

December 2006

## State Grant Program

The North Dakota Student Financial Assistance Program (State Grant) provides \$600 non-repayable grants each year to North Dakota residents pursuing undergraduate degrees at North Dakota's public, private (not-for-profit) and tribal colleges. The purpose of this need-based grant is to assist students with the cost of attending a North Dakota postsecondary institution. A State Grant also reduces the amount of money a student needs to borrow for his or her education.

- More than 33,000 North Dakota students applied for a state grant in 2005-06. The State Grant Program was able to fund 2,492 needy students or roughly 8 percent of the eligible students. For 2005-06, the greatest unmet need of a State Grant Program recipient was \$14,146 while the average unmet need was \$5,185. Unmet need for this program is calculated as follows: cost of education minus parent/student expected contribution, minus the Federal Pell Grant, minus other resources (such as veterans' benefits) equals unmet need. For academic year 2005-06, State Grant dollars were exhausted at an unmet need figure of \$5,926. In other words, those students demonstrating an unmet need of \$5,603 or less did not receive State Grant support.
- State funding to support the State Grant Program is equivalent to 1.2 percent of annual tuition collections.

<b>Students Receiving State Grants Awarded by Institution Type</b>				
	Public Institution	Private Non-Profit 4-Year Colleges & Hospital School of Nursing	Native American Community Colleges	Total
<b>2006-2007 School Year (est.)</b>				
<b># Applying</b>				
<b># Applying</b>	31,733			
<b># of Students Receiving Awards</b>	3,089	560	110	3,759
<b>\$ Awarded</b>	\$1,848,300	\$335,700	\$66,000	\$2,250,000
<b>% of Total \$ Awarded</b>	82%	15%	3%	100%
<b>% of all ND Students Attending College</b>	87%	9%	4%	100%
<b>2005-2006 School Year</b>				
<b># Applying</b>				
<b># Applying</b>	33,864			
<b># of Students Receiving Awards</b>	1,900	507	87	2,492
<b>\$ Awarded</b>	\$1,056,341	\$388,500	\$47,400	\$1,492,241
<b>% of Total \$ Awarded</b>	71%	26%	3%	100%
<b>% of all ND Students Attending College</b>	86%	9%	5%	100%

FOR MORE INFORMATION CONTACT:

**Peggy Wipf**, Director of Financial Aid and Federal Relations Coordinator  
701.328.4114 [Peggy.Wipf@ndus.nodak.edu](mailto:Peggy.Wipf@ndus.nodak.edu)

[www.ndus.nodak.edu](http://www.ndus.nodak.edu)

Section 8 - Page 3

## State Grant Program (cont.)

State Grant Program has a maintenance of effort (MOE) requirement. Under federal law, institutions are required to meet or exceed the maintenance of effort requirement to ensure continued federal funding. The MOE requirement is the average expenditure of non-federal dollars for the past three years. To maintain the MOE requirement for the 2007-09 biennium, an estimated \$3.45 million in non-federal dollars is needed for the biennium.

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**FOR MORE INFORMATION CONTACT:**

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The Forum

# N.D. tribal colleges earn help

**T**he North Dakota Legislature's House Education Committee should give a do-pass recommendation to a bill that would provide state funds a specific category of students at the state's tribal colleges.

On Tuesday representatives for the five schools will make the pitch for funds to help educate approximately 175 students who are classified as "non-beneficiary" students. They don't

*Today's issue: N.D. tribal colleges will seek an appropriation from the state.*

*Our position: Helping North Dakota students get a college education is a good investment.*

receive the federal per-student funding other tribal college students get because they are either not enrolled tribal members or not American Indians. The colleges are open to all students, Indian and non-Indian, but receive no public support for the non-beneficiary students.

That's counterproductive, not only for the tribal campuses but also for the long-term educational future of North Dakota. More students, some of whom choose not to go to school if they can't go to a nearby tribal college, would receive the start of a college education if the state funding were available. Furthermore, some of those students might go to other public colleges and actually cost the state more than if they were supported on the tribal campuses.

Let's be clear: Tribal colleges are public colleges. They are not part of the state University System but there is no doubt they perform a vital higher education service for North Dakotans. The federal funding they receive hardly covers the cost of educating their enrolled students. But they still do a good job and more than 90 percent of graduates stay in North Dakota either to work or go on to one of the state's four-year universities.

Most of the tribal schools are in remote reservation locations, so they afford potential students who live in those areas educational opportunities they might not otherwise have.

The legislation, House Bill 1396, has impressive bipartisan support, including Rep. Jim Kasper, R-Fargo, Sen. Rich Wardner, R-Dickinson, and Sen. Tim Flakoll, R-Fargo. Flakoll is vice chairman of the Senate Education Committee.

Tribal colleges will be making their fifth run at the funding at Tuesday's hearing. Their cause is sound. It's about extending educational opportunities to more North Dakotans - this time at public tribal colleges operated by local tribal governments. The two-year cost would be about \$700,000 - a wise investment in North Dakota higher education.

Forum editorials represent the opinion of Forum management and the newspaper's Editorial Board.

A16 Sunday, January 21, 2007

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# UNITED TRIBES NEWS

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UNITED TRIBES TECHNICAL COLLEGE • BISMARCK, ND

MARCH 2007

## Tribal Colleges host Capitol reception



**TRIBAL HOSPITALITY:** At right, Dody Blackmoon (Cheyenne River) a student in the UTTC Nutrition and Foodservice Program greets North Dakota Legislators during a February 2 reception in the Great Hall of the State Capitol in Bismarck. The event was sponsored by the ND Association of Tribal College. Leaders have invested time persuading lawmakers to provide state support for the colleges. UTN photo Dennis J. Neumann

### ND Tribal College bill earns approval

BISMARCK (UTN) – North Dakota’s tribal colleges have passed several hurdles in gaining support for tuition grants from lawmakers at the state legislature in Bismarck.

The State Senate and House have approved versions of a bill that would appro-

priate state funds to help pay for the educational costs of non-Natives who attend tribal colleges.

A number of similar measures have been introduced over the past 20 years but all have “failed to make it out of com-

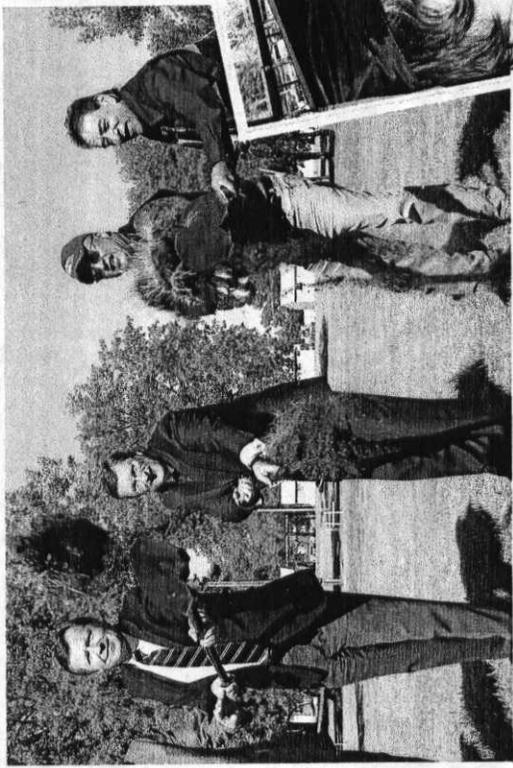
Continued page 4

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- TC Faculty Bill..... p. 4
- Importance of Education ..... p. 5
- Racism Essay ..... p. 11
- Thunderbirds Action ..... p. 14

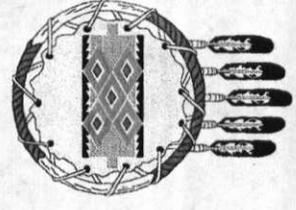
*David S. ...*

# United Tribes Technical College



FY2005

## The Economic Impact of United Tribes Technical College



On the Economies of the Bismarck/Mandan Area and the State of North Dakota

*David Sipp*

*United Tribes Technical College*

THE ECONOMIC IMPACT OF UNITED TRIBES TECHNICAL COLLEGE

FY2005

On the Economies of the Bismarck/Mandan Area and the State of North Dakota

United Tribes Technical College

June 2006



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# Forward

By David M. Gipp, President,  
United Tribes Technical College, July 2006

Since 1969, United Tribes Technical College has been in the business of providing much-needed educational services to uplift the lives of American Indian students and their families. Indeed, we are known for the positive contribution we make toward rebuilding American Indian tribes through the training and education we have provided to thousands of graduates who return to their home reservations. Often overlooked, however, are the contributions we've made economically to Bismarck-Mandan and the surrounding area for 37 years. It benefits everyone in the community to take stock and recognize the resources and wherewithal that businesses and organizations bring to the economic flow.

This study focuses on the economic contributions of United Tribes Technical College. It updates a report we published in 2003 by using the same economic impact models. Thus, there is directly comparable

data for the two studies.

It is my hope that this authoritative study will help improve understanding about the considerable economic impact we have in the community and around the area, particularly in terms of bringing in new dollars. As you look it over, I urge you to consider how tribal higher education is contributing to a healthy and vibrant community.

Recognizing our economic impact is a step toward understanding one facet of the importance of United Tribes Technical College.



# Executive Summary

Enrollment at United Tribes Technical College (UTTC) has averaged 582 students annually over the past seven years. It has grown steadily in recent years and dramatically in the past year. The fall 2004-2005 enrollment of 885 students has been topped by the 2005-2006 enrollment of 1,118, a 25% increase. Thus, as UTTC grows, it is having increasing impact on Bismarck/Mandan area and the North Dakota economies.

The methodology employed in this study uses two models. The first is based on the College Impact Model developed by Caffrey and Isaacs and refined by Dr. Michael Madden. The other model used in this study is what has become the North Dakota Standard, i.e. The North Dakota Input/Output Analysis developed by Dr. F. Larry Leis-tritz and Dr. Randal C. Coon, Professors of Economics, North Dakota State University.

Total revenues spent locally in FY 2005 were \$21,551,337. Students, the College itself and visitors all impact the local economies. Student generated expenditures were \$3.8 million. College generated expenditures on the Bismarck/Mandan local economy and North Dakota were \$12,616,891. Visitor generated expenditures were, respectively, \$5.1 million (Bismarck/Mandan) and \$5.3 million (North Dakota). Thus, total direct impact on the Bismarck/Mandan economy was \$21,552,865 and \$21,780,070 on the North Dakota economy, using the College Impact Model. Using this Model, UTTC's expenditures account for 1.8% of the Bis-

marck/Mandan area's taxable sales.

For the past 36 years, UTTC has hosted the Annual United Tribes International Powwow. This is one of the largest powwows in North America and attracts tribal participants from the U.S., Canada and Latin America. The powwow itself is a four-day event and the largest such event in the Bismarck/Mandan area. The total impact on the Mandan/Bismarck area of the powwow week is \$4,324,320. An additional \$227,205 is generated to the communities within the 50-mile radius, bringing statewide impact to \$4,551,525.

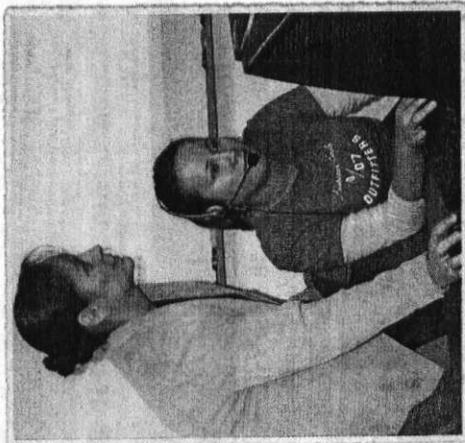
UTTC's capital expenditures in 2005 of \$163,707 were limited to architectural and engineering (A & E) design for major construction projects launched in FY 2006. UTTC's construction in FY 2006 includes the completion of a \$2.6 million Wellness Center. There is also a plan for a new campus to adjoin the current campus to the south. Ground was broken June 2, 2006 for a \$2.7 million, 24-apartment unit for students with families. Consequently, UTTC is likely to represent a significant portion of all Bismarck/Mandan public capital expenditures well into the future.

Despite significantly fewer faculty and students than either Bismarck State College or the University of Mary, UTTC has comparably greater economic impact on the Bismarck/Mandan area than BSC and wage and benefits impact 5.6% greater than BSC.

Using the North Dakota Input-Output Model, the "direct economic impact" of UTTC to the North Dakota economy is estimated to total about \$15.6 million, including expenditures associated with on-going operations of the College, capital improvements, and additional expenditures generated by UTTC students. The \$15.6 million of direct impacts generates through the multiplier process another \$31.1 million in secondary impacts in various sectors of the North Dakota economy, for a total impact of \$46.7 million. The total economic impact for the Bismarck-Mandan area is \$44.3 million, including \$12.2 million of additional retail sales and \$19.1 million of added personal income for area households.

UTTC's employment in FY 2005 was 360, ranking it as the 20th largest local employer, of the 30 businesses with more than 200 employees in the Bismarck/Mandan area.





### 1.1 Study Purpose

The purpose of this study is to measure the economic impact that United Tribes Technical College (UTTC) has on the Bismarck/Mandan area and North Dakota economies. As UTTC is externally funded, mostly from Federal and students' tribal sources (97.2%), Foundations (0.5%) and one regional tribe (2.3%), it has similar characteristics of an external business firm or industry located in the Bismarck/Mandan area.

The College is supplying educational services and its end products are graduates who become productive citizens of their respective tribal reservations, states and nation. UTTC fits the prototype

of a basic industry from an economic perspective, since it is exporting a product (education) almost exclusively to non-local people and importing into the local economy revenues for these services in the form of tuition and fees, living expenses, federal revenues, and very limited additional revenue from a regional tribe and foundation sources. Thus, the appropriate methodology for measuring the economic impact of UTTC is similar to that used in analyzing any other basic industry.

The economic magnitudes receiving attention in this study consist of expenditures, income and employment. The College's employees, students, and visitors, and the institution itself, all impact the economy via these economic magnitudes. With the exception of North Dakota State income tax withheld from its employees, this study excludes fiscal impacts to local and state government. UTTC has its own child development center and the Theodore Jamerson Elementary School (K-8). Thus only those UTTC families with students who choose the local public or private school system, especially in high school, would have additional impact on the local economy that is outside the parameters of this study.

Economic impacts go beyond the Bismarck/Mandan area and the State of North Dakota. Regional and National impacts are not addressed in this study. However, the impact of UTTC's graduates

on Bismarck/Mandan, North Dakota and the Nation are addressed in a companion study.<sup>1</sup>

### 1.2 Historical Perspective

Throughout its history, the College has maintained its commitment to the economic, social and cultural advancement of Indian families. The College provides housing, recreational facilities, child development center, and an elementary school for its students and their families. It also provides counseling, placement, medical services, transportation and other support services. All focus on the unique social and cultural context of its students. For the past 37 years, UTTC has served over 12,000 American Indian students from nearly 100 federally recognized Indian Tribes across the nation. In the 2004-2005 academic year, 54 tribes were represented, with approximately 70% of the College's current enrollment coming from nine Northern Plains tribes.<sup>2</sup>

United Tribes Technical College was founded in 1969 as an inter-tribal organization, the United Tribes of North Dakota Development Corporation. It is a non-profit corporation chartered by the State of North Dakota and operated by the five tribes of North Dakota. These Tribes are the Mandan Hidatsa Arikara Nation, the Spirit Lake Nation, the Sisseton Wahpeton Oyate, the Standing Rock Sioux Tribe and the Turtle Mountain Band of Chip-

<sup>1</sup> David M. Gipp, Shirley Bordeaux and Tom Katus, *Projected Return on Investment of United Tribes Technical College 2004-2005 Associate of Applied Science (AAS) and Bachelor of Science (BS) Degrees* (Bismarck, ND: UTTC, June 2005).  
<sup>2</sup> *Ibid.*, 8.

pewa. The College is governed by a 10-member Board of Directors made up of the Chairperson, and one delegate selected from each of the Tribes. UTTC is a 501(c) 3 non-profit corporation.

Initially, United Tribes was a residential employment training facility run by the Development Cooperation. Thus it was the first inter-tribally controlled and operated post-secondary vocational school in the nation. In 1975, it became United Tribes Educational Technical Center and in 1987 its name was changed to its current, United Tribes Technical College (UTTC). It was granted candidacy for accreditation status by the North Central Association (NCA) in 1978. In 1982, it received full recognition in NCA as a post secondary vocational school. In 1993 the College was approved at the Associate of Applied Science level for all of its programs and has continually maintained its accreditation status since. In 2001 the College was granted full accreditation by the NCA without stipulation through 2011. In 2003, UTTC became the first tribal college in the U.S. to receive accreditation to grant Associate of Applied Science degrees online. In 2005, UTTC graduated its first group of students who completed their coursework online.<sup>3</sup>



<sup>3</sup> *Ibid.*, 18.

### 1.3 Enrollment Growth

The growth of the College as measured by student enrollment is summarized in the following tables and

**TABLE 1**  
**UTTC ENROLLMENT**  
**(1983-2005)**

Academic Year	Enrollment*
1983-1984	301
1984-1985	350
1985-1986	303
1986-1987	290
1987-1988	277
1988-1989	238
1994-1995	310
1995-1996	328
1996-1997	397
1997-1998	343
1998-1999	401
1999-2000	416
2000-2001	490
2001-2002	409
2002-2003	644
2003-2004	862
2004-2005	885

\*Registrar's Office, UTTC

**TABLE 1a.**  
**UTTC ENROLLMENT GOALS\***  
**(2006-2009)**

Academic Year	Projected Enrollment*
2005-2006	1,080
2006-2007	1,318
2007-2008	1,608
2008-2009	2,010

**\*Enrollment goals set by President of UTTC during Strategic Planning**

the graph on the next page.

Enrollment grew steadily in the 1980s and '90s, rapidly in the past seven years and dramatically in the last three. Enrollment has averaged 587 students annually over the past seven years. The 2004-2005 enrollment of 885 students was more than double that of three years earlier. UTTC's goal is to have 2,010 students enrolled by 2008-2009. Its 2005-2006 goal was 1,080. Actual enrollment exceeded this goal by 38 students.<sup>4</sup>

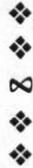


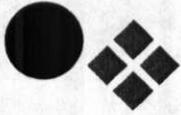
In the past year alone, [enrollment] surged 25 percent above the previous year to reach 1,118 students, ranking UTTC in the upper third of the nation's tribal colleges and universities in size of enrollment...

In 2005 the college honored its largest graduating class, 115, and expects an even greater number for this year's commencement ceremony in May.<sup>5</sup>

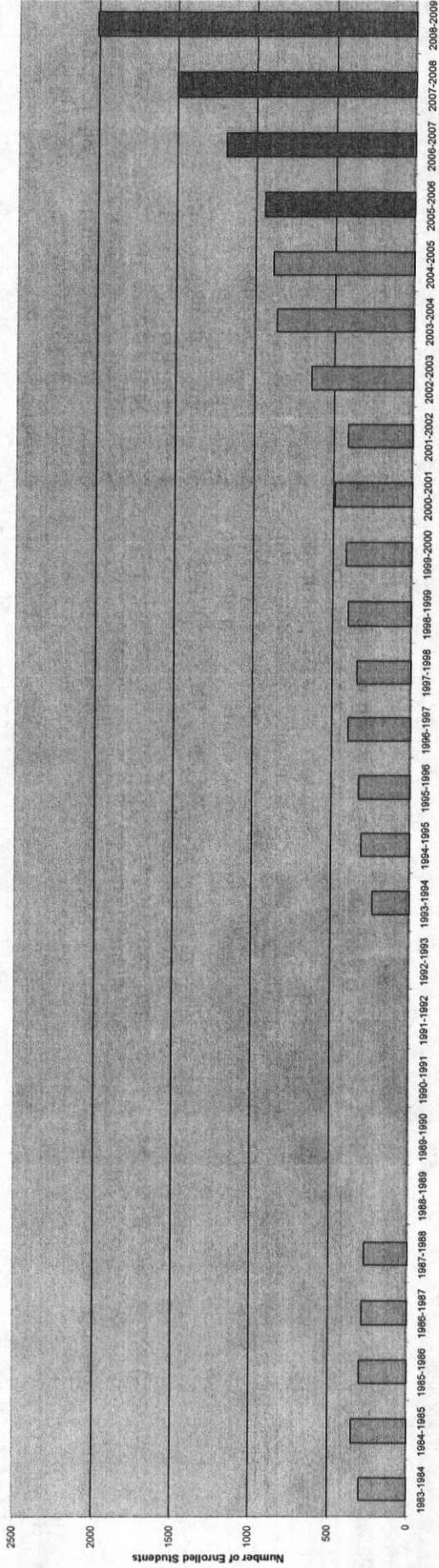
<sup>4</sup> See GRAPH - UTTC ENROLLMENT TRENDS AND PROJECTIONS on the next page.

<sup>5</sup> College growing despite funding hurdle," *United Tribes News* (Bismarck, ND: Vol. 15, #4, February 27, 2006), 1.



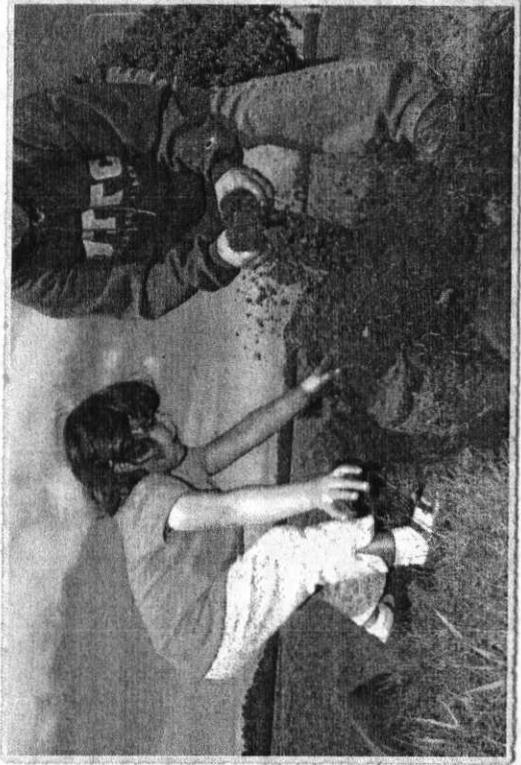


## UTTC Enrollment Trends and Projections\*



Spring 2006 Enrollment at the Theodore Jamerson Elementary School is 195, also an all-time high. TJES serves K-8 children of UTTC students and other parents in the community. UTTC's pre-school, serving children from eight weeks to six years also has a record enrollment of 158. Thus, as UTTC grows, it is having increasing impact on Bismarck/Mandan and the North Dakota economies.

To accommodate this dramatic growth, UTTC has made temporary special arrangements for private housing, transportation and food services off campus in Bismarck/Mandan. A new student dormitory for single students opened at the beginning of Fall 2003. However, the demand for housing far outstrips what is available on campus.



The methodology employed in this study uses two models. The first is based on the College Impact Model developed by Caffrey and Isaacs.<sup>6</sup> The Caffrey and Isaacs work has been used as a standard for much of the research on college and university economic impacts throughout the United States. Modifications to their work were made by Dr. Michael Madden in his 1988 study.<sup>7</sup> This model was developed specifically for analyzing college and university impacts. Dr. Madden made his refinements based on surveys conducted of faculty and students at the region's major technical university with a similar population base to Bismarck/Mandan MSA.<sup>8</sup> Because it is based on actual survey work Dr. Madden conducted at that institution, it provides a more accurate description of the local economic impact than more generic models. The other model used in this study is what has become the North Dakota Standard, i.e. The North Dakota Input/Output Analysis developed by Dr. F. Larry Leistritz and Dr. Randal C. Coon, Professors of Economics, North Dakota State University.<sup>9</sup> This model provides both direct sector analysis and major secondary impacts based on analysis performed for many businesses, including many of the institutions of higher education in the North Dakota State system.

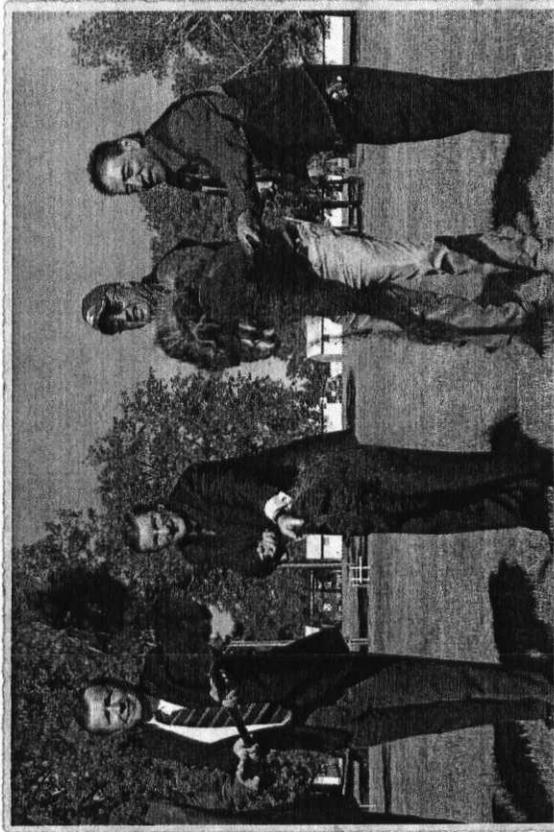
## 2.1 College Impact Model

Dr. Madden concludes:

Economic impacts are generated by expenditures from budgeted funds. Useful classifications include spending of income by faculty and staff, local expenditures by the institution itself, local spending by students exclusive of that expended within the college and local spending by visitors to the college. This so called first round spending precipitates successive rounds of spending via the multiplier effect.<sup>10</sup>

It is the spending referred to above that generates impacts in local income and employment. Income and employment are directly created through the purchase of labor services by the College as well as secondarily through business activity in the local economy. The following diagram is helpful

in identifying the flow of economic activity generated by budgeted College funds and other funds imported into the area by students.<sup>11</sup>



<sup>6</sup> John Caffrey and Herbert H. Isaacs, *Estimating the Impact of a College or University on the Local Economy* (1972).

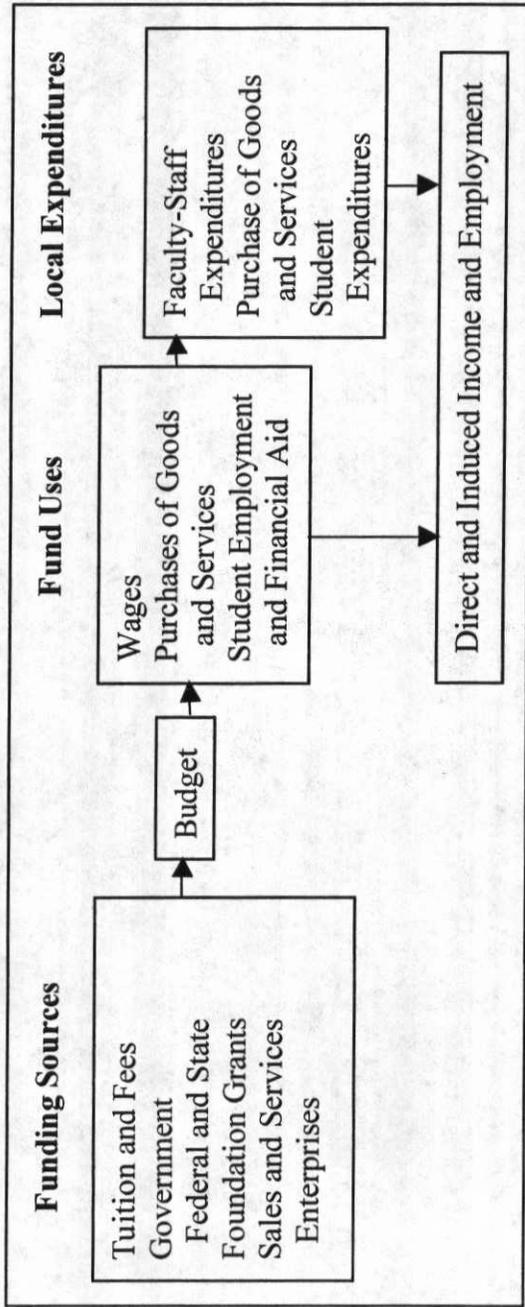
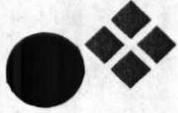
<sup>7</sup> Michael K. Madden, *Rapid City Area Impacts on Expenditure, Income and Employment due to the South Dakota School of Mines and Technology* (Rapid City, SD: SDSM&T and SDSM&T Hardrock Club, 1988).

<sup>8</sup> Bismarck/Mandan Metropolitan Standard Area includes Burleigh and Morton Counties.

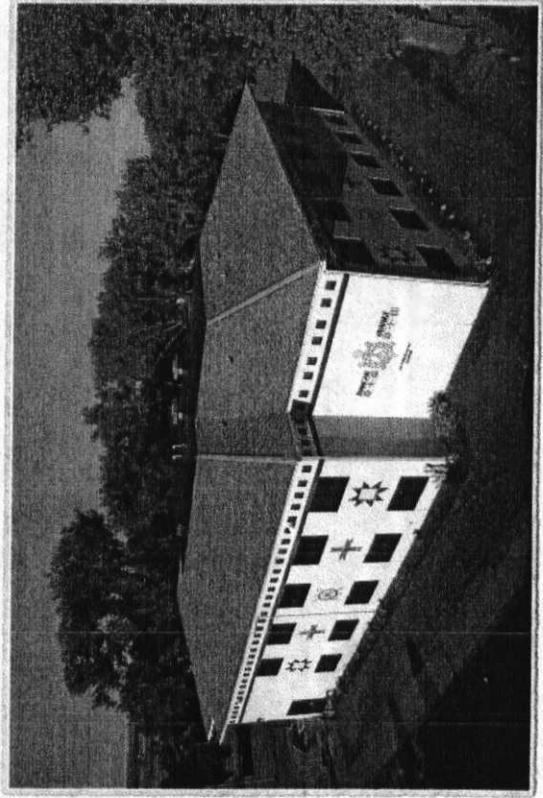
<sup>9</sup> For a complete description of the ND Input-Output Model, see: R. Coon and F. L. Leistritz, *The North Dakota Base, Recent Changes and Projected Future Trends: Agricultural Economics. Statistical. Series No. 45* (Fargo, North Dakota State University, 1989)

<sup>10</sup> *Ibid.*, 4-5

<sup>11</sup> Madden, *op. cit.*, 5.



The secondary impacts (sometimes further categorized into indirect and induced effects) result from subsequent rounds of spending and respending within the economy.

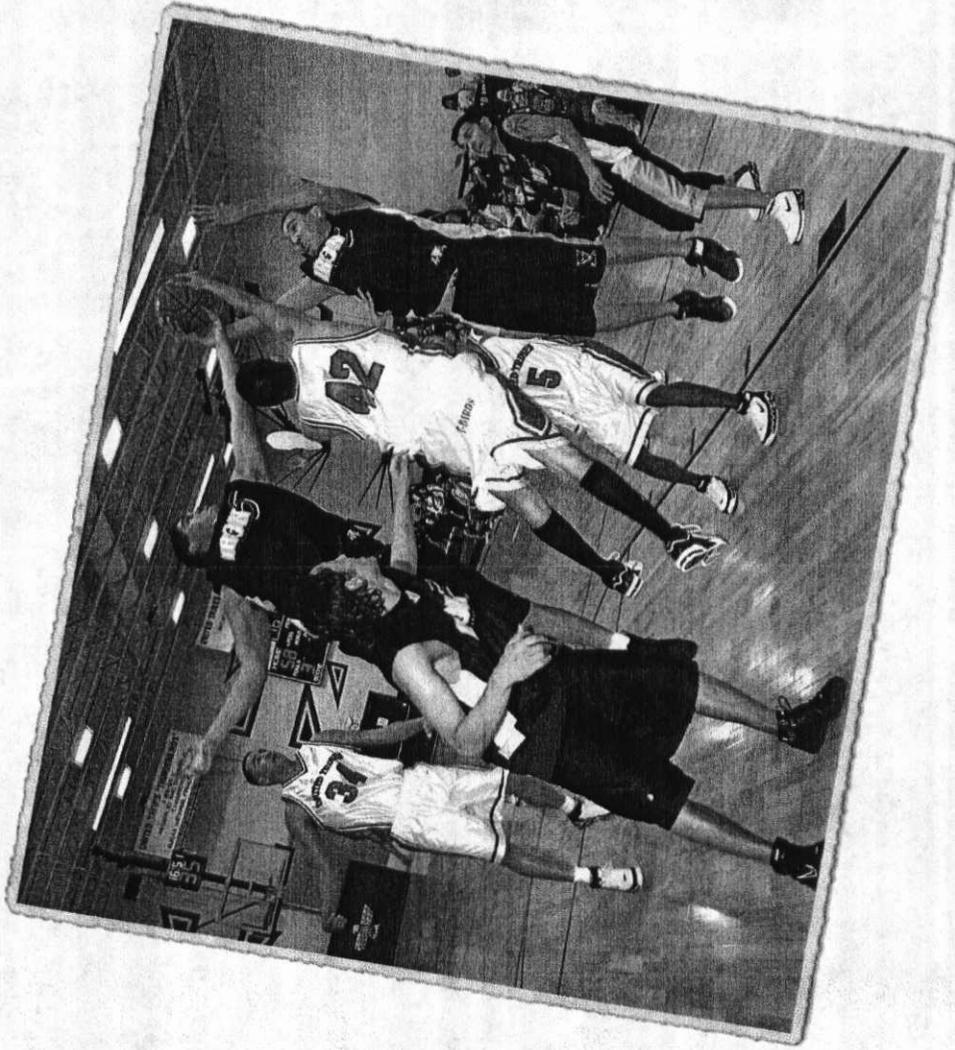


## 2.2 The North Dakota Input-Output Model

By F. Larry Leistritz

The North Dakota Input-Output Model consists of interdependence coefficients or multipliers that measure the level of business activity generated in each economic sector from an additional dollar of expenditures in a given sector. (A sector is a group of similar economic units, e.g., the firms engaged in retail trade make up the retail trade sector.) This model estimates the changes in gross business volume (gross receipts) for all sectors of the area economy that arise from the direct expenditures associated with operation of UTTC facilities and programs. The increased gross business volumes are used to estimate secondary employment based on historic relationships. The procedures used in the analysis are parallel to those used in estimating the impact of other facilities and activities.<sup>12</sup>

The North Dakota Input-Output Model is also used by the North Dakota University System, comprised of 11 college campuses. Bismarck State College is one of these institutions. Thus, direct comparison of BSC to UTTC is possible through this model.



<sup>12</sup> F. Larry Leistritz, *Potential Local Socioeconomic Impacts of the Proposed ProGold Processing Plant*; *Agricultural Economics Report No. 328* (Fargo, ND: North Dakota State University, 1995) and Dean A. Bangsund and F. Larry Leistritz, *Economic Contribution of the Sugarbeet Industry to North Dakota and Minnesota*; *Agricultural Economics Report No. 395* (Fargo, ND: North Dakota State University, 1998).

# 3.0 Direct Expenditures, Income and Employment

## 3.1 Expenditures

The economic impact caused by UTTC spending, which has been imported into the community almost exclusively, comes from external sources. These sources are primarily federal grants, and tuition, fees and financial aid, provided to students through these various federal sources. UTTC receives very limited support from foundations (\$115,000 in FY 2005, 0.5%) and received one major grant from a regional tribe (\$500,000 or 2.3%).

The total enrollment in academic year 2004-2005

was 855. The vast majority of UTTC students in FY 2005 (753) come from their respective tribal reservations, 54 different tribes. In FY 2005, UTTC also enrolled 102 non-Indian students or 12%.<sup>13</sup> Most of the non-Indians and perhaps a handful of Native American students come from the Mandan/Bismarck area. However, virtually all tuition and fees and student support are provided by the College through the respective federal and tribal grants, provided by the student's respective tribe.

The economic impact of spending is measured by expenditures made locally from these non-local revenues. A summary of the FY 2005 (July 1, 2004 - June 30, 2005) College Revenues for Budgeting Purposes is presented below.

Total revenues spent locally in FY 2005 were \$21,551,337. It is these revenues that are spent locally which are of interest in measuring local economic impact.

**TABLE 2**  
**REVENUE SOURCES - UTTC - FY2005**

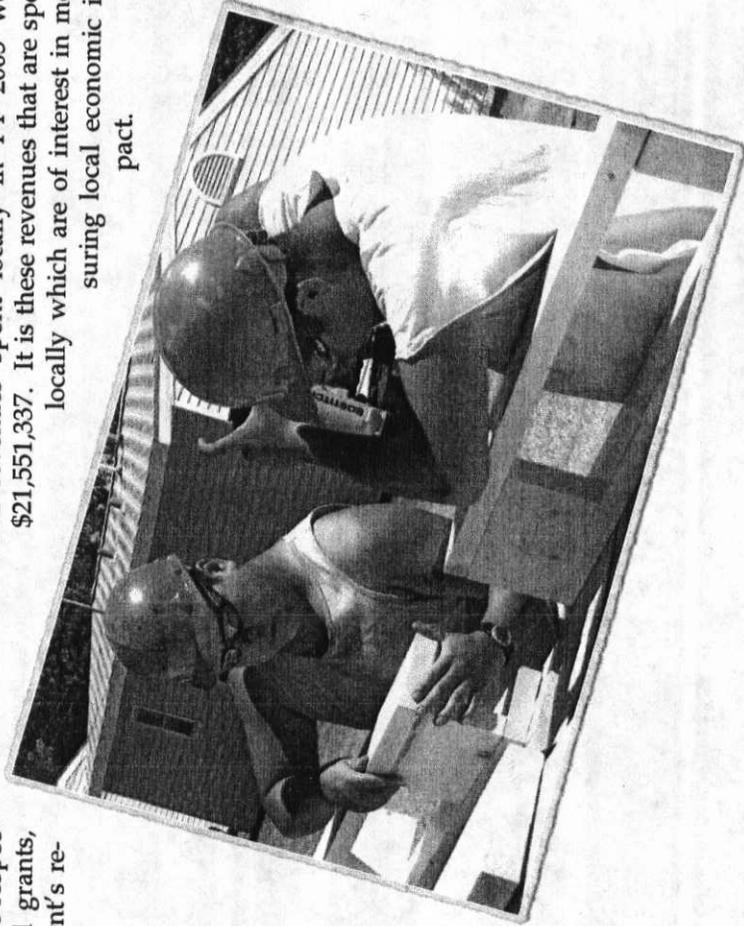
Source	Amount
Tuition and Fees <sup>14</sup>	\$923,013
Federal Grants	17,657,053
Tribal Grant	500,000
Foundation Grants	115,000
Sales and Service Enterprises <sup>15</sup>	924,519
Financial Aid Given to Students <sup>16</sup>	1,431,752
Pell	\$1,325,747
CWS	\$37,368
SEOG	\$68,637
<b>TOTAL FY 2005 REVENUES</b>	<b>\$21,551,337</b>

<sup>13</sup> David M. Gipp, et al, *Projected Return on Investment...*, op. cit., 8.

<sup>14</sup> Does not include Pell and SEOG grants provided for student tuition and fees (see below).

<sup>15</sup> Includes Arrow Printing, a UTTC enterprise, cafeteria and bookstore.

<sup>16</sup> Pell Grant - federal non-repayable (in most cases) foundation grant upon which other student financial assistance programs supplement. CWS (College Work Study) for on-campus jobs. SEOG (Student Equal Opportunity Grant) awarded to Pell certified students, dependent on need and availability of funds.



### 3.1.1 College Generated

The sources of spending by the College are categorized as follows:



**TABLE 3  
EXPENDITURE CATEGORIES AND LOCAL SPENDING LEVELS  
FY2005**

Expenditure Category	Spending Level	
	Bismarck/Mandan & North Dakota	
Wages & Salaries (Gross) Spent Locally (Net W&S x .733) <sup>17</sup>	11,288,801	8,274,696
Non-Salary Expenditures		4,178,493
Capital Expenditures		163,702
<b>Total Expenditures</b>		<b>\$12,616,891</b>

The estimated wages and salaries that reach the local expenditure stream are the gross wages and salaries (\$11,288,807) x 73.3% or \$8,274,696 net. Consequently, the direct impact of College generated expenditures on the Bismarck/Mandan and North Dakota economy was \$12,616,891.

### 3.1.2 Student Generated

Another component of local spending involves

student outlays. As more than one-third of the students live on campus (35.3%), a major portion of student spending goes back to the institution in the form of tuition and fees for dormitory, cafeteria, and bookstore. Care has been taken to eliminate spending within the College enterprises and the College in general to prevent double counting. **Table 4. Student Spending** contains expenditures by various student classifications. **Table 5. Estimated Average...Student Expenditures...**

excludes student spending already recorded in UTTC's revenues; i.e. Tuition and fees, room and board and books/supplies. Table 5 demonstrates the additional student impact for personal expenses and transportation spent in the Bismarck/Mandan communities.

<sup>17</sup> "In a survey of South Dakota School of Mines and Technology faculty and staff in Rapid City, SD, it was learned that 73.3% of net wages are spent in the local economy." (Madden, *op. cit.*, 9). There is no known similar survey work that has been conducted at higher education institutions in North Dakota. Because the Rapid City metro area and Bismarck/Mandan metro area are very similar in size and located within the same region as UTTC, this percentage was applied to UTTC's net wages and salaries, as well, in applying the College Impact Model.

Online tuition rates are \$87.50 per credit, access fee-\$47.50 per credit, record fee-\$100 (one-time fee), vocational fee-\$120 per semester, books-\$400 per semester.

**TABLE 4  
STUDENT SPENDING**

Nine-month budget (16 credits per semester average)

Single	On Campus	Off Campus
Tuition & Fees	\$3,580	\$3,430
Room & Board	3,000	5,000
Books/Supplies	800	800
Transportation	600	600
Personal Expenses <sup>19</sup>	2,060	5,340
<b>Total</b>	<b>\$10,040</b>	<b>\$15,170</b>

Family-based on 4/hshold	On Campus	Off Campus
Tuition & Fees	\$3,580	\$3,430
Room & Board	4,000	5,000
Books/Supplies	800	800
Transportation	900	900
Personal Expenses <sup>20</sup>	5,800	9,040
<b>Total</b>	<b>\$15,080</b>	<b>\$19,170</b>

Summer School two-month budget<sup>21</sup> (6-credit average for summer session)

Single	On Campus	Off Campus
Tuition & Fees	\$525	\$525
Room & Board	350	600
Books/Supplies	200	200
Transportation	0	0
Personal Expenses	412	1,068
<b>Total</b>	<b>\$1,487</b>	<b>\$2,393</b>

Family-based on 4/hshold	On Campus	Off Campus
Tuition & Fees	\$525	\$525
Room & Board	600	1,000
Books/Supplies	200	200
Transportation	0	0
Personal Expenses	1,160	1,808
<b>Total</b>	<b>\$2,485</b>	<b>\$3,533</b>



<sup>18</sup> "Educational costs," College Catalog: United Tribes Technical College (Bismarck, ND; UTTC, 2005-2007), 14.

<sup>19</sup> These are calculated at \$200/month for singles and \$300/month for family units. Both are well below the \$306/mo. that Bismarck State College used for the same year for their single students. However, BSC does not include a separate "transportation" item. Bismarck State College Economic Impact (Bismarck, ND: BSC, FY 2002), 3.

<sup>20</sup> *op. cit.*

<sup>21</sup> "Educational costs...", *op cit.*, 15.

**TABLE 5**  
**ESTIMATED AVERAGE AND TOTAL STUDENT EXPENDITURES,**  
**EXCLUDING PAYMENTS TO UTTC**  
**FY2005**

Category	Number	Average	Total
<b>On Campus</b>			
Single	186	\$2,660	\$494,760
Family	76	\$6,700	\$509,200
<b>Off Campus</b>			
Single	81	\$5,940	\$481,140
Family	228	\$9,940	\$2,266,320
<b>Summer School</b>			
<b>On Campus</b>			
Single	24	\$412	\$9,888
Family	37	\$1,160	\$42,920
<b>Off Campus</b>			
Single	6	\$1,068	\$6,408
Family	9	\$1,808	\$16,272
<b>Other Students<sup>22</sup></b>			
CEUs	152		-0 <sup>23</sup>
Owen's Valley	36		
Online	50		
<b>TOTAL</b>	<b>885</b>		<b>\$3,833,908</b>

### 3.1.3 Visitor Generated

UTTC's presence in the Bismarck/Mandan communities attracts a diverse number of visitors annually. As the Board itself is comprised of the Chairman and a second delegate of each of the five sponsoring tribes, UTTC board meetings frequently trigger other conferences and seminars sponsored for the respective tribes and federal agencies.

Together with its tribal leadership, UTTC plays supporting and frequently sponsoring roles to major tribal/federal regional and national conferences. For example, in June 2002, Tex Hall, member of UTTC's Board and Chairman of the Mandan Hidatsa Arikara Nation and then President of the National Congress of American Indians (NCAI) brought NCAI's mid-year annual national conference to Bismarck/Mandan. UTTC provided both board and staff support to the conference. UTTC's presence in the Bismarck/Mandan area has resulted in the hosting of scores of annual national, regional and state conferences in recent years. These include the National Indian Education Association (NIEA), the nation's largest American Indian organization, American Indian Higher Education Consortium (AIHEC), the aforementioned NCAI and others, as well as many federal agency conferences.

<sup>22</sup> Continuing Education Units (CEUs) were provided to 22 UTTC faculty for on campus training and 130 participants of UTTC sponsored seminars. There were 36 students enrolled at UTTC's Owens Valley satellite campus in Bishop, CA and 50 online students.

<sup>23</sup> All CEU, Owens Valley and online student spending goes back to the institution for tuition, fees and books. Thus, these expenditures are "Excluded."

### 3.1.3.1 UTTC Sponsored Conferences and Seminars in FY 2005

None of these "indirect" events are included in

the North Dakota Input-Output Model. These "indirect" events are included in the College Impact Model and provide a clear indication that UTTC's presence has much more visible impact than the "direct" itemized below. During FY 2005, UTTC sponsored seminars, conferences, training workshops and meetings, resulting in 1,618 attendees

**TABLE 6  
SEMINARS, CONFERENCES & TRAINING MEETINGS  
SPONSORED BY UTTC - FY2005**

Attendees	Person Nights	Seminar, Conference, Training, Meeting	Date of Event
100	200	Native American Lifesaver	July 13-14, 2004
73	511	Summer Education Institute	July 17-23, 2004
50	50	Indian Health Services	July 19, 2004
50	50	ND Council on Abused Women's Services	August 6, 2004
35	140	WIC and Commodities	August 10-13, 2004
50	50	Nutrition Forum	August 12, 2004
30	30	Office of Indian Education Program	August 24, 2004
75	150	Higher Education Resource Organization for Students (HEROS)	September 9-10, 2004
15	45	ND Council on Addictive Disorders	September 9-11, 2004
20	20	Great Plains Association Tribal Gaming	September 13, 2004
25	25	Organizational Renewal & Development	September 23, 2004
60	240	Certified Emergency Response Training	October 12-15, 2004
25	50	Food Safety-Serve Safe	October 18-19, 2004
20	20	Standing Rock Early Childhood Tracking	October 27, 2004
20	20	Aging Services and Disabilities	November 5, 2004
15	15	Tribal State Health Care Coordinating Committee	November 15, 2004
20	40	Cultural Preservation Office	November 17-18, 2004
50	200	US Army Corps of Engineers	November 30-December 3, 2004

and 3,686 person nights in the Bismarck/Mandan area. This is more than four times the person nights UTTC sponsored in 2002.<sup>24</sup> See Table below.

The Bismarck/Mandan Convention and Visitors Bureau has determined that each night spent in the community in 2004-2005 contributed \$211 to the economy for hotel/motel room, food and trip related expenditures. Thus, in FY 2005 the College-based direct activities contributed \$777,746 (3,686 person nights x \$211 per night) to the local economy for these various workshop/seminars. This is nearly 4-1/2 times what was generated for these activities in 2002.<sup>25</sup>



<sup>24</sup> Tom Katus (ed.), Michael Madden, F. Larry Leistritz, *The Economic Impact of United Tribes Technical College on the Economies of the Bismarck/Mandan Area and the State of North Dakota* (Bismarck, ND: UTTC, May 30, 2003), 10.  
<sup>25</sup> *Ibid.*, 11.

**TABLE 6 (Continued)**  
**SEMINARS, CONFERENCES & TRAINING MEETINGS**  
**SPONSORED BY UTTC - FY2005**

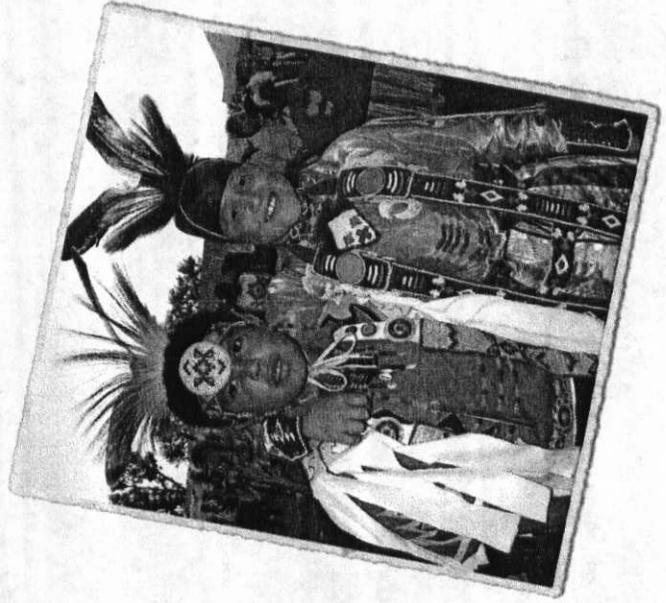
Attendees	Person Nights	Seminar, Conference, Training, Meeting	Date of Event
50	100	ND Council on Addictive Disorders	December 2-3, 2004
15	30	Comprehensive Economic Development Strategy (CEDS)	December 8-9, 2004
20	20	ND Council on Addictive Disorders	January 6, 2005
25	50	Food Safety-Serve Safe	January 11-12, 2005
25	25	Planning Meeting for Standing Rock Tribe on Dormitory	January 13, 2005
20	20	Child Care Assistance	January 14, 2005
20	20	Tribal Water Planning Meeting	February 2, 2005
20	20	Child Care Assistance	February 4, 2005
20	20	NDATC Board Meeting	February 10, 2005
20	20	Standing Rock Early Childhood Tracking	February 25, 2005
80	80	Keeps Eagle Case Update	March 3, 2005
20	20	Meeting with Administrators & School Board	March 31, 2005
25	25	Update on Garrison Dam-Lake Sakakawea Master Plan	April 18, 2005
10	10	PATTC Toolbox Training	April 22, 2005
25	50	Food Safety-Serve Safe	April 26-27, 2005
10	10	PATTC Toolbox Training	May 27, 2005
80	160	Pre-Retirement for Federal & IHS Employees	May 9-10, 2005
100	400	National Guard Tribal Consultation Workshop	May 23-26, 2005
50	150	National Congress of American Indians	May 31-June 2, 2005
30	120	Food Safety Institution	June 1-4, 2005
30	30	OTC Training for Automotive Mechanics	June 15, 2005
30	90	Advanced WIC Nutrition Institute	June 21-23, 2005
40	80	Violence in the Workplace	June 23-24, 2005
10	10	PATTC Toolbox Training	June 24, 2005
80	240	Cannon Certification "Trust Account Training"	June 28-30, 2005
30	30	ACLU of the Dakota's-Know Your Rights-Seminar	June 30, 2005
<b>1618</b>	<b>3686</b>		

### 3.1.3.2 UTTC Sponsored United Tribes International Powwow and Related Events

For the past 36 years, UTTC has hosted the Annual United Tribes International Powwow. This is one of the largest powwows in North America and regularly attracts tribal participants from the U.S. and Canada, with special guest participants from around the world, including in recent years groups from Latin America and Australia. Over four days, the powwow attracts one of the largest audiences of any public event held annually in the Bismarck/Mandan area. It is among the top drawing events each year in North Dakota. In conjunction with the powwow, a number of related activities occur.

For three days preceding the powwow, UTTC has sponsored the United Tribes Intertribal Council Summit for the past nine years. This attracts tribal leadership from all five of North Dakota's Tribes, as well as national, regional and state representatives from a great variety of tribal, federal and state organizations. Also held in conjunction with the powwow for the past 14 years have been the annual Miss Indian Nations Pageant, the Parade of Champions, the Men and Women's Softball Tournament and golf tournaments that take place on all of the Bismarck/Mandan courses. Consequently, all hotel/motel rooms in both cities are fully booked as well as those within a 50-mile radius. Rooms available in the Bismarck/Mandan area, plus 50-mile radius are detailed below.

From the gate fees, UTTC estimates that 7,500 visitors and participants attend the powwow daily for its four-day period for total of 30,000. However, as the entire region's hotels and motels are fully occupied for the entire week, it is estimated that an average of 3,500 Summit and other participants and visitors are in the region the first three days of the week. The majority of Native American powwow families and visitors camp out on UTTC campus. Those who do use motel rooms fill them with their children, extended family and friends. Thus, the impact of the powwow week on Bismarck/Mandan and surrounding area is as follows:



**TABLE 7**  
**HOTEL/MOTEL ROOMS IN BISMARCK/MANDAN AND SURROUNDING AREA**

<u>Bismarck/Mandan</u>	<u>North Dakota</u>
2,400 <sup>26</sup>	97 (Prairie Knights)
2,400	100 (New Salem, Steele & Washburn)
	197

<sup>26</sup> The Bismarck/Mandan Convention and Visitors Bureau indicates 2,400 rooms for Bismarck/Mandan, plus rooms at Prairie Knights Casino and Lodge located 48 miles south of Mandan on the Standing Rock Sioux Indian Reservation and motels in Steele and Washburn, for a total of 2,597 rooms.

**TABLE 8**  
**IMPACT OF POW WOW ON BISMARCK/MANDAN**  
**AND SURROUNDING AREA**



<u>Bismarck/Mandan</u>	<u>North Dakota</u> <u>(50 mile radius of Bismarck/Mandan</u>
<b>Pow Wow Days (4)</b>	
2,400 rooms x 90% UTTC Occupancy 2,160 x \$211 per night = \$455,760 X 4 nights = <b>\$1,823,040</b>	197 rooms x 95% UTTC Occupancy 187 x \$150 per night = \$28,050 X 4 nights = <b>\$112,200</b>
2,160 rooms x \$112.50 per night (2.25 additional occupants @ \$50 food only/night X 4 nights= <b>\$972,000</b>	187 rooms x \$67.50 per night (2.25 additional occupants @ \$30 food only/night X 4 nights = <b>\$50,490</b>
<b>Pre Pow Wow UTTC Economic Summit and Other related activities</b>	
2,160 rooms x \$211 per night (lodging & food) X 3 nights = <b>\$1,367,280</b>	187 rooms x \$100 per night X 3 nights= <b>\$56,100</b>
2,160 rooms x \$25 per night (0.5 additional occupants @ \$50 food only X 3 nights = <b>\$162,000</b>	187 x \$15 per night (0.5 additional occupants @ \$30 food only X 3 nights = <b>\$8,415</b>
<b>TOTAL POW WOW WEEK IMPACT</b>	
<u><b>\$4,324,320</b></u>	<u><b>\$227,205</b></u>

The total impact on the Mandan/Bismarck area of the powwow week is \$4,324,320. An additional \$227,205 is generated to the communities within the 50 mile radius, i.e. Prairie Knights Casino and Lodge and motels at New Salem, Steele and Washburn. Thus, the statewide impact of the powwow is \$4,551,525.

The total visitor generated direct impact (Seminars and Conferences-\$777,746 plus powwow-\$4,324,320) is \$5,102,066 for the Bismarck/Mandan area. The additional impact of \$227,205 from the surrounding towns' lodging makes the North Dakota impact \$5,329,271.

### 3.1.4 Expenditure Summary

The previous sources of expenditures are summarized in the following table:

**TABLE 9  
ANNUAL EXPENDITURES BY SOURCE**

Source	Bismarck/Mandan	North Dakota
Student Generated	\$3,833,908	3,833,908
College Budget Generated	\$12,616,891	12,616,891
Visitor Generated	\$5,102,066	5,329,271
<b>Total – Direct Impact</b>	<b>\$21,552,865</b>	<b>\$21,780,070</b>

The total "Direct Impact" of \$21.6 million is 22.7% greater than the \$17.6 million "Direct Impact" in FY 2002.<sup>27</sup> The spending by faculty and staff is included within the college budget generated category, since wages and salaries originate from that source. As a means of comparison, taxable sales in the Bismarck/Mandan area in 2004 were \$1.173 billion.<sup>28</sup> Although not all expenditures referred to in Table 9 are in fact taxable, the direct spending impact of operations at UTTC amount to 1.8% of the Bismarck/Mandan MSA taxable sales, using the College Impact Model.

Similarly, UTTC's construction contracts in 2004-2005 of \$163,702 were 5.6% of total public con-

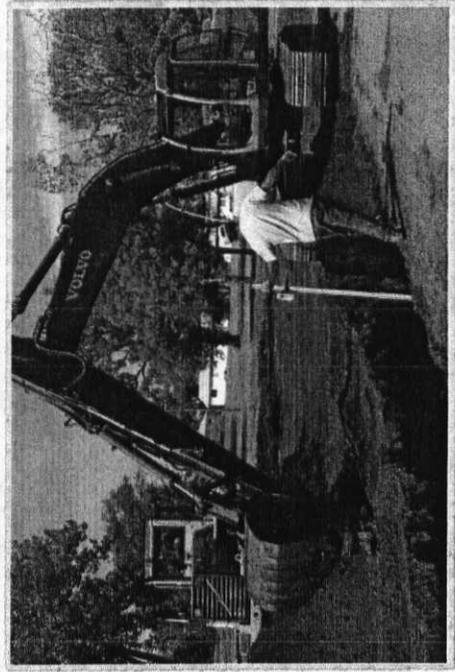
struction activity in Bismarck/Mandan in 2004.<sup>29</sup> UTTC's construction in FY 2006 is projected to be even greater, and there is a plan for a whole new campus to adjoin the campus to the south. Consequently, UTTC is likely to account for a significant portion of all Bismarck/Mandan public capital expenditures well into the future.

### 3.2 Employment

UTTC's full time equivalent (FTE) employment in FY 2005 was 360. This figure includes administration, faculty, and professional support staff. Although major employers such as the State of North Dakota,

Med Center One and St. Alexius Medical Centers, Bismarck Public School and federal offices dwarf the employment levels associated with UTTC, it ranks #20 in employment among all community businesses and other organizations (35) with 200 or more employees.<sup>30</sup>

UTTC's projected construction, including the new \$2.6 million Wellness Center under construction in 2006 generated 63 construction jobs, including 11 UTTC students employed by local contractors as construction workers. A whole new campus to adjoin the existing campus to the south is planned. Ground was broken June 2, 2006 for a \$2.7 million, 24-apartment unit for students with families. Consequently, UTTC is likely to represent a significant portion of all Bismarck/Mandan public capital expenditures into the future. Such construction is likely to provide construction jobs into the foreseeable future.



<sup>27</sup> See *The Economic Impact of UTTC...*, (2003), op. cit., 13.

<sup>28</sup> "Taxable Sales & Purchase" - \$1,172,522,103, *Bismarck/Mandan North Dakota Community Profile*, (Bismarck, ND: Bismarck/Mandan Development Association, 2005), 15.

<sup>29</sup> *Ibid.*, 14.

<sup>30</sup> *Ibid.*, 15.

# 4.0 The North Dakota Input-Output Model

## Economic Impact of United Tribes Technical College, FY 2005

By F. Larry Leistritz

Exported services is one of the fastest growing sectors of the North Dakota economy (Leistritz 1993, Coon and Leistritz 1997, Coon and Leistritz 2001). While the most visible exported services activities in North Dakota have been telemarketing and data processing centers, which often employ several hundred workers (Coon and Leistritz 2001), public and private research, education, and training activities and related professional services also make an important contribution to the state's economic base.

An example of educational and training activities funded largely from out-of-state (i.e., federal) sources is United Tribes Technical College (UTTC). The purpose of this report is to estimate the impacts of UTTC for the state economy for FY 2005.

### Results

The contributions of UTTC to the state economy are summarized in Table 1. The direct economic impact (or contribution) of UTTC to the North Dakota economy is estimated to total about \$15.6 million, including expenditures associated with on-going operations of the College, capital improvements, and additional expenditures generated by UTTC

students and visitors. Sectors receiving major direct impacts include retail trade (supplies purchased by UTTC plus a portion of student-generated and visitor-generated expenditures), *households* (UTTC payrolls), *finance, insurance, and real estate* (UTTC employee benefits, other insurance), and *transportation, communications, and utilities*. The total (direct plus secondary) economic contribution of UTTC to the North Dakota economy is estimated at \$46.7 million. In other words, the \$15.6 million of direct impacts generates through the multiplier process another \$31.1 million in secondary impacts in various sectors of the state economy for a total of \$46.7 million. The total economic impact of UTTC includes an estimated \$19.1 million of additional personal income (household sector receipts) for North Dakota residents and \$12.2 million in additional retail sales. For every dollar of direct economic impacts associated with UTTC, another \$1.98 in secondary impacts is generated within the North Dakota economy, for a total multiplier of 2.98. The additional economic activity represented by the estimated total economic impact of UTTC would support 526 secondary jobs in various sectors of the North Dakota economy, in addition of the 329 persons directly employed in UTTC operations, 52 full-time equivalent (FTE) construction workers involved in facility improvement projects, and 11 UTTC student workers.

A previous analysis (Leistritz 2003) indicated that about 95 percent of the direct economic im-



pacts of UTTC occurred within the Bismarck-Mandan area. Assuming that this relationship still holds, the estimated direct economic contribution of UTTC to the Bismarck-Mandan area for FY2005 would be about \$14.6 million, and the total economic impact would be about \$44.3 million.

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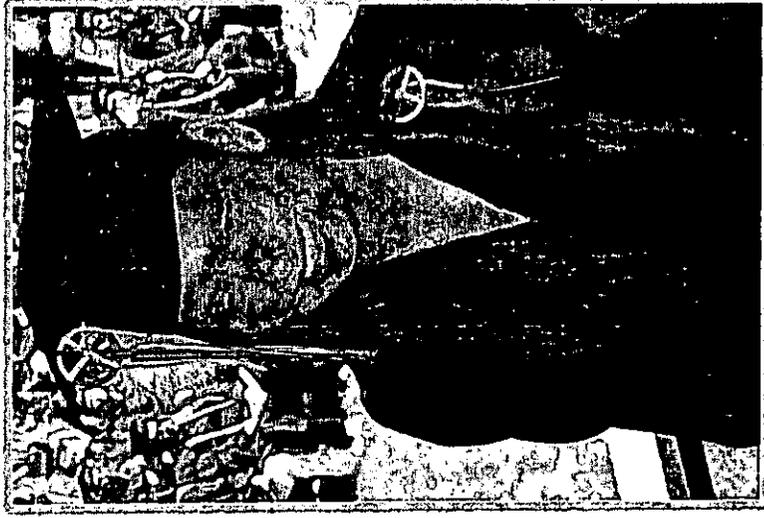
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acts of UTTC occurred within the Bismarck-Mandan area. Assuming that this relationship still holds, the estimated direct economic contribution of UTTC to the Bismarck-Mandan area for FY2005 would be about \$14.6 million, and the total economic impact would be about \$44.3 million.

TABLE II  
 ECONOMIC CONTRIBUTION OF UTIC OPERATIONS  
 TO NORTH DAKOTA ECONOMY

Sector	Economic Impact	
	Direct	Total
	----- \$000 -----	
Construction	164	1,331
Transportation, communications, & public utilities	1,373	3,080
Retail trade	2,368	12,178
Finance, insurance, & real estate	2,559	4,744
Services	123	2,203
Households (personal income)	8,899	19,119
Government	145	1,750
<u>Other</u> <sup>1</sup>	<u>0</u>	<u>2,253</u>
Total	Total <sup>38</sup>	46,658
Employment (FTE):		
Direct:		
Operations		329
Secondary		441

<sup>38</sup> Includes agriculture, mining, manufacturing and energy conversion.



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