

1999 SENATE APPROPRIATIONS

SB 2324


1999 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2324

Senate Appropriations Committee

Conference Committee

Hearing Date 1/27/99; Rehearing 2/10/99

Tape Number	Side A	Side B	Meter #
1	X		608-end
		X	0-1184
2/10/99 2	x		1890-2180
Committee Clerk Signature 			

Minutes

SENATOR NETHING: Opened hearing for SB 2324; a BILL for an Act to assist tribal colleges educating students who are less than one-quarter Indian; and to provide an appropriation.

SENATOR DENNIS BERCIER: District 9, cosponsor SB 2324 testified in support of SB 2324 (testimony attached) (tape 608-845) with letters of support from the following:

RON McNEIL: Sitting Bull College, President

ERICH LONGIE: Cankdeska Cikana Community College, President

ELIZABETH YELLOWBIRD DEMARAY: Fort Berthold Community College, President

EVERETTE ENNO: Trenton Indian Service Area, Chairman

RICHARD J. LaFRAMBOISE: Turtle Mountain Bank of Chippewa Indians, Tribal Chairman

EMIL LaROCQUE: Turtle Mountain Bank of Chippewa Indians, Tribal Scholarship Director

CYNTHIA A. MALA: ND Indian Affairs Commission; Executive Director

SENATOR VERN THOMPSON: District 12, cosponsor for SB 2324. Please read the editorial in the January 27, 1999 edition of *The Bismarck Tribune*, it really addressed this issue. I ask your favorable consideration on this bill. (article attached)

SENATOR ANDRIST: We have a system of state colleges and universities and then there are the others. How would we justify putting money into this without putting money into the students going to U of Mary, Jamestown, or other non-state colleges? What is the significant difference in your bill.

SENATOR THOMPSON: The difference between the U of Mary and Jamestown College, is then have not been to the legislature. They have chosen to get private funding and donations. We

have repeatedly had these tribal schools come to the legislature asking for just a little bit of help and we take action on that public policy.

SENATOR ANDRIST: What I am saying is that we have to justify what we do. In your mind, what is different about this so that we can justify beginning to pay a student's cost for the tribal colleges and not for the other non-state owned colleges?

SENATOR THOMPSON: I see the tribal colleges as a vocational-type school like a lot of the two-year colleges. When we talk about work force training I see a real asset for these types of schools to provide some of that training because there is real high unemployment on reservations. Tribal colleges are finding jobs for those who take the programs. If they are lowering unemployment--that \$400 - \$600 investment is well worth it.

SENATOR GRINDBERG: We presently have a state grant program that students in public institutions receive as well as U of Mary and Jamestown College, do the tribal colleges also participate in that state grant program?

SENATOR THOMPSON: I am not qualified to answer that question.

SENATOR JUDY DEMERS: District 18, cosponsor for SB 2324. I want to stress the role that tribal colleges play in helping North Dakota meet its goals. Federal government and the state of North Dakota have a huge interest in an investment in welfare reform. The success of welfare reform depends on the recipients entering and remaining in the workforce. Our legislature is interested and has invested in facilitating the survival of rural North Dakota. Tribal colleges are very rural, they serve not only Indian students but also non-Indian residents of the rural area and they are available to assist the non-Indian recipients and their transition from welfare to work. Tribal colleges are a valuable asset to North Dakota and we have to be assisting these institutions financially for those non-Indian students whom they educate. (tape 1075)

SENATOR ANDRIST: I feel a certain sense of guilt that as a society we don't help all the students go to non-state owned institutions including U of Mary and Jamestown. I am trying to understand what would be different in how I could justify funding this and not justify helping the students that go to Jamestown and U of Mary.

SENATOR DEMERS: First of all, I don't think you are directly helping the students you are helping the institution and that indirectly helps the students. I believe that we do provide funding for Jamestown and U of Mary college and you would be in a better position, as an Appropriations Committee member, to know what that is. It is a minimal amount of funding but it has been there for some time. (tape 1230)

SENATOR NETHING: We don't fund either of those, we do have a student aid program that they participate in as students from around the state of North Dakota.

SENATOR SOLBERG: We are associated with UND Medical School, there is a Native American program there. Basically there is open admissions for medical students, is there not? Is that taken on by the tribe, BIA, or how are those tuitions paid into the medical school?

SENATOR DEMERS: This doesn't have a lot to do with the Tribal Colleges bill except some of our students originate in that setting, but that is funded by two federal grants: one is an Indian Health Service Grant, and the other is Health Careers Opportunities Program moneys. Those students pay tuition individually and the grant moneys are supported for hiring the staff and running the program. Most of those students are funded on Indian Health Service Scholarships.

DR. DAVID GIPP: President, United Tribes Technical College, testified in support of SB 2324. (testimony attached) (tape 1430-2440)

SENATOR KRAUTER: Can you give us some history with what has happened with your federal dollars as far as the support that you have had for education in the past 3 - 5 years?

DR. DAVID GIPP: Federal funding has declined; the figure was \$2,960 in the past years, this year it is dropping below that level, probably \$2,800 +. Even though there was a slight increase for 30 tribal colleges across the nation, the fact is enrollment is increasing. They go by Indian student count and the total number of Indian students has increased. That doesn't include any other factors.

SENATOR NAA DEN: What is the expertise in computer training at the tribal college?

DR. DAVID GIPP: It varies from one tribal college to the other but fundamentals in computers, software, and training on computers is being done at every one of the tribal colleges. We are teaching three courses on the Internet, for example, and we participate with the North Dakota university systems interactive video network and we also have satellite capabilities at our place.

SENATOR NETHING: I understand that the university system is trying to integrate the course numbering system. Does that apply to your institution, and if so how is that progressing?

DR. DAVID GIPP: Excellent, all of our colleges have participated in the task force and we have almost 100 percent in participation and transferability at least at the two-year level. Good transferability.

GERALD MONETTE: President, Turtle Mountain Community College, to testify in support of SB 2324. (testimony attached) (tape 2775-3860)

SENATOR SOLBERG: Do you track students for placement when they leave, and what percent of the students would be vocational and what percent went to 4-year colleges?

GERALD MONETTE: We don't have a formal tracking system in place, those are expensive. We try to work with the state institution system to develop those processes. Right now we are working with a program called "Find It". We do know that most of our students transfer to 4-year colleges and most are successful. We found that only 13 percent of our graduates are unemployed, and compared to other parts of the state our program is seeing results.

SENATOR NAA DEN: What are the opportunities on the reservation?

GERALD MONETTE: The opportunities are unlimited. As the population grows, and we educate the population, opportunities will surface. Community has developed economic initiatives. Most remarkable is the growth of individual entrepreneurs - privately Indian-owned businesses which is almost 300. The school system is a big employer, also the federal government.

THOMAS BIRD BEAR: Member of Tribal Business Council, Three Affiliated Tribes of the Fort Berthold Indian Reservation, testified in support of SB 2324. (testimony attached) (tape 4450-4955)

RON McNEIL: President, Sitting Bull College. I would like to respond to some of the questions asked earlier. The difference between tribal and other private institutions. Tuition - state and private institutions have to charge higher rates to pay for services. They also charge a nonresident tuition fee. We only receive money for Indian students. We don't charge more for non-Indian students for a good reason. We are trying to build a relationship between Indians and non-Indians. To charge more we would be saying we are better and we think that they can pay more. Residents of rural communities don't have the ability to pay higher rates and travel. We have open admissions - we will accept anyone willing to pay tuition. The difference is, we ask the question, "Do you have the ability to benefit from attending? ; private colleges ask, "If you have the ability to pay? Private institutions are secular, which prohibits the state from giving money. We truly are community colleges. We are involved in making our communities grow. Our question is what jobs we can create for our students. One of the biggest challenges is retaining technology trained people. (tape 5000-side B 0-60)

SENATOR BOWMAN: What percentage of your graduates go to other areas to find jobs?

RON MCNEIL: People do leave to find jobs. We are finding more often now that after they put time in corporate America, that they want to come home. Some educated people are displacing those that are not educated. Job creation is critical.

SENATOR KRAUTER: How do you see federal dollars supporting your facility within the last couple of years?

RON MCNEIL: Tribal colleges are supposed to get \$5,800/student. That has never materialized. The most we have ever gotten since 1977, is around \$3,200 - about 5 years ago; the lowest was 1988 with \$1,800/student. The last few years the payment has growth, but with growth of student numbers that payment has actually decreased. (tape 215-435)

SENATOR KRAUTER: Work force development - have you had opportunities to access those dollars or those programs in work force development through the state of North Dakota?

RON MCNEIL: Those are contracted out services - we've tried to procure one of those contracts and will try again. The Association of Five Tribal Colleges will attempt to write a grant application for the contract competition.

EMUR ROCK: Director of Tribal Scholarship (proclamation attached). Indian students are averaging \$16,000 in loans/year. Indians do not get a free education. (tape 570)

THOMAS _____ Attorney for United Tribes Technical College and Staff Attorney for Three Affiliated Tribes. The biggest difference between tribal colleges and private institutions is tribal colleges are publicly funded institutions. They are primarily federally funded and they do not operate in the same manner at all as private institutions. Tribal colleges became recognized as land grant colleges. Partnership between federally funded institutions and states can be helpful.

SENATOR NETHING: Closed hearing on SB 2324. (tape 1184)

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2/10/99 (Tape 2, Side A, 1890-2180)

SENATOR NETHING: Reopened the hearing on SB 2324.

SENATOR KRAUTER: Moved do pass SB 2324.

SENATOR TALLACKSON: Seconded the motion.

ROLL CALL: 6 YEAS; 8 NAYS

MOTION FAILED TO DO PASS SB 2324

SENATOR ANDRIST: Moved do pass SB 2324.

SENATOR ST. AUBYN: Seconded the motion.

ROLL CALL: 8 YEAS; 6 NAYS

MOTION CARRIED TO DO NOT PASS SB 2324

Yeas: Nething; Solberg; St. Aubyn; Grindberg; Holmberg; Kringstad; Bowman; Andrist

Nays: Naaden; Lindaas; Tallackson; Tomac; Robinson; Krauter

CARRIER: SENATOR HOLMBERG

SENATOR NETHING: Closed the hearing on SB 2324.

Date: 2/10/99
Roll Call Vote #: 1

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2324

Senate APPROPRIATIONS Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken DO PASS

Motion Made By Sen. Krauter Seconded By Sen. Tallackson

Senators	Yes	No	Senators	Yes	No
Senator Nething, Chairman		✓			
Senator Naaden, Vice Chairman	✓				
Senator Solberg		✓			
Senator Lindaas	✓				
Senator Tallackson	✓				
Senator Tomac	✓				
Senator Robinson	✓				
Senator Krauter	✓				
Senator St. Aubyn		✓			
Senator Grindberg		✓			
Senator Holmberg		✓			
Senator Kringstad		✓			
Senator Bowman		✓			
Senator Andrist		✓			

Total (Yes) 6 No 8

Absent _____

Floor Assignment None

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

Date: 2/10/99
Roll Call Vote #: 2

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2324

Senate APPROPRIATIONS Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken DO NOT PASS

Motion Made By Sen. Andrist Seconded By Sen. St Aubyn

Senators	Yes	No	Senators	Yes	No
Senator Nething, Chairman	✓				
Senator Naaden, Vice Chairman		✓			
Senator Solberg	✓				
Senator Lindaas		✓			
Senator Tallackson		✓			
Senator Tomac		✓			
Senator Robinson		✓			
Senator Krauter		✓			
Senator St. Aubyn	✓				
Senator Grindberg	✓				
Senator Holmberg	✓				
Senator Kringstad	✓				
Senator Bowman	✓				
Senator Andrist	✓				

Total (Yes) 8 No 6

Absent _____

Floor Assignment Sen. Holmberg

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

REPORT OF STANDING COMMITTEE (410)
February 10, 1999 12:49 p.m.

Module No: SR-27-2464
Carrier: Holmberg
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

SB 2324: Appropriations Committee (Sen. Nething, Chairman) recommends **DO NOT PASS** (8 YEAS, 6 NAYS, 0 ABSENT AND NOT VOTING). SB 2324 was placed on the Eleventh order on the calendar.

1999 TESTIMONY

SB 2324

**56th Legislative Assembly
State of North Dakota**

Senate Appropriations Committee Hearing
Testimony of Senator Dennis Bercier
Senate Bill 2324
January 27, 1999

Chairman Nething and Members of the Committee: My name is Senator Dennis Bercier and I am a sponsor of SB 2324. The purpose of this bill is to assist Tribal Colleges in educating non-Indian students and to provide an appropriation. I would like to take a moment to talk about the history of this legislation. This legislation was originally introduced in 1985 when it was passed in the Senate and died in the House. It was also introduced again in 1991, 1993, 1995 and 1997. Further, we have always had the Governor's support for this legislation; governors of both parties. From this history, I hope you can see that this is an important piece of legislation to the tribal communities and colleges.

The Tribal Colleges in the state of North Dakota have a long history of supporting and offering quality education in their local communities. There are currently five Tribal controlled Community Colleges in the state. The Fort Berthold Community College was founded in 1974 and is located on the Fort Berthold Reservation. The Little Hoop Community College was founded in 1974 and is located on the Spirit Lake Reservation. Sitting Bull College was founded in 1973 and is located on the Standing Rock Reservation. The Turtle Mountain Community College was founded in 1972 and is located on the Turtle Mountain Reservation. The United Tribes Technical College was founded in 1969 and is located at Bismarck. Each of these colleges serves several hundred students both Indian and non-Indian. These colleges have established an excellent track record and have open admissions to any student that meets the admission requirements.

This open admissions policy has made education available to non-Indian members of the local community who might otherwise have to move or travel a great distance to pursue their education. For over 25 years, Tribal Colleges have been willing to make this commitment to educate non-Indian students because this educational investment benefits not only the non-Indian students but also the local community and the state.

What we must keep in mind is that these Tribal Colleges are not over-funded institutions and that despite great inadequacies in their own funding base, their doors remain open to provide a quality education to any citizen of the state of North Dakota. Tribal Colleges serve as feeders to the University systems in the state of North Dakota. In fact, many students who graduate from Tribal Colleges go on to receive four-year degrees from our

North Dakota University systems. In essence, the Tribal Colleges are acting as partners with other colleges in our state to provide quality education for all of North Dakota's citizens. Except now, that's being done at no cost to the state of North Dakota. That seems unfair to me.

What does continuing to serve non-Indian students translate to in a dollar amount? I would respectfully request that you refer to the non-Indian enrollment information attached to this testimony.

We need to look at this as a partnership that offers adequate funding for all students attending Tribal Colleges. This bill is an equity issue. Tribal Colleges since their inception have provided higher education opportunities for non-Indian students and have done so with no cost share by the state.

Mr. Chairman, I urge a Do Pass from your Committee for this much needed legislation.

**NORTH DAKOTA TRIBAL COLLEGES
 INDIAN/NON-INDIAN STUDENT ENROLLMENT INFORMATION**

SCHOOL YEAR:	1994-95	1995-96	1996-97	1997-98	1998-99	Average
Turtle Mountain College ^{1,3}		70	49	62	48	604/57
Little Hoop Community College (Candeska Cikana) ³		9	17	3	18	156/12
Sitting Bull Community College ³		21	28	36	46	287/33
Fort Berthold Community College	310/113	293/108	378/84	326/66	260/31	322/80
United Tribes Technical College ²	83/0	69/8	60/6	81/10	62/0	71/5
TOTALS:⁴		216	184	177	143	1369/182

¹Average non-Indian student count per semester for two semesters in an academic year, including part-time and full time students

²Graduates only.

³The Indian student count for 1998-1999 is the Indian student count on which BIA formula funding is based

⁴The total number of Indian students/non-Indian students under the average column does not include United Tribes; and the numbers of Indian students for three of the colleges are only for 1998-1999.

**IF THE STATE FUNDS REQUESTED ARE DISTRIBUTED,
 DOLLARS RECEIVED PER STUDENT**

If all \$200,000 requested is distributed to the Tribal Colleges on a per student basis for the next biennium, based on the total non-Indian student count for the last two school years of 320 students, the total amount distributed per student per biennium would be approximately: \$625.00.

FY 1999 BIA FUNDS RECEIVED PER INDIAN STUDENT

According to the BIA funding formula, all Tribal Colleges (except Dine College, which is the college for the Navajo Nation, and United Tribes Technical College, which are funded from a separate appropriation) receive the same amount of \$2,964 per Indian student for Fiscal Year 1999. This amount has stayed relatively constant (without any adjustment for inflation) for the past five years.

TUITION RATE PER CREDIT HOUR

For most of the schools, the tuition rate per credit hour is \$80.00. Many students receive financial assistance from a variety of sources.



BCI Box 4
Port Yates, ND 58539
Administration: (701) 854-3861
San. Dennis Bercier
North Dakota State Legislature
600 E. Boulevard Avenue
Bismarck, ND 58505
January 25, 1999

McLaughlin Center:
(605) 823-4318

Dear Senator Bercier:

Mobridge Center:
(605) 845-2610

On behalf of the students, employees and Board of Trustees of Sitting Bull College, I would like to extend our gratitude for your sponsorship of SB2324. Your support of this tribal college bill is greatly appreciated.

Fax:
(701) 854-3403

As you know, SB2324 would provide welcome and needed assistance for the tribal colleges in North Dakota and the students who attend them. Although non-beneficiary students at tribal colleges may access financial aid to assist with their own tuition costs, our colleges cannot access the state subsidy state-supported institutions receive to provide educational services to these students. Thus, we are essentially providing "free" services to non-enrolled students. Unfortunately, this puts a further strain on our limited budgets already constrained by the inadequate appropriations of the Tribally Controlled Community College Act.

We strongly urge other state senators to support this bill as well. Their constituents - our students - will be better served through SB2324. As a fully accredited college, we provide a local alternative for students who cannot afford to leave families and farms for a college degree. SB2324 would alleviate the strain on our budgets and allow us to continue to provide these quality services.

Again, thank you for your support and for your work in obtaining the support of fellow legislators!

Respectfully,


Ron McNeil,
President



CANKDESKA CIKANA COMMUNITY COLLEGE

PO BOX 269
FORT TOTTEN, NORTH DAKOTA 58335
(701) 766-4415

January 25, 1999

Senator Dennis Bercier
North Dakota Senate
State Capitol
600 East Boulevard
Bismarck, ND 58505-0360

Dear Senator Bercier:

As President of an institution of higher education, I wholeheartedly support Senate Bill 2324 which provides assistance to non-Indian students and Indian students who are less than one quarter Indian. I believe this Bill will address the fundamental unfairness that currently exists as we educate non-Indian students but do not receive State appropriations for them. However, when Native Americans attend a State Institution of higher education, their numbers are often used to secure state and federal funding.

By passing Senate Bill 2324, the Legislature will show not only fairness to Tribal Colleges, but recognize that non-Indian students attending Tribal Colleges are important to the State as well.

Sincerely,


Erich Longie
President

Testimony of Elizabeth YellowBird Demaray – President Fort Berthold Community College.

Hello, I would like to thank the Committee for giving me the opportunity to present this information about funding for our students who are less than one-quarter blood quantum and enrolled at the Tribal Colleges. Because of our Open Door Admission Policy, the college welcomes the occasion to enroll anyone who is interested in furthering their education.

Let me briefly tell you about our college. Fort Berthold Community College was officially chartered in 1973 and holds a 10 year accreditation. We are home to the Three Affiliated Tribes of Arickara, Mandan and Hidatsa. We currently have approximately 30 full and part-time faculty and 20 full time staff. FBCC offers the Associate of Arts, Associate of Science, Associate of Applied Science, Vocational Certification, and in a collaboration with the University of North Dakota, a 4 year Elementary Education Teaching degree. Our enrollment of non-Indian students has decreased since 1995 from 27% to 11% of the total student population. However, due to the recent technology advances and increase in the course offerings, we do expect the numbers of non-Indians to increase.

The cost to educate one of our students per year is \$3829, while we receive only \$2900 per student from the Bureau of Indian Affairs. According to the data from audits from the years 1990-1996, the average cost per student is approximately \$5339.

We strongly support the addition of a Native person to the Board of Higher Education.

We are requesting consideration that the funding be appropriated to the N. D. Indian Affairs Commission. And, kindly request that the North Dakota University System IPEDS, (integrated postsecondary education data system) information be sufficient for reporting as it does provide detailed information.

We thank you for your consideration and will be happy to answer any questions you may have.

TRENTON INDIAN SERVICE AREA

P.O. Box 210
Trenton, North Dakota 58853
Telephone: (701) 572-8316
Fax: (701) 572-0124

January 25, 1999

Senator Dennis Bercier
North Dakota Senate
State Capitol
600 East Boulevard
Bismarck, ND 58505-0360

RE: Senate Bill 2324

Dear Senator Bercier:

On behalf of the Trenton Indian Service Area, please consider this correspondence as a letter of support for Senate Bill 2324, which would provide funding for tribal colleges that educate students who are less than one-quarter Indian.

Senator Bercier, in past meetings with Governor Schafer and members of the North Dakota Indian Affairs Commission, I have often advocated for additional appropriations for those tribal colleges that provide educational services to non-enrolled members. Since the inception of tribal colleges in our state the cost of providing education to those students has been the responsibility of the tribal colleges.

To my knowledge the tribal colleges in the state have always accepted all students at their facilities even though it meant receiving little or no funding for non-enrolled student(s). The added financial burden these additional students created were not always easy to deal with. Even though the budget has been tight or a little over, tribal colleges have continued to provide quality educational services to the non-enrolled members.

I do not feel it is fair to expect a tribal college to continue providing educational services to a particular segment of people at little or no cost when the same cannot be expected of our state institutions. I think it is time for our legislators to level the playing field when it comes to the cost of education. The tribal colleges in the state provide an excellent educational opportunity for all of its students and I think they should be commended and rewarded in the form of appropriations. If the intent of the State of North Dakota is to bridge those gaps that currently exist with the Tribes then I feel a good start would be to address the issue of educational funding. Tribal colleges have always maintained an open door policy when it comes to educational opportunities. Anyone that is willing to learn has always been welcome. I know that policy has created problems at times in light of the budget constraints but tribal colleges have bit the bullet and have continued to provide

Senator Dennis Bercier
Tribal College Funding
Page 2

an education for these students even though it meant reducing services and opportunities in other areas.

In closing, I hope the legislators will give careful consideration to a bill that has been long overdue. If there is to be a continued positive working relationship between the Tribes and the State of North Dakota, an educational issue such as this is a good starting point. I do not feel Senate Bill 2324 asks for something that is unjust or unfair; it's sole purpose is to allow tribal colleges to be on the same level playing field as the rest of the state's institutions in terms of providing funding for educational expenses. Thank you.

Sincerely,

TRENTON INDIAN SERVICE AREA



Everette Enno
Chairman

PROCLAMATION

In support of Senate Bill 2324 to assist Tribal Colleges in educating students who are less than one-quarter Indian; and provide funding appropriations.

SB2324 provides funding to tribal colleges for the non-Indian students in attendance.

Tribal colleges are providing more involvement in service to their surrounding communities and the non-Indian community is becoming more involved by: Uniband training by TMCC; science curriculum improvement services via the Tribal College Rural Systemic Initiative (example: our local RSI site provides substantial support for a county-wide summer institute for teachers from Rolette County Schools); agricultural-related training via the Land Grant college program, and dual credit (high school/TMCC) enrollment of high school students at St. John and Dunseith.

Annually about 10-15% of TMCC's student body consists of individuals who are less than 1/4 degree Indian blood; thus, they are not counted for funding purposes from the Indian College Assistance Act, the Turtle Mountain Community College's basic source of support.

Turtle Mountain Community College has been a strong economic force in Rolette County, purchasing services from many non-Indian vendors from surrounding towns.

There has been a build-up in numbers of non-Indians who've attended TMCC, there is a growing core of understanding between Indians and non-Indians that is at the heart of good relations between groups.

Focus has gone away from negative attributes of living near Indian people, toward the benefit of having at hand, a *community* college that reaches out to Indian and non-Indians alike.

Therefore, the Turtle Mountain Band of Chippewa Indians hereby proclaims its full support for passage of SB 2324 to assist Tribal colleges in educating students who are less than one-quarter Indian; and provide an appropriation.



Richard J. LaFromboise
Tribal Chairman



TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

— SCHOLARSHIP PROGRAM —

P.O. BOX 900
BELCOURT, NORTH DAKOTA 58316

(701) 477-8102
FAX: (701) 477-8053

1-15-99

Senator Dennis Bercier
Senate Democratic Office
Bismarck, North Dakota

Post-It® Fax Note	7671	Date	1/15/99	# of pages	2
To	Dennis Bercier		From	Emil J. Rocane	
Co./Dept.			Co.	Scholarship Prog.	
Phone #			Phone #	701-477-8102	
Fax #	701-328-3739		Fax #	701-477-8053	

Dear Senator:

I read with Interest the Bills your are introducing on behalf of Tribally Controlled Community Colleges. I think that its important for the State of North Dakota to fund all their students, doesn't matter where they attend college. At the very least it is important for North Dakota to fund non-Indian Students at Tribally Controlled Community Colleges. In many cases a Tribal College is more affordable and convient to them.

In addition I think it is important for North Dakota's governing body to realize there are chronic rumors about Indian Country that need to be addressed.

Rumor number one Indians do not pay taxes. I say Indians do pay taxes. We pay federal and State Income tax, property tax, highway gas tax, sales tax, and the list goes on.

Second rumor, Indians get a free college education. I say education was never free to Indian people. Our students are averaging 16000 dollars in debt on a four-year degree. This is above the national average. Indian families cannot afford to subsidize their college's students' education. Most likely rural, isolated non-Indians are in the same boat.

The cost of a college education has nearly tripled since 1986. The amount of dollars available to college students has not kept pace.

Many Indian and rural non-Indian students are forced to drive a thousand miles a week, in their quest for an education. They cannot afford to maintain two households. (one in the college town and their own)

High unemployment in rural areas makes difficult for students to move to the universities. There is no money for the first month's rent, hook ups and deposits.



**TURTLE MOUNTAIN
BAND OF CHIPPEWA INDIANS**
— SCHOLARSHIP PROGRAM —

P.O. BOX 900
BELCOURT, NORTH DAKOTA 58316

(701) 477-8102
FAX: (701) 477-8053

Inadequate funding and other poverty and isolated related problems make it impossible for these students to begin their college careers on par with other students.

For every dollar spent on higher education there is a return of four. Passing this bill should be viewed as an investment in rural of North Dakota.

Senator Bercier I hope some of the above information is help full.

Sincerely

A handwritten signature in cursive script that reads "Emil LaRocque".

Emil LaRocque
Tribal Scholarship Director



North Dakota Indian Affairs Commission

600 E. Boulevard Avenue
State Capitol - 1st Floor, Judicial Wing
Bismarck, ND 58505-0300
Fax (701) 328-3000/1537



Governor Edward T. Schafer, Chairman
(701) 328-2200

Cynthia A. Mala, Executive Director
(701) 328-2428

January 27, 1999

Senator Dennis Bercier
North Dakota State Legislature
600 East Blvd. Avenue
Bismarck, ND 58505

Dear Senator Bercier:

Thank you for taking the lead and sponsoring Senate Bill 2324 which would assist Indian community colleges in educating and training non-native students who attend those institutions.

All local, community colleges in North Dakota do an excellent job of providing educational opportunities, including Tribal Community Colleges. All are fully accredited institutions that help students from rural and small communities to achieve their dreams. Community colleges provide the means for self-improvement and self-sufficiency.

SB 2324 would provide a much-needed supplement to the Tribal Community Colleges who serve non-native students. Currently there is no equity for Indian colleges due to the federal appropriation process that specifies Indian students only in the distribution formula.

The State Legislature would be doing the 'right thing' in supporting and appropriating funding for the non-native students attending Indian community colleges in North Dakota.

Sincerely,

Cynthia A. Mala

Grant would boost students and school

North Dakota legislators have a chance

CHERYL LONG FEATHER
Tribune Columnist

This legislative session, lawmakers will have a perfect opportunity to "put their money where their mouths are" with SB2324.

Over the years, it has been encouraging to hear state officials discuss the need for improvements on Indian reservations. It has been heartening to hear those elected officials talk about the need for more jobs on the reservations.

It has also sounded promising when the same officials explained the need for education and training on the reservations. Now the opportunity to actually provide assistance for education

and training needs has presented itself. Legislators should not let the opportunity pass.

SB2324 would provide grant assistance for non-beneficiary students attending any one of the tribal colleges in North Dakota.

Non-beneficiary students are those who are "less than one-quarter quantum Indian blood."

The need for this grant assistance is understandable.

Currently, the state pays a portion of

the total bill for each student who attends a state college (the average payment is almost \$4,000 per student).

However, the state will not pay any portion of the bill for those non-Indian students who choose to attend a tribal college.

In addition, the tribal colleges cannot receive any federal funding assistance for the non-Indian students attending their colleges. So, in effect, the tribal colleges are educating non-Indian students attending their colleges for "free."

This is a heavy financial burden for tribal colleges already working with limited appropriations from the Tribally Controlled Community College Act and low tuition revenue.

Students who benefit from this



Four Directions

to help tribal colleges

assistance are mostly non-Indian students living or working on family farms on or near the reservations.

These students attend tribal colleges largely because they cannot afford to leave their families or farms to pursue a degree elsewhere.

The tribal colleges — all fully accredited institutions — provide access to higher education and training opportunities that would not be otherwise available.

The recommendation for a do-pass and the passage of SB2324 would be a tremendous help to the most successful organizations on the reservations.

The placement rates of tribal colleges, near 80 percent, are noteworthy given the fact that unemployment rates on those

same reservations range from fifty to eighty percent.

Our neighboring state of Montana has already passed its own version of SB2324. South Dakota has also passed a similar bill.

Both states have supported the need for educational access and the success demonstrated by the tribal colleges.

The passage of SB2324 means little to most people and only amounts to about \$400 per student. But, to the tribal colleges, the bill means a necessary supplement to provide educational services and a lot more than just lip service.

(Cheryl Long Feather, whose Dakota name is Hunkuotawin, writes about Indian issues for the Tribune. Her column appears on Wednesdays.)

**Appropriations Committee
North Dakota Senate
56th Legislative Assembly**

**Testimony of Dr. David M. Gipp
President, United Tribes Technical College
on SB 2324, Grant Program for Tribal Colleges
January 27, 1999**

Mr. Chairman, members of the Committee, thank you for the opportunity to present testimony today on behalf of SB 2324, which establishes a grant program for Tribal Colleges who educate non-Indians. For your information, I am President of United Tribes Technical College, known simply as United Tribes, a post-secondary vocational technical school which serves primarily Indian persons from throughout Indian country. I have worked with Tribal college development for the past 26 years.

The issue, of support for non-Indian students attending Tribal colleges, has recurred in each of the last several sessions. Hopefully, the information we collectively provide to you today will show you that indeed the Tribal Colleges in North Dakota educate scores of non-Indian students every year, without additional expense to the state, preparing many of them for entry into the 4 year higher education institutions of North Dakota such as UND and NDSU.

For your information, on Saturday, January 23, 1999, the Board of Directors of United Tribes, unanimously passed a resolution supporting SB 2324 and the idea of a grant program to assist the tribal colleges educate non-Indians. At our board meeting, all of the tribes on our Board were represented, with three Tribal Chairmen present and a Tribal Vice-Chairman. The Board of Directors is composed of the Chairman and a representative from each of the five tribes which have a presence in North Dakota, the Standing Rock Sioux Tribe, the Turtle Mountain Band of Chippewa, the Spirit Lake Nation, the Three Affiliated Tribes and the Sisseton-Wahpeton Sioux Tribe.

Let me give you a brief description of United Tribes Technical College. United Tribes was founded in 1968 by the North Dakota Indian tribes as the United Tribes of North Dakota Development Corporation. By July 1969, United Tribes was operating a vocational training center on the grounds of Fort Abraham Lincoln, an army base constructed in the early years of this century to replace

the original Fort Lincoln from the 7th Cavalry era. The old buildings of the fort became our classrooms, dormitories and administrative buildings which have now become United Tribes Technical College, serving more than 350 Indian and non-Indian students per year and providing vocational training and two year degrees in a broad variety of disciplines.

While we have a legal priority in serving and admitting American Indian students, we have an open admission policy which allows for attendance by non-Indian students.. Because of the unique nature of some of our programs, such as the Licensed Practical Nurse program, we receive a number of applications from non-Indian students.

We do not charge our non-Indian students any more for tuition and costs than other students who attend our College. This means that the non-Indian students benefit from programs for which we receive funds based solely on our Indian student count, without contributing any more to those programs. We are thus subsidizing our non-Indian students, and we receive no additional funds for them.

On average, for the past 30 years, United Tribes has provided certificates and/or two-year degrees since 1987. On average, United Tribes has served an average of 20 non-Indian students annually since 1991, at no cost to the State of North Dakota. In fact, the states of Minnesota and Nebraska provide funding which covers both Indian and non-Indian students that attend Tribal colleges.

We have done this, despite the fact that the funds we receive on a per student basis are far less than the national or even state average spent by government on public junior colleges. It is our understanding that the average per student expenditure at junior colleges in North Dakota is more than \$6,000, while the average per student expenditure at the Tribal colleges in North Dakota is less than \$3,000 per student.

Essentially, that means that the Tribally controlled colleges in North Dakota can ill afford to subsidize non-Indian students. If we were not educating those students, they likely would not be attending any school. We, like the state

institutions of higher learning, are assisting our state by providing people work-place skills that are needed on North Dakota. We are helping people move from welfare to work. I should remind the committee that our Indian students who attend United Tribes and the four tribal colleges in North Dakota are, in fact, citizens of the state but are not included in the funding currently proposed in SB2324.

We think it is only a matter of fairness that some support be provided by the state for our efforts to educate North Dakota citizens. We believe that this is a state-Tribal college partnership that makes sense. The appropriation of \$200,000 requested in SB2324 is a modest one. Spread among the five Tribal colleges in North Dakota, will be of some help for our efforts to educate North Dakota's citizens, both Indian and non-Indian. We believe it is only fair that the state of North Dakota provide some assistance to all of its students, especially those attending Tribal colleges.

Finally, I want to note that given the likelihood that the State of North Dakota will share in what some legislators have termed a "windfall" from the tobacco litigation settlement, and that there is almost universal approval for some of the settlement funds to go for education of North Dakota's children, this appropriation is something that North Dakota and its people can certainly afford.

Thank you for the opportunity to testify today. I urge a DO PASS recommendation.

Dr. David M. Gipp, President
United Tribes Technical College
Bismarck, N.D.



UNITED TRIBES TECHNICAL COLLEGE

"Celebrating 30 Years of Academic and Cultural Excellence"

~ 1969 – 1999 ~

United Tribes Technical College was founded in 1969 by an intertribal 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 located wholly or in part in North Dakota. Those tribes are the Three Affiliated Tribes of Fort Berthold, the Spirit Lake Tribe, the Sisseton-Wahpeton Sioux Tribe, the Standing Rock Sioux Tribe and the Turtle Mountain Band of Chippewa. The College is governed by a ten-member board of directors made up of the chairperson and one other member selected from each of the tribes.

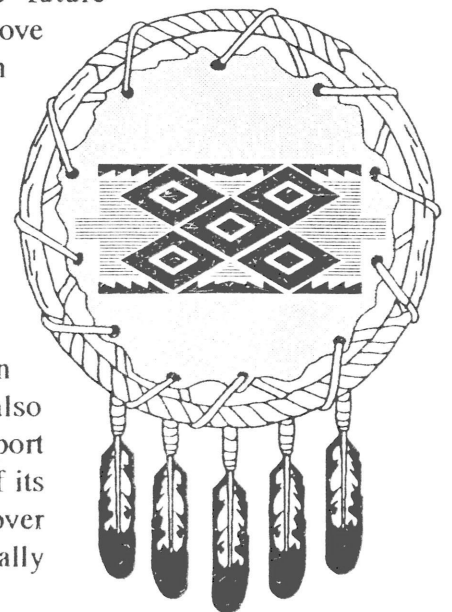
The College was founded to provide a community in which American Indian people who desire to obtain education to help them become employed can do so. Programs which have been added over the years have kept this initial purpose in mind, providing not only occupational education and training but also individual and social skills in a culturally-relevant setting.

~ Mission ~

United Tribes Technical College is a residential educational institution with a commitment to the American Indian individual and family.

The role of UTTC is to provide an environment in which students and staff can discover, examine, preserve and transmit the technical knowledge, cultural values, and wisdom that will ensure the survival of Indian people in the present and future generations, while increasing individual opportunities to improve the quality of life. The College seeks to initiate and sustain educational and economic programs aimed at the self-sufficiency and realization of self-determination to the American Indian community.

Through its entire history, the College has maintained its commitment to the economic, social and cultural advancement of American Indian families. The College provides housing, recreational facilities, a child development center, and an elementary school for its students and their families. It also provides counseling, placement, medical services and other support services, all focused on the unique social and cultural context of its students. In the past thirty years, United Tribes has graduated over ten thousand American Indian students from more than 45 federally recognized Indian tribes across the nation.



~ Institutional Goals ~

To provide vocational skills education in occupational areas which have maximum job placement potential.

To provide supportive services in the areas of adult basic education, personal development, vocational and guidance, counseling, social services and job placement services which will assist students in their quest towards the realization of their opportunities and responsibilities in society.

To provide an environment that enhances the development of self-sufficiency, self-determination, and ethnic pride by admitting families, single parents,

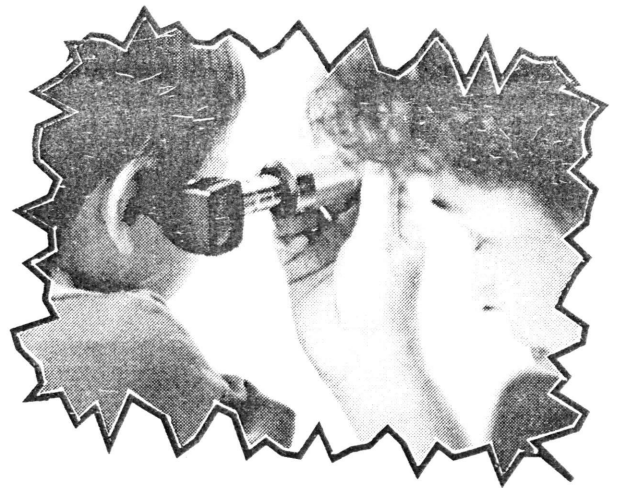
and individuals living as a community with its own daycare center, elementary school, healthcare, cultural and recreational facilities.

To promote the educational, economic and social growth of each individual to the highest possible level of personal and professional competence by continually researching and improving curricula and programs that are current with the changing world.

To provide an inter-tribal forum and special projects aimed at the perpetuation of tribal rights and economic progress of American Indians.

~ Academic Services ~

The UTTC Academic Service Center provides a program of study to assist the individual student for improvement in the fundamental skills of math, reading and writing. Its purpose is to provide a better foundation for the student and to assure their success in any one of the 21 certificate and Associate of Applied Science programs.



~ Support Services ~

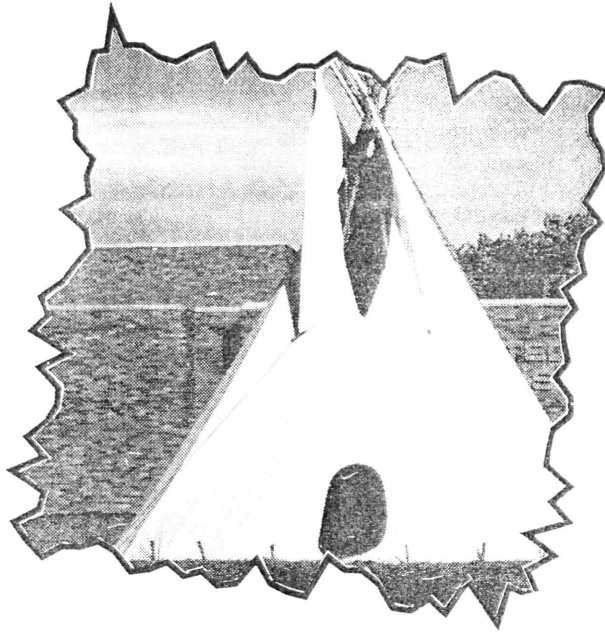
The Student Support Service Program is designed to promote student success and helps students remain in college and graduate. Many of the students attending United Tribes are the first in their family to do so. The Student Support Program aids the student in completion of their vocational studies with services such as tutoring, academic testing, personal counseling, chemical health treatment, and job placement services through the college.

~ Health Services ~

United Tribes provides an on-campus student health center which make it possible for both adult and children to remain in attendance. Having local access to services such as immunization, over the counter medications, preventive intervention and education, decreases student absenteeism related to more serious health related incidents. Students that require specialized or hospital services are referred to medical facilities within the Bismarck-Mandan area or transported to the nearest Indian Health Service facility.

~ Children Services ~

The Theodore Jamerson Elementary School provides an opportunity for the children of adult students to receive an education as well. The college offers these services to over 100 children annually in grades K-8. Supporting the academic needs of the entire family sometimes makes the difference in whether adult students can even attend college.



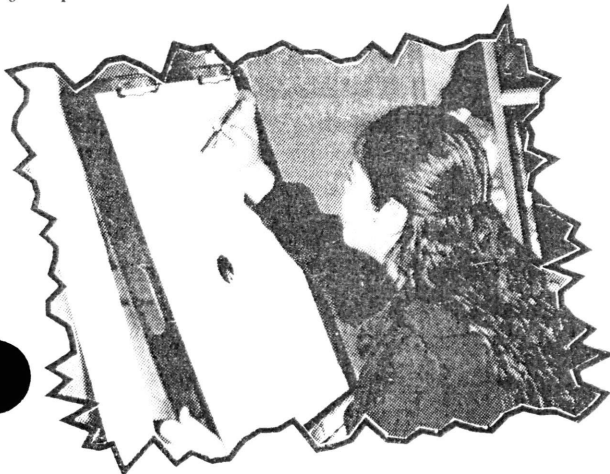
~ Cultural Services ~

United Tribes ensures the survival of American Indian people through the transmission of technical knowledge, cultural values and wisdom. Historically, the college has served student members from over 40 tribes throughout the United States.

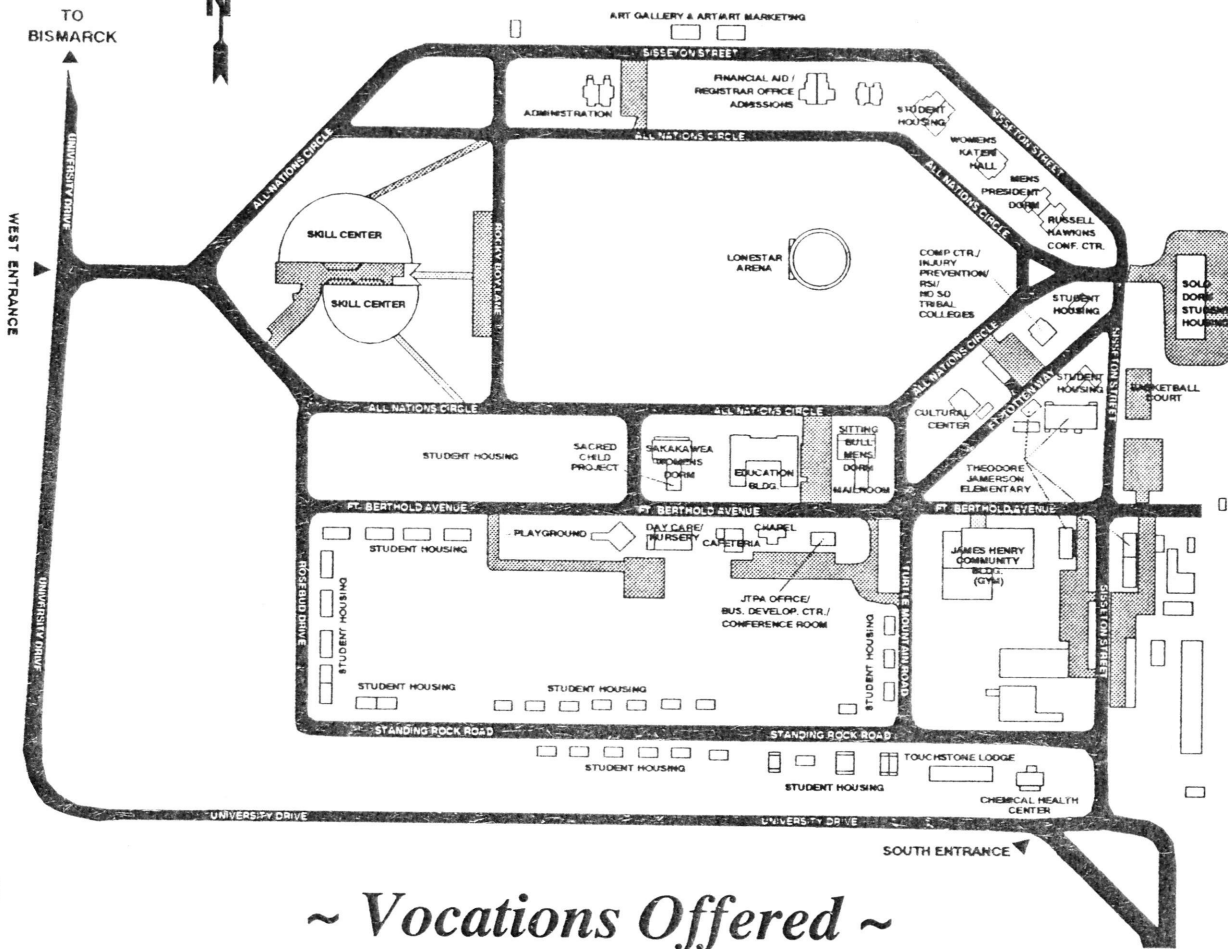
The weekend following Labor Day brings thousands of people to the United Tribes campus for championship dance and drum competition. The annual United Tribes International Powwow, Indian Art Expo and Miss Indian Nations Pageant have acquired international recognition and are listed among the major events to attend nationwide. Students attending United Tribes are encouraged to participate and showcase tribal renditions of art and dance. The annual events preserve, promote and enhance the cultural lifeways of American Indian people. The annual celebration of culture hosts over 20,000 visitors annually.

~ Placement Services ~

Career planning and placement services are provided to all UTTC students. Every effort is made to give students real world industry experience while in attendance, then place them into jobs directly related to their vocational programs. UTTC provides the skills that lead to meaningful, long-term job placement.



~ Campus Map ~



~ Vocations Offered ~

- | | |
|--|--|
| <ul style="list-style-type: none"> • Administrative Office Assistant • Art/Art Marketing • Automotive Service Technology • Construction Technology • Criminal Justice • Dietetic Technician • Early Childhood Education | <ul style="list-style-type: none"> • Health Information Technology • Hospitality Management • Injury Prevention • Practical Nursing • Small Business Management • Welding Technology |
| <ul style="list-style-type: none"> • Administrative Office Support • Automotive Service Technician • Carpentry • Childcare Assistant | <ul style="list-style-type: none"> • Criminal Justice • Hospitality Management • Medical Secretary • Welding Technician |

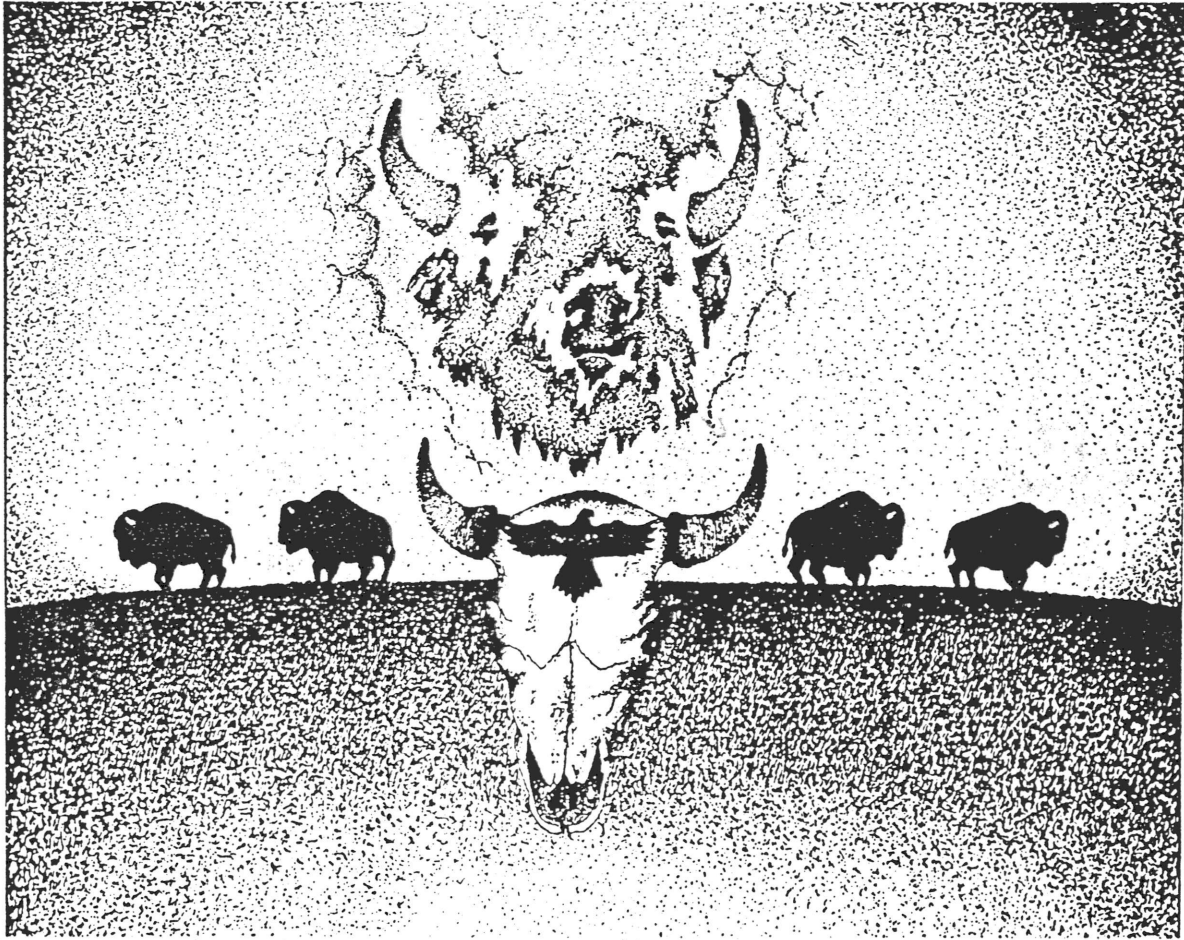
For More Information on United Tribes Technical College Write or Call:



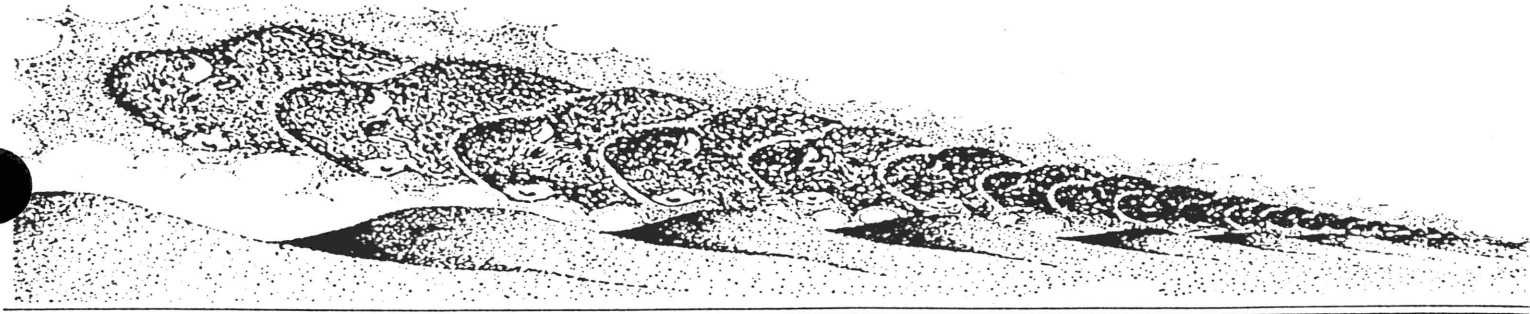
3315 University Drive • Bismarck, ND 58504
 PH: (701) 255-3285 • FAX: (701) 530-0605
 Visit our web site at: www.united-tribes.tec.nd.us

United Tribes Technical College
**NORTHERN PLAINS
BISON EDUCATION
PROJECT**

A regional network of ten Tribal colleges
collaborating on agricultural and natural resource
program development, information infrastructures,
technology capacity-building, and instructional
delivery through telecommunications.



This four-year endeavor is made possible
through the support of
W.K. Kellogg Foundation's
Native American Higher Education Initiative



Historical fact . . . Vast herds of bison once covered the Great Plains and supplied food, clothing, shelter, and other essentials for the Plains Indians. Reports of early explorers mention herds numbering from 10,000 to 100,000 in one area. It is said that the roaring of the bulls was like the continuous roll of a hundred drums and could be heard for miles.

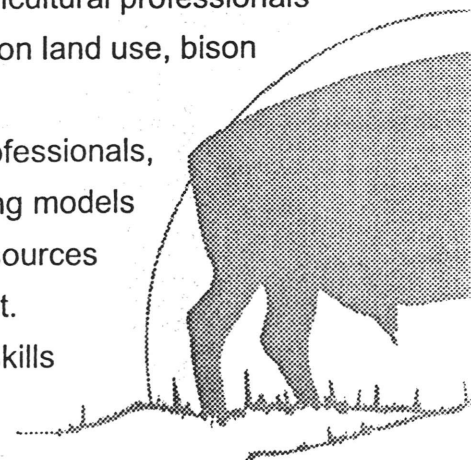
Natural losses such as blizzards, drowning, drought, and wolves were great, but trappers, hunters and settlers were the greatest cause of extermination. The buffaloes were used not only for meat, but also for robes. Thousands of hides were shipped from Fort Benton to Bismarck and sold for \$1.25 to \$2.50 each. Wages were high and profits great.

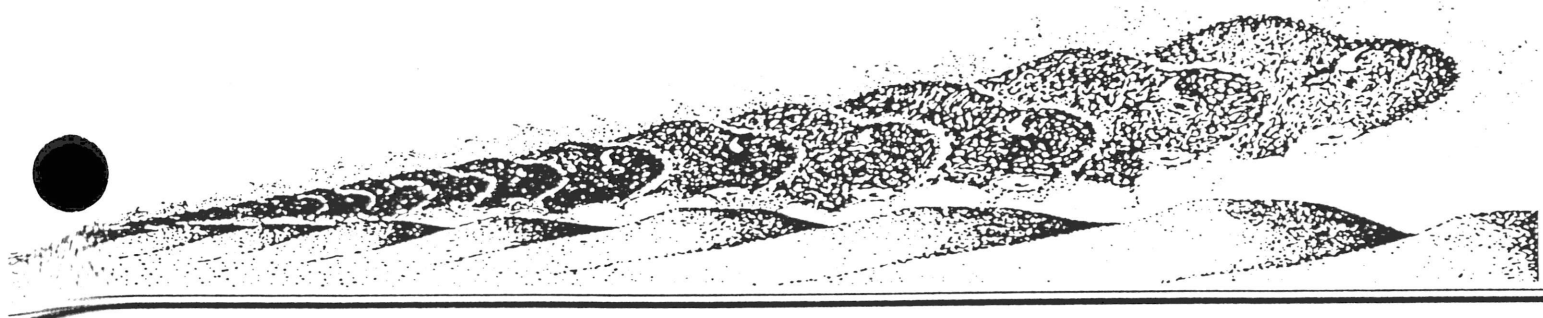
The primary focus of the Northern Plains Bison Education Project is to replenish buffalo herds and to develop culturally-based formal and non-formal education opportunities which support the concurrent development of Tribal land and human resources in rural communities of Nebraska, North Dakota, and South Dakota. Through curriculum collaborations among Indian colleges and universities, education programs integrating information about agriculture, rural economic development, natural resources, and sustainable ecosystems can be shared through technology resources and electronic networks emerging on federal Indian reservations in the northern Great Plains.

The projects overall goal is to strengthen the capacities of Indian Tribes and native communities in revitalizing reservation economies by developing land resources and preserving ecosystems for long-term productivity.

Bison Project Objectives

- To nurture a "Tribal land ethic" by expanding the knowledge base and learning about the political, cultural, and socioeconomic relationships between American Indian people and indigenous homelands.
- To increase an understanding among Tribal college educators and agricultural professionals about the relationship between rural economic development, reservation land use, bison production, and ecosystems.
- To increase learning opportunities for Tribal college students, staff, professionals, and agricultural producers by exploring and planning dispersed learning models for postsecondary education in the areas of Tribal land and natural resources management, environmental preservation, and economic development.
- To increase the number of American Indians with the knowledge and skills to provide "resident expertise" in the areas of Tribal land and natural resources management.





The Relative Buffalo

***"In the old days,** the buffalo herd was very large. They are the brother and sister of mankind. It was said that the buffalo has a dance, but it was not a social dance. After our people understood this dance, they knew that it was only for those people who had visions.*

***My maternal grandfather had a vision** of this buffalo dance and the power which this dance can give. It is the custom, when a man has this vision, to have the medicine men examine the man to see if the vision was true. This is what happened to my grandfather. He was told to take off his moccasins, tie sage around his ankles, and put a buffalo robe over his head.*

***Then he danced across a smoothed dirt area.** When he had finished his dance, they went and looked at the tracks he made in the dirt. They were not his footprints, but they were the hoofmarks of a buffalo. This proved that his vision was true."*

by Lillian Martinez
Standing Rock Sioux Tribal Elder

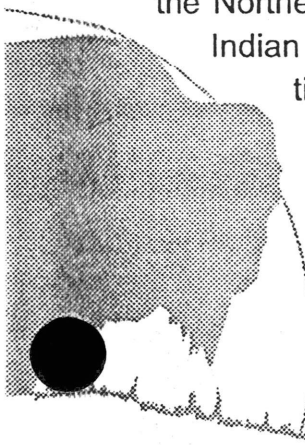
(c. 1973) UTTC American Indian Curriculum Development Project

Native Cultures

Many American Indian cultures define the world in both physical and spiritual contexts. Because Tribal colleges were founded with institutional commitments to preserve all elements of Native cultures, the Northern Plains Bison Education Project recognizes that educational programs addressing Indian land and human resources needs must integrate those cultural values important to Native people. Indian colleges have the best access to people with traditional knowledge to make higher education programs culturally-relevant for American Indian students.

Curriculum Development

The Northern Plains Bison Education Project will utilize the intercollegiate networks to bring together Tribal college faculty, curriculum specialists, native culture experts, community members, and those involved in bison production, so that a coordinated effort can be made to identify course content, outcomes, resources, and technology applications for Tribal land grant education programs.



Distance Learning

The geographic locations of many reservations in the northern Great Plains have historically posed barriers for Indian people to participate in higher education programs located off the reservation.

Applications of emerging technologies such as the internet, interactive video networks, and satellite communications at Tribal colleges will diminish rural isolation barriers and contribute toward the accomplishment of the project's purposes.

Conclusion

The leadership of the Tribal colleges and universities of the northern Great Plains believe this particular Native American higher education initiative will have profound and long-lasting impacts on the Indian Nations of the region. Given the particular needs and conditions of Native families and communities on federal Indian reservations today, there is a critical need for new initiatives that will advance the utilization of Indian land and human resources in a manner that is culturally-appropriate and productive, and yet is oriented to prepare America's indigenous People for the twenty-first century.

Northern Plains Bison Education Project Tribal Land Grant Institutions Participating

Cankdeska Cikana Community College
Cheyenne River Community College
Fort Berthold Community College
Little Priest Tribal College
Lower Brule Tribal College
Oglala Lakota College
Sinte Gleska University
Sisseton-Wahpeton Community College
Sitting Bull College
United Tribes Technical College

For More Information Contact:

NORTHERN PLAINS BISON EDUCATION PROJECT

United Tribes Technical College
3315 University Drive
Bismarck, North Dakota 58504
Phone: (701) 255-3285 Ext. 266
Fax: (701) 530-0605

Website: www.united-tribes.tec.nd.us/buffalo

SB 2324
1/27/99

4A

January 27, 1999

Testimony on SB 2324
By Gerald "Carty" Monette, President
Turtle Mountain Community College
Belcourt, North Dakota
Before the North Dakota Senate Appropriations Committee

Honorable Chairman and Members:

My name is Gerald "Carty" Monette, President of Turtle Mountain Community College of Belcourt, North Dakota located on the Turtle Mountain Chippewa Reservation in Rolette County.

Thank you for the opportunity to address you today on the value and importance of Senate Bill 2324. We at Turtle Mountain support a "do pass" decision and the enactment into law of this piece of legislation by you and your colleagues in the North Dakota Senate and House. SB 2324 would assist us in serving non-Indian residents who want to attend tribal colleges near to their homes. For these individuals attending State institutions one hundred or more miles away is not an option. Some have aging parents or grandparents to whom they need to stay near. Some are family farmers who need a second income and need the training in the new field to become employable. Others simply need to move into the 21st Century with the high tech skills to bring their agricultural enterprises in alignment with the computer-dominated global marketplace. They look to our College to meet their needs, because we are their neighbor.

Let me tell you a little bit about Turtle Mountain Community College. We were founded in 1972 and now serve 546 full and part-time students (which equates to 303.46 full-time equivalent students). Of that enrollment our annual percentage of non-Indian students is 10-15%. Our enrollment growth also is in the 10-15% range annually. We

are located in Belcourt in the heart of the beautiful Turtle Mountains. TMCC is fully accredited by the North Central Association of Schools and Colleges, which in 1993 found the College to be so exemplary as not requiring re-accreditation for 10 years—in the 2003-2004 school year. We offer a full slate of academic programs and vocational programs. We have thirteen two-year academic programs in the Associate of Arts degree strand, as well as 15 in the Associate of Science degree strand. On the vocational side, we offer 13 Associate of Applied Science, 2-year programs and 13 vocational certificate programs. In addition we have two vocational diploma programs. Our curriculum is comprehensive. We expend our budget wisely to maintain that level of service. In Fiscal Year 1999, fully 50.1% of our budget goes to Instruction, 6.7% goes to Student Services and 33.5% for Administration. That leaves only 9.7% to be expended for facility costs. This year we will be moving into a new facility that will accommodate an enrollment of 800 students. We now will have the capacity to serve students beyond simply those Indian students residing in our community. Our non-Indian neighbors are eager to take advantage of our new facility and enroll in greater numbers than before. But the basic operating funds granted to us from the Indian Community College Act only cover the Indian students we enroll. We look to the enactment into law of SB2324 to help us resolve this quandary.

This bill addresses a critical issue to all North Dakota people who reside in or near Indian communities that provide tribal colleges to area residents. Tribal colleges have reached out to this population, readily admitting all area residents to their institutions despite not being able to count them for funding support under the Indian College Assistance Act. Funding under that Act provides \$2900-\$3000 per Indian

student enrolled. The Act provides no funds for students who are less than ¼ degree Indian blood. Both non-Indians and Indians attend our College at Belcourt and we find it a gratifying situation to us all. This attendance has had a dramatic positive effect on the understanding at the heart of good relations between the Indian and non-Indian people of our great State. Too often misunderstanding has contributed to tensions that have torn at the fabric of communities on and near Indian reservations. Too often the focus has been upon negative attributes non-Indians and Indians living near one another. Less attention has been upon the economic benefits of Indian people shopping in neighboring North Dakota towns and purchasing products from North Dakota industry. However, in the past several years, the non-Indians living near our tribal college have begun to think of TMCC as part of their community as well. TMCC has provided training at the UNIBAND site in Rolette (as you are no doubt aware UNIBAND is the largest private employer in Rolette County). We provide courses for dual high school/college credit in county schools. More recently, through the National Science Foundation Rural Systemic Initiative that we coordinate for surrounding states we provide science education support in area schools, including teacher training, hands-on science kits and a traveling planetarium. Over the years, more and more non-Indians have taken classes with us. Sadly, the number of non-Indians attending full-time has been a trickle rather than a substantial flow. When we questioned our non-Indian students why more do not take more than a couple of classes, their response has always been the same, “I don’t want people to see me as taking something away from Indian people. We realize that this college is funded with money intended for Indians’ education. But if the State provided

support to this college, I would attend full-time, as I'm sure would several other [non-Indian] people from our community.”

Senate Bill 2324 calls for assistance to these community-bound North Dakota citizens. When enacted into law it will provide funds to tribal colleges for the expenses incurred in the provision of education to students who are not eligible for funding under the federal Indian Community College Assistance Act. This not only includes White people, but also individuals who are less than one quarter Indian and thus ineligible for funding under that Act. As the millennium approaches, this segment of North Dakota's population is growing, as more and more non-Indian and Indians are finding one another congenial and forming marriages that produce children less than one quarter degree Indian. Although the U.S. government does not accept a legal obligation to serve these children, we at Turtle Mountain find it difficult to ignore their plight.

One of our last traditional chiefs, Red Thunder, addressed the U.S. Commissioners in the latter part of the last century, when they sought to reduce the size of the Turtle Mountain Reservation, saying “You must not only count those children with two parents who are full-blooded Indians. We Indian people do not throw away our children, even if one of their parents is a non-Indian. Please count them all and let us keep enough of our land to raise them to adulthood.” Here, one hundred years later we make the similar plea to the North Dakota legislators. Do not throw away the children of your neighbors just because they only have practical access to a tribal college to gain higher education. Enact SB 2324 and provide assistance to them on the same basis you do other State citizens who attend the State's universities and colleges.

SB2324
1/27/99

(4B)

TURTLE MOUNTAIN COMMUNITY COLLEGE
Programs Offered

VOCATIONAL PROGRAMS

Associate of Applied Science Programs

Accounting Technician
Administrative Assistant
Automotive Technology
Construction Technology
Early Childhood
Electronics Technology
Fish & Wildlife Management
Human Services
Medical Records Technician
Medical Laboratory Technician
Residential Carpentry
Sales & Marketing Management
EMT Paramedic

Certificate Programs

Accounting Clerk
Automotive Technician
Casino Management
Concrete
Data Entry
Electronics Technology
Emergency Medical Technology
Entrepreneurship/Marketing/Management
Medical Records Clerk
Microcomputer Operator
Phoenix Program
Residential Carpentry
Welding

Diploma Programs

Automotive Technology
Electronics Technology

ACADEMIC PROGRAMS

Associate of Arts

Art
Business Administration
Elementary Education
English
History
Journalism
Management
Music
Natural Resource Management
Pre-Law
Secondary Education
Social Science
Social Work

Associate of Science

Biology
Computer Science
Engineering Studies
Environmental Science
Mathematics
Medical Records
Medical Technology
Nursing
Pharmacy
Physical Therapy
Pre-Dentistry
Pre-Medicine
Pre-Optometry
Pre-Veterinary Medicine
Wildlife Studies



5B 2324
1/27/99 (5)

MANDAN, HIDATSA, & ARIKARA NATION

Three Affiliated Tribes • Fort Berthold Indian Reservation

HC3 Box 2 • New Town, North Dakota 58763-9402

TRIBAL BUSINESS COUNCIL
701-627-4781
Fax 701-627-3805

SB 2324 testimony of Thomas P. Bird Bear, Tribal Business Council, Three Affiliated Tribes of the Fort Berthold Indian Reservation

The Three Affiliated Tribes wish to thank the 56th North Dakota Legislative Assembly for the privileged opportunity of conveying our concerns regarding appropriations promoting higher education. The Tribal administration supports passage of SB 2324 to assist tribal colleges educating students who are less than one quarter Indian and to provide an appropriation.

On behalf of Tribal Chairman Tex G. Hall, allow me to explain briefly a situation which warrants serious consideration in light of federal restrictions involving this matter. Our reliance upon federal sources for operating the educational programs and facilities limits fiscal capability to educate all students attending Fort Berthold Community College. Of course, the limitations exist because federal assistance in this regard are for Indian students attending a "tribally-controlled community college." Pursuant to federal law, Indian Student Count Funds are administered by qualifying American Indian Higher Education Consortium (AIHEC) institutions which limits distribution to members of federally-recognized Indian tribes. While all students pay tuition

and fees to attend, there are no corresponding "AIHEC-type" funds to pay administrative and other costs of non-Indian students attending Fort Berthold Community College. Therefore this fiscal deficiency creates a void from which no present source exists to offset costs to the Community College for the education of non-Indian North Dakotans.

With passage of SB 2324, our institution shall begin to respond to the true educational costs generated by its entire student body. As tribal business councilman at Three Affiliated Tribes and the chairman of our tribal education committee, I can attest to the shortfalls suffered by our tribal college and tribal measures to remedy the problem.

In recent years, the shortfall figures to college administration of non-AIHEC students has been: 1994-5: \$338,096.00; 1995-6: \$320,976.00; 1996-97: \$240,324.00; 1997-98: \$184,800.00. Source: FBCC and ND Association of Tribal Colleges. However, given the limited nature on the use and distribution of tribal trust funds and similar restrictions on the use of gaming revenue for tribal member use, we are left with few options other than further tuition increases. In addition, the political question of an Indian tribe educating non-Indian students at the expense of the tribal membership continues unanswered. In this regard, we suggest that some of this responsibility and remedy lies namely with the citizens of the great State of North Dakota through its legislative forum.

Support from North Dakota shall provide continuity and stability toward this educational endeavor strengthening relations among our discrete communities and cultures. In closing, an appreciation is offered for your consideration of the matter involving the education of our students of Fort Berthold and North Dakota. Thank you.



SB 2324
1/27/99

(6)

TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

P.O. BOX 900
BELCOURT, NORTH DAKOTA 58316

Emur Rock -

PROCLAMATION BY THE TURTLE MOUNTAIN BAND OF CHIPPEWA TRIBAL COUNCIL

It is with respect, pride and confidence that we declare Turtle Mountain Community College, Rolette County's most valuable and useful tool and resource to higher education, economic development and collaboration, between education, farming, businesses, and technology. We view TMCC as a launching path to help Rolette County residents, both non-Indian and Indian in their journeys to self sufficiency.

The RSI program at TMCC is an outstanding example of all residents of Rolette County working in collaboration. Rural System Initiative is a program funded through the National Science Foundation. This program which is administered through Turtle Mountain Community College is charged with improving science, math and technology in all the school systems in Rolette County. This is being accomplished through a summer institute, UND, and TMCC. Four hundred teachers from the various school systems in Rolette County are trained in these three areas through RSI.

Other programs which are administered through TMCC and benefiting all Rolette County residents include but are not limited to uniband training, and agricultural related programs.

TMCC has been a strong economic force in Rolette County, purchasing services from many non-Indian vendors from surrounding towns.

With the build up of non-Indians (10-15%) of the student body who attend TMCC, there is a growing core of understanding between Indians and Non-Indians that is at the heart of good relations between groups. Focus has gone away from negative attitudes toward the benefit of having at hand a community college that reaches out to Indian and non-Indian people alike.

Many Rolette County students are forced to drive a thousand miles a week, in their quest for an education. They cannot afford to maintain two households. (one in the college town and their own).



**TURTLE MOUNTAIN
BAND OF CHIPPEWA INDIANS**
— SCHOLARSHIP PROGRAM —

P.O. BOX 900
BELCOURT, NORTH DAKOTA 58316

(701) 477-8102
FAX: (701) 477-8053

The cost of a college education has nearly tripled since 1986 the amount of dollars available to any college student has not kept pace. The cost of attending TMCC helps to alleviate this problem.

High unemployment in rural areas makes it difficult for students to move to move long distances to attend college.

Inadequate funding, poverty, and isolation make it nearly impossible for these students to begin their college careers on par with the more urban students.

In order to expand our programs and services to more effectively reach out to rural, non-Indian people, and to expand our successes we need your help. Together we can break the cycle of poverty in rural Rolette County.

SB 2324
1/27/99



NORTH DAKOTA UNIVERSITY SYSTEM

TO: Senator Dave Nething
FROM: Mike Hillman, Vice Chancellor for Academic Affairs
RE: SB2324 Background
DATE: January 29, 1998

A handwritten signature in black ink, appearing to read "Mike Hillman".

At the Senate Appropriations hearing on SB2324, committee members asked questions about tribal college student eligibility for State grant aid.

As you know, the State Grant Program is a need-based grant, the ND Scholars Scholarship is a merit-based scholarship, and the ND Indian Scholarship has both financial need and merit components. According to ND Century Code, a student may take an offered State Grant, ND Scholars Scholarship or Indian Scholarship to any accredited public or nonprofit private post-secondary institution in the state, including a tribal college. Information on enrollments of grant/scholarship recipients for these three programs (by campus) is attached as Exhibits 1, 2, and 3.

I hope this information is helpful. Should you have additional questions regarding the State Grant or Scholars Scholarship, feel free to contact Peggy Wipf in our office. Her phone number is 328-4114. Questions on the Indian Scholarship Program can be directed to Rhonda Schauer and her phone number is 328-2166.

Attachments

State Capitol - 600 East Boulevard, Bismarck, North Dakota 58505-0230 - (701) 328-4114 - Fax 701.328.2961

The North Dakota University System is governed by the State Board of Higher Education and consists of: Bismarck State College - Dickinson State University - Mayville State University - Minot State University, Minot and Bottineau Campus - North Dakota State College of Science - North Dakota State University, Fargo - University of North Dakota, Grand Forks, Lake Region and Williston - Valley City State University

ANALYSIS OF STATE GRANT

RECIPIENTS AND EXPENDITURES BY TYPE OF INSTITUTION

	1998-99	
	Dollars	# of Awards
	PROJECTED 1-13-99	
FOUR-YEAR		
Dickinson State Univ.	\$82,200	141
Mayville State Univ.	29,400	49
Minot State Univ.	171,900	292
ND State University	482,400	824
University of ND	433,500	740
Valley City State Univ.	65,700	110
TOTAL	\$1,265,100	2,156
% of Total Dollars	60.5%	

PUBLIC TWO-YEAR

Bismarck State College	\$138,000	235
ND State College of Science	135,000	225
MiSU-Bottineau Campus**	27,900	49
UND-Lake Region	44,700	75
UND-Williston	26,400	46
Ft. Berthold CC	8,700	15
Sitting Bull College*	4,800	8
Turtle Mt. CC	31,500	53
United Tribes Tech. College	9,600	16
Cankdeska Cikana CC***	2,400	4
TOTAL	\$429,000	726
% of Total Dollars	20.5%	

PRIVATE FOUR-YEAR

Jamestown College	\$139,200	234
NW Bible College		
Trinity Bible College	22,200	37
University of Mary	224,100	378
TOTAL	\$385,500	649
% of Total Dollars	18.4%	

HOSPITAL SCHOOLS

MedCenter One	\$9,900	18
Trinity Medical Center		
St. Luke's Hospital		
TOTAL	\$9,900	18
% of Total Dollars	0.5%	

GRAND TOTAL	\$2,089,500	3,549
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*Standing Rock College changed name to Sitting Bull College during 1995-96 academic year.

**NDSU-Bottineau changed to MiSU-Bottineau Campus in 1996

***Little Hoop Community College changed name to Cankdeska Cikana Community College in 1996

**ND SCHOLARS PROGRAM
1998-99**

	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR		TOTAL		
	Dollar Amt	# of Students	Dollar Amt	# of Students	Dollar Amt	# of Students	Dollar Amt	# of Students	Dollar Amt	# of Students	
UND	\$ 2,362.00	\$ 28,344.00	12	\$ 47,240.00	20	\$ 23,620.00	10	\$ 16,534.00	7	\$ 115,738.00	49
NDSU	2362.00	62,593.00	26.5	\$ 48,421.00	20.5	18,896.00	8	8,267.00	3.5	138,177.00	58.5
U of Mary	2362.00	5,905.00	2.5	2,362.00	1	2,362.00	1	2,362.00	1	12,991.00	5.5
MiSU	1960.00	3,920.00	2	-	0	-	0	1,960.00	1	5,880.00	3
Jamestown	2362.00	9,448.00	4	11,810.00	5	2,362.00	1	-	0	23,620.00	10
DSU	1832.00	1,832.00	1	-	0	-	0	-	0	1,832.00	1
BSC	1552.00	1,552.00	1	-	0	-	0	-	0	1,552.00	1
TBC	2362.00	-	0	-	0	2,362.00	1	-	0	2,362.00	1
NDSCS	1552.00	-	0	-	0	-	0	-	0	0.00	0
VCSU	1832.00	-	0	1,832.00	1	1,832.00	1	-	0	3,664.00	2
TOTAL		\$ 113,594.00	49	\$ 111,665.00	47.5	\$ 51,434.00	22	\$ 29,123.00	12.5	\$ 305,816.00	131

Some students attend one semester only (ex. Co-op students).

st:\sheila\excel\500\504\scholars per campus per year 12-8-98

1998-99 INDIAN SCHOLARSHIP AWARDEE INFORMATION AWARDS BY INSTITUTION	
INSTITUTION	AWARDS
MISU BOTTINEAU	1
BSC	4
DSU	2
FBCC	2
LAKE REGION	1
LHCC	5
MISU	28
NDSU	3
SBC	7
TMCC	53
UND	26
UNIV OF MARY	7
UTTC	5
VCSU	2
UND-WILLISTON	1
TOTAL	147