

**2013 SENATE INDUSTRY, BUSINESS, AND LABOR**

**SB 2218**

# 2013 SENATE STANDING COMMITTEE MINUTES

Senate Industry, Business and Labor Committee  
Roosevelt Park Room, State Capitol

SB 2218  
January 30, 2013  
Job Number 17983

☐ Conference Committee

Committee Clerk Signature

*Eon Liebelt*

## Explanation or reason for introduction of bill/resolution:

An Act to provide workforce development grants to tribally controlled community colleges through the department of commerce

## Minutes:

Testimony Attached

Chairman Klein: Opened the hearing.

Senator Wardner: Written Testimony Attached (1). (1:00-10:02)

Senator Andrist: Asked if he had a specific reason for the equal distribution of that money regardless of the size or mission of the institution or the wealth of the tribe. If we put some criteria in would that disappoint you?

Senator Wardner: Said no that there should be some flexibility, but he would like that question to be asked of the Presidents.

Discussion and questions followed on the division of the funds and the use of the grants. (11:20-14:06)

Chairman Klein: Said that it was pointed out that the unemployment on the reservations was at fifty-five percent and it is hard to understand why when we have all these jobs and folks are coming from all over America to work here. He talked about needing to provide additional training for those types of jobs that are out west.

Senator Wardner: Said that we are all human in that, if you haven't done something before you tend not to try and he would like to think that because of these institutions, that are so close to the Native American, that this would give them an opportunity to build that confidence.

Senator Schaible, State Tribal Relations Committee: Commented on Standing Rock Tribal College being in his district, he has visited several of the community colleges and feels the value for the dollar that they are getting for what is being spent on this will be a good return. (16:00-17:27)

Representative Johnson: Said he is close to the Fort Totten area and has seen the job that President Lindquist has done out there. The programs that they have are amazing. (17:40-18:42)

Representative Kasper: Said he has been on the tribal and state relations committee for three interims and has traveled to the various tribal areas and to the colleges. He knows the Presidents and thinks what they are doing is marvelous. (19:00-19:59)

Representative Boe: Said that as part of his district he has the Turtle Mountain Community college and is in support of the bill. The success we would look for in this bill, is the fact that there is existing infrastructure to utilize and to prepare these students for the next step.

David M. Gipp, President of the United Tribes Technical College: Written Testimony Attached, (2). (21:08-44:00)

Cynthia Lindquist, PhD, President Cankdeska Cikana Community College: Written Testimony Attached, (3). Informational sheet on the North Dakota Indians, Tribal Colleges and Universities and the North Dakota Association of Tribal Colleges,(4). Roger Yankton Senior, Attachment (5). (54:37-56:43)

Chairman Klein: Commented on the kids being willing to leave and go where the better jobs are, maybe this will help them.

Dr. Jim Davis, President of the Turtle Mountain Community College: Written Testimony Attached, (6). (58:15-1:03:25)

Beth Zander, Department of Commerce: Said she stands for questions.

Chairman Klein: Asked if this is workable and if she sees this as an opportunity.

Beth: Said she supports the Governor's budget, which brings her here in a neutral position. They did visit with them about the legislation and in looking at this it is not a difficulty for her.

Discussion and comments followed on the funds and the best way to distribute them, (1:04-1:09).

Chairman Klein: Closed the hearing.

Further Attachments; Laurel Vermillion, President of Sitting Bull College: Testimony (7). Russell D. Mason Jr., President of Fort Berthold Community College: Testimony (8).

# 2013 SENATE STANDING COMMITTEE MINUTES

Senate Industry, Business and Labor Committee  
Roosevelt Park Room, State Capitol

SB 2218  
February 5, 2013  
Job Number 18304

☐ Conference Committee

Committee Clerk Signature

*Eva Lutelt*

## Explanation or reason for introduction of bill/resolution:

An Act to provide workforce development grants to tribally controlled community colleges through the department of commerce

## Minutes:

Amendment and Vote

Chairman Klein: Said he has an amendment that changes the number from ten million to five million. He understands what the tribes are trying to do and this is a big step that they haven't done before. This is an opportunity to provide more for a young person on the reservation to take advantage of the opportunity to strike out and have a career. This is a pilot program and five million will provide; one million for each college equally.

Discussion followed on the grants being distributed equally. (2:35)

Senator Sorvaag moved to adopt the amendment, 13.8201.01001.

Senator Unruh seconded the motion.

Roll Call Vote: Yes - 7 No - 0

Senator Sorvaag moved a do pass as amended.

Senator Sinner seconded the motion.

Roll Call Vote: Yes - 7 No - 0

Floor Assignment: Senator Sorvaag

13.8201.01001  
Title.02000

Prepared by the Legislative Council staff for  
Senator Klein

January 30, 2013

*[Handwritten signature]*  
2-5-13

PROPOSED AMENDMENTS TO SENATE BILL NO. 2218.

Page 3, line 24, replace "\$10,000,000" with "\$5,000,000"

Renumber accordingly

**2013 SENATE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2218**

Senate Industry, Business, and Labor Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 13.8201.01001

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment  
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Senator Sorvaag Seconded By Senator Unruh

Senators	Yes	No	Senator	Yes	No
Chariman Klein	x		Senator Murphy	x	
Vice Chairman Laffen	x		Senator Sinner	x	
Senator Andrist	x				
Senator Sorvaag	x				
Senator Unruh	x				

Total (Yes) 7 No 0

Absent 0

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

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

**2013 SENATE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2218**

Senate Industry, Business, and Labor Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 13.8201.01001

Action Taken: ☒ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment  
☒ Rerefer to Appropriations ☐ Reconsider

Motion Made By Senator Sorvaag Seconded By Senator Sinner

Senators	Yes	No	Senator	Yes	No
Chairman Klein	x		Senator Murphy	x	
Vice Chairman Laffen	x		Senator Sinner	x	
Senator Andrist	x				
Senator Sorvaag	x				
Senator Unruh	x				

Total (Yes) 7 No 0

Absent 0

Floor Assignment Senator Sorvaag

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

**REPORT OF STANDING COMMITTEE**

**SB 2218: Industry, Business and Labor Committee (Sen. Klein, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (7 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2218 was placed on the Sixth order on the calendar.

Page 3, line 24, replace "\$10,000,000" with "\$5,000,000"

Renumber accordingly

**2013 SENATE APPROPRIATIONS**

**SB 2218**

# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee

Harvest Room, State Capitol

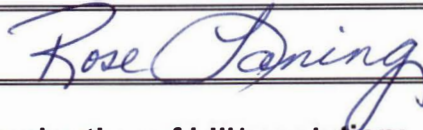
SB 2218

February 13, 2013

Job # 18871

☐ Conference Committee

Committee Clerk Signature



### Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide workforce development grants to tribally controlled community colleges through the North Dakota department of commerce; and to provide an appropriation.

### Minutes:

Testimony # 1-7

**Chairman Holmberg** opened the hearing on SB 2218. All committee members were present except Senator Grindberg.

### **Senator Wardner, District 37, Senate Majority Leader**

Testified in favor of SB 2218

No written testimony.

SB 2218 is a commerce bill. It had a \$10M appropriation that IBL cut to \$5M. It has an appropriation for skill training at our tribal colleges. This is like a pilot program to train people at tribal colleges for the workforce.

### **Senator Schaible, District 31**

Testified in favor of SB 2218

No written testimony.

He serves on the State Tribal and State Relations committee and has had an opportunity to visit some of these technical colleges. He said it was a lot of money going to tribal colleges but it is a good return on investment. The opportunity to help the students and the benefits to the workforce is the reason he supports this and urges the committee to support this bill.

### **Dr. Jim Davis, President, Turtle Mountain Community College**

Testified in favor of SB 2218

Testimony attached # 1

**Vice Chairman Bowman:** If this bill passes and you get the program implemented, do you work with the industries to find out what qualifications the employees would have to have so they could get jobs. Is the purpose to prepare people who want to go into the workforce?

**Dr. Davis:** I've sent people to the oil fields to meet with oil companies and agencies to research their needs. As for the curriculum, I've been told that the major oil companies will hire those who complete the curriculum.

**Vice Chairman Bowman:** If we implement these grants, hopefully, in 10 years from now, you will give us a report that we cut the unemployment in half. There has to be a goal to make this work and be successful.

**Dr. Davis:** In ten years we hope to cut 70% unemployment to 50%.

**Senator Robinson** asked what the unemployment rate was at Turtle Mountain Reservation and how does that compare with the other reservations?

**Dr. Davis** replied that Turtle Mt. was 69% and the average is 55% but Fort Berthold is less than 50%.

**Cynthia Lindquist, PhD, President of Cankdeska Cikana Community College**

Testified in favor of SB 2218

Testimony attached # 2

(25:00) Discussion followed on the training and opportunities of the present and in the future. They talked about the report to Commerce and accountability. They discussed the importance of the Department of Commerce involvement. Opportunities were discussed in tourism and cultural tourism and also the importance of Education.

**Chairman Holmberg** said the Department of Commerce will receive this bill as part of their workload.

**David M. Gipp, Board Chairman, ND Association of Tribal Colleges**

Testified in favor of SB 2218

Testimony attached # 3 - Testimony of UTTC - David M. Gipp

Testimony attached # 4 - North Dakota Association of Tribal Colleges

(47:40) **Laura Glatt**, North Dakota University Systems

Testified in favor of SB 2218

(48:30) **Larry Skogen**, President, Bismarck State College

Testified in favor of SB 2218

No written testimony.

He encourages the passing of SB 2218.

**Chairman Holmberg** closed the hearing on SB 2218.

Subcommittee on the Department of Commerce will meet to discuss this further.

Additional testimony:

Testimony attached # 5 - Cynthia Lindquist - North Dakota Indians

Testimony attached # 6 - Testimony of Laurel Vermillion, President, Sitting Bull College

Testimony attached #7 - Russell D. Mason, Jr., President, Fort Berthold Community College

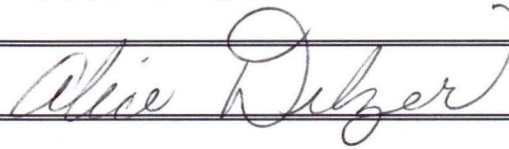
# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee Harvest Room, State Capitol

SB 2218  
02-15-2013  
Job # 19023

☐ Conference Committee

Committee Clerk Signature



### Explanation or reason for introduction of bill/resolution:

A BILL Workforce Development grants to tribally controlled community colleges (DO PASS)

### Minutes:

You may make reference to "attached testimony."

**Chairman Holmberg** called the committee to order. All committee members were present.

Brady Larson -Legislative Council  
Tammy R. Dolan -OMB

**Senator Carlisle** moved a do pass on SB 2218. 2<sup>nd</sup> by Senator Robinson .

**Chairman Holmberg** Would you call the roll on a DO PASS on 2218.

**A Roll Call vote was taken. Yea: 13; Nay: 0; Absent: 0.**

**Chairman Holmberg:** This goes back to IB & L. Senator Sorvaag will carry the bill.

The hearing was closed on SB 2218.

Date: 2-15-13Roll Call Vote # 1

**2013 SENATE STANDING COMMITTEE  
ROLL CALL VOTES**

BILL/RESOLUTION NO. 2218Senate Appropriations Committee☐ Check here for Conference Committee

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

Action Taken Do PassMotion Made By Carlisle Seconded By Robinson

Senators	Yes	No	Senator	Yes	No
Chairman Ray Holmberg	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Tim Mathern	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Co-Vice Chairman Bill Bowman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator David O'Connell	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Co-Vice Chair Tony Grindberg	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Larry Robinson	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senator Ralph Kilzer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator John Warner	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senator Karen Krebsbach	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Senator Robert Erbele	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Senator Terry Wanzek	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Senator Ron Carlisle	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Senator Gary Lee	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

Total (Yes) 13 No 0

Absent \_\_\_\_\_

Floor Assignment IBL - Iowaag

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

**REPORT OF STANDING COMMITTEE**

**SB 2218, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman)**  
recommends **DO PASS** (13 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING).  
Engrossed SB 2218 was placed on the Eleventh order on the calendar.

**2013 HOUSE INDUSTRY, BUSINESS AND LABOR**

**SB 2218**

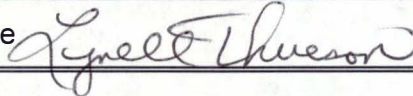
# 2013 HOUSE STANDING COMMITTEE MINUTES

House Industry, Business and Labor Committee  
Peace Garden Room, State Capitol

SB 2218  
March 12, 2013  
Job 19743

☐ Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

To provide workforce development grants to tribally controlled community colleges through the ND department of commerce; provide appropriation

## Minutes:

Testimony attachments #1, 2, 3, 4, 5, 6, 7, 8.  
Additional attachments 9, 10, 11, 12

Committee called to order.

Hearing opened.

**00:39 Senator Rich Wardner, District 37:** Introduced bill. This bill provides 5 million dollars in grants to the tribal colleges in the state of ND for the purpose of skills training for workforce.

## Support:

**3:27 Representative Tracy Boe, District 9:** Spoke in support of bill as a tool to help with the problem of unemployment and the need for a workforce.

**4:19 Representative Jim Kasper, District 46:** Spoke in support of bill as a tool to help with the problem of unemployment and the need for a trained workforce.

**5:59 Dr. David Gipp, President of United Tribes Technical College and chair of the North Dakota Association of Tribal Colleges:** Provided written testimony, attachment #1. Elaborated on written testimony. Distributed attachment #2, additional written testimony.

**13:04 Chairman Keiser:** How will that money be divided, or will it be distributed to colleges in the order they proposed projects?

**14:10 Dr. Gipp:** The five institutions would informally agree not to request more than one fifth of the total funding.

**15:17 Representative M. Nelson:** Would the colleges be able to get these programs in place so that they would be operational the first year of the biennium? Or would that delay things?

**15:42 Dr. Gipp:** We understand it would be available in the fall. That would allow time for the planning necessary to get the programs ready to go when the funds are available.

**16:23 Chairman Keiser:** Should this bill have the emergency clause?

**Dr. Gipp:** That would be wonderful if that could happen, yes.

**16:36 Representative Becker:** Do you know the total amount of monies received from the colleges per student from all sources?

**Dr. Gipp:** We do have that figure and can provide it.

**17:17 Representative Becker:** Any information you can provide that would help me assess how the tribal colleges fair relative to the ND public?

**Dr. Gipp:** Yes.

**17:37 Representative Louser:** How does the tuition rate at the tribal colleges compare to public institutions?

**Dr. Gipp:** Much less than the public institutions. Tuition rates will vary. Gave figures per credit hour. Our costs are significantly lower than our public community colleges.

**18:45 Representative Kasper:** Please share information regarding federal funding compared to the lack of state funding traditionally.

**19:01 Dr. Gipp:** The Federal funding right now under a tribal controlled community college assistant act, created in 1978, is authorized at eight thousand but getting about \$5500.00 to \$5800.00 per institution if you have a student account.

**20:04 Representative Kasper:** The funding for the tribal colleges are federally funded not state funded other than the small amount we now provide for the non-beneficiary students that you do not receive federal funding for?

**20:14 Dr. Gipp:** Correct.

**21:09 Representative Frantsovog:** Would these funds be used for new programs or to enhance existing programs?

**Dr. Gipp:** It could be either. Gave examples of three areas where funds could be used.

**23:32 Representative Amerman:** Is there a number at which the appropriation would be too small to be effective?

**24:07 Dr. Gipp:** If the number were to be reduced any further, then we run the risk of not being able to do the job adequately. We think the minimum is \$5 million dollars.

**25:45 Cynthia Lindquist, President of Cankdeska Cikana Community College:** Provided written testimony, attachment 3 and attachment 4. The bill addresses how we would distribute it. This is innovative in landmark legislation relative to relationship of the state of ND and its Indian citizens and tribal communities. I think the potential to its impact on employment and poverty in our communities is significant. Drew attention to page 2 of her testimony regarding funding. SB 2218 is an investment by the state of ND. Spoke of accreditation. Spoke of accountability through the audit process. Native Americans are state citizens who make contributions to the state. Spoke of complementary report she will e-mail to committee members which addresses whether Native Americans pay state income tax. Provided additional information about her college and other tribal colleges. Spoke of niche training and collective activity among the tribal colleges. Spoke of collaboration with the Department of Commerce. Spoke of partnerships with the state university system and articulation agreements. After hearing distributed handouts 9, 10, and 11.

**36:39 Representative Kreun:** Do you offer a political science class in your curriculum to show that the government needs to work along with you as well as just be there and not be a part of the solution?

**Dr. Lindquist:** Yes we do.

**38:44 Representative Kreun:** You spoke of the time it has taken to get someone from your college into an engineering position. Why did it take so long?

**Dr. Lindquist:** There is starting to be a subtle change about embracing education. Gave historical background regarding education as an assimilation tool. We help our young people understand this history and the evolution of how we got to where we are. Gave statistics on number of students.

**42:39 Representative Sukut:** We have existing programs in the state that train individuals for the workforce. Would it be beneficial to use some of these dollars to form scholarships for individuals to take part in existing programs?

**Dr. Lindquist:** We don't want to create what is already there. Hopefully we build upon that, expand on it and complement it. However, there are gaps. Spoke of need for a different educational model. We will partner where appropriate. But where do we need to form a niche market? We bring it together collectively, both through the tribal college system and our partnership with the state system to create cohorts of trained workers for various pieces in the industry. The partnership with the Department of Commerce will have better networking, stronger collaboration and relationships in partnership and creating new things where needed; expanding upon the existing.

**46:10 Representative Ruby:** Regarding the non-competitive job training grant. This may not qualify. What could be used or not allowed based on that language?

**47:08 Dr. Lindquist:** No I don't. The Department of Commerce could help us determine that. We need to determine what is realistic and cost effective. We know our students' needs. We know how they succeed. There has to be a cultural component.

**48:17 Representative Frantsvog:** On the top of page 2 of your testimony, you gave information about high school dropout rate. If someone is enrolled in your college and did not complete high school, do you work to get them GEDs? Is that a priority for everyone who comes?

**Dr. Lindquist:** Yes, we work to help people obtain GEDs. Spoke of adult learning center. Gave actual numbers.

**50:00 Chairman Keiser:** Is this program designed so that each of the institutions will simply apply for the grant, receive the money, and then distribute it in whatever form works? Or are you going to go to Commerce with a proposed plan and they approve it? How will you gain access to your dollars?

**51:13 Dr. Lindquist:** We would come in with a plan tailored to our respective college, community, and constituents. Gave examples. Hopefully Commerce will also give us ideas. We are looking forward to a broader network and the flexibility to meet the needs of our people.

**Chairman Keiser:** Whatever your plan is, they have to give you the money.

**53:02 H. A. Shirvani, North Dakota University System:** On behalf of the State Board of Higher Education, and myself I fully endorse and support SB 2218. Tribal colleges play a critical role in economic and social development of the state of ND. This is not an expense, but an investment. They are substantially underfunded. This is a sound investment in our future.

**54:33 Jim Davis, President of Turtle Mountain Community College:** Our numbers are decreasing. Gave statistics on unemployment and dropout rate. This bill will do wonders for our communities, but it will also benefit the state. This bill helps our local communities in terms of bringing our people out of poverty and provide jobs. Gave examples of ways the funding could be used at Turtle Mountain Community College. Spoke of people staying on the reservation or leaving the reservation. Spoke of college accreditation and audits. Spoke of accreditation and soft money grants. Spoke of certifications and degrees which could be added. Spoke of teacher education programs at the college. We have proven that we can provide the training. Gave specific information about tuition costs. See attachment 8.

**1:06:39 Laurel Vermillion, President of Sitting Bull College:** Provided written testimony, attachment 5, additional information, attachment 6. Addressed question of why it has taken so long for Native American colleges to move forward. Provided historical background and spoke of how that background has impacted today's colleges and today's students. Spoke of role of colleges in teaching Native culture and history. Spoke of collaboration between her college and K-12 education. Spoke of collaboration with Training Employment Resource Office and need to help students transition into the

workforce. Referred to attachment 6 for information about tuition rates. Spoke of the need for student assistance programs. Spoke of businesses started at the college.

**1:15:36 Russell Mason, Jr., President of Fort Berthold Community College:** Provided written testimony, attachment 7. There are demands put on our college for training. Spoke to question regarding scholarships for Native students to attend other institutions for established programs. Spoke about tuition, scholarships, and student loans. Spoke of impact of political climate in his area. We are there to serve our native people and our community. If this bill is passed, the money will be utilized wisely.

**1:19:22 Representative Kreun:** You brought up the tribal government. What participation will they have in this initiative to do all of these things? Is each one individual or are they going to be together with the five different tribes to create some type of initiative themselves or how will that work?

**President Mason:** We are united in purpose, which is to educate students. This will be collaborative, not competitive. Spoke of discussions among tribal college presidents.

**1:20:49 Representative Kreun:** So the tribal governments are going to participate financially in helping this initiative to accomplish these goals?

**President Mason:** Not necessarily. Our tribal colleges do not get involved in tribal politics. As colleges, we work together and combine resources.

**1:21:50 Representative Kreun:** You need support from your tribal government as well as from our government.

**President Mason:** We do have support from our tribal government. Gave examples.

**1:22:30 Representative Kreun:** Are there other political science classes to incorporate your tribal government into education?

**President Mason:** They do not get involved in the internal operations of the institutions. They give us approval for programs. Gave example of development of programs. Gave example of ways the tribal government looks to the tribal colleges. They do work with us in terms of economic development and job creation.

**1:25:46 Representative Kreun:** But they are not financially involved in this project?

**President Mason:** They would be with our institution but not necessarily with the other colleges. Gave specifics.

**1:26:38 Representative Becker:** Looking at the facts, there are 20,000 students under the heading of tribal colleges and universities?

**President Mason:** That is nationwide.

**1:27:30 Representative Becker:** So it's about 3300 native students in ND tribal colleges?

**President Mason:** Yes.

**1:27:39 Representative Kasper:** Do the tribes support the colleges? To my understanding, they do to the best of their ability financially. The key to maintain the dignity and separation from the tribal colleges from the tribal governments is that the tribal governments do not interfere with the running of the college. You and your board run your colleges.

**1:28:43 President Mason:** In order for us to keep our accreditation, even though the tribe supports us financially, they are not involved internally.

**1:29:34 Representative Beadle:** What challenges does that present itself and what do you see in terms of the amount of people that's starting vs. those that have obtained a certificate of completion for Fort Berthold Community College.

**1:30:22 President Mason:** Even though our enrollment went down, our graduation rates went up. Spoke of admission policy. We do not serve only the reservation but also the community.

**1:32:10 Dr. Lindquist:** Spoke of financial support from the tribe. We have all talked to our tribal partners about this bill. Gave examples of partnerships within the reservation system. Addressed Representative Becker's question about number of students.

**Chairman Keiser:** Asked Commerce Department to come forward. From the perspective of your department, how will you approve or not approve a request for funding?

**1:35:40 Beth Zander, with the Department of Commerce:** As previously stated, this is fairly broad. That allows for the different needs and the desire to tailor things to fit a college's needs. Spoke of her idea of how the discussions and guidance will work.

**1:37:36 Chairman Keiser:** You cannot deny a request.

**Beth Zander:** As it is written, no. But I am working with a group of people who understand that on making this work well, we are setting precedence, we can come back here in two years and show real progress.

**1:38:05 Representative Ruby:** How would you work with noncompetitive job training and determine what is competitive?

**1:38:20 Beth Zander:** Provided clarification as to meaning of that phrase. Referred to line 21. The key word is grant. Asked that we think about lines 22-23 on the first page regarding the equal division of the funds. Would like the flexibility. Lines 27-28 on page 3 divides the funds evenly across the two years of the biennium. Would like to see flexibility in that area as well.

**1:40:47 Representative M. Nelson:** Would you find it helpful if we did an emergency clause so we can have the programs in place this year?

**1:41:06 Beth Zander:** These first months after the passage will be the time for preparation. But if an emergency clause is better, we will take advantage of it.

**Chairman Keiser:** Would your department please draft amendments along the lines of what you mentioned?

**Beth Zander:** Yes.

Additional handout attachments **9, 10, 11, and 12.**

**Carrier:** Representative Kasper.

Hearing closed.

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Industry, Business and Labor Committee  
Peace Garden Room, State Capitol

SB 2218  
March 13, 2013, afternoon  
Job 19878

☐ Conference Committee

Committee Clerk Signature

## Explanation or reason for introduction of bill/resolution:

To provide workforce development grants to tribally controlled community colleges through the ND department of commerce; provide appropriation

## Minutes:

No attachments

**Chairman Keiser:** Provided recap of SB 2218. We are going to take this bill next week and move it out. I will prepare an amendment to reduce the money. If it passes on the floor, it can be worked in a conference committee. I believe in this project.

2:02 **Representative Kasper:** I am wondering what the rest of the committee is thinking.

2:15 **Representative Ruby:** To amend it down to \$3 million, a discussion on the floor whether to approve the amendment would show whether the bill itself would pass. If the amendment stays on the bill, then the bill would not have passed at the higher amount.

2:37 **Chairman Keiser:** If we lower the amount as an amendment, we can challenge it on the floor. Either way, it goes to appropriations.

2:48 **Representative Becker:** Comment on landmark legislation. I do not know that throwing money at these difficult situations is the right approach. Spoke about the financial impact a small tuition increase would have over the biennium.

3:58 **Chairman Keiser:** This is opening a new door for financing. We do have evaluation criteria and the chance to come back, but it is tough for the legislature to back out.

4:09 **Representative Sukut:** Identified problems he has with this bill. Summarized history of money given to the tribal colleges. Drew attention to language on page 2 regarding how the grant money may be used. Referenced testimony given during hearing.

5:39 **Representative Boschee:** With this being landmark, we do not know what works; this is a risk we take. We cannot continue to question why there continues to be large unemployment on the reservations. I gained understanding of the difference between tribal government and tribal colleges. Each campus is starting to develop a plan, whether it is capital infrastructure or curriculum or other idea. After this investment, we might find best

practices for what will work well and make a difference at other campuses as well. There has been discussion about reducing the amount and having one or two campuses do a pilot project. I would hate to see that happen, looking at what the five colleges have done together and then putting them in a competitive situation. I hope we will move forward with equal amounts for each campus.

**7:33 Representative Kasper:** Comment on landmark legislation and two ways in which this bill is landmark. Referenced testimony from commerce department regarding the administration of the grant. Referenced testimony by president of Turtle Mountain Community College. Commented on changing the cultural view of education and of moving off the reservation to work. Commented that this is an opportunity for the state to partner with the tribal colleges to help them solve their problems. Comment about funding and tuition for nonbeneficiaries. When the tribal colleges and the tribes will look back years from now, they will view this as the point at which the state helped their culture change.

**11:43 Chairman Keiser:** Made reference to the state of the tribes update given to the full legislature during a joint session. Spoke about Title 8.

**12:36 Representative Ruby:** Spoke of why he does not consider this landmark legislation due to existing programs. I would say that the funding side is new precedence. Voiced surprise at the low tuition and the availability of grants. Supported Representative Becker's comment regarding potential impact of small tuition increase.

**14:03 Chairman Keiser:** Spoke about requirement to end session with a balanced budget and a reserve. Spoke about the need to make decisions regarding the overall financial picture while moving this bill forward in the best shape it can be.

**15:10 Representative Kreun:** The colleges are the most forward-thinking portion of the tribes. Comment about tribal government and funding. Comment about redistributing the funding we send to the tribal governments to the tribal colleges.

**16:18 Chairman Keiser:** Responded to Representative Kreun's idea. Reminded that these are sovereign nations.

**16:45 Representative Kreun:** What are we doing in Human Services?

**16:49 Chairman Keiser:** We are under federal guidelines for several of the issues. I do not see an avenue where the state will dictate to the tribes what they have to do with the oil money or casino money.

**17:10 Representative Kreun:** I'm suggesting that the money the state gives be redirected.

**17:27 Representative Vigesaa:** I support the concept. Shared concerns about potential struggle regarding the dollar amounts.

**18:07 Chairman Keiser:** Summarized process proposes for when the committee brings this bill forward for committee action.

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Industry, Business and Labor Committee  
Peace Garden Room, State Capitol

SB 2218  
March 20, 2013  
Job 20233

☐ Conference Committee

Committee Clerk Signature

## Explanation or reason for introduction of bill/resolution:

To provide workforce development grants to tribally controlled community colleges through the ND department of commerce; provide appropriation

## Minutes:

Proposed amendments, attachment 1

Recording starts with update regarding SB 2245 on which the committee acted earlier in the week.

2:41 **Chairman Keiser:** Provided brief review of SB 2218.

**Motion for a Do Pass** made by Representative Kasper and seconded by Representative Boschee.

3:21 **Representative Ruby:** Did we have an amendment on this?

**Representative N. Johnson:** We had talked about page 3, lines 27 and 28 (audio faint)

3:45 **Chairman Keiser:** Distributed handout, attachment 1, containing three proposed amendments which will be considered individually. Explained proposed amendment 1 for page 1, line 23, regarding date. Explained why he thinks proposed amendment 1 is without merit. Explained proposed amendment 2 regarding removal of lines 27-18 on page 3. Explained why he thinks this amendment has merit.

6:21 **Representative Kasper:** Do we have the opportunity to amend after the Do Pass, or is it done then?

**Chairman Keiser:** It would be done. Neither amendment 1 or 2 is a deal breaker.

**Representative Kasper:** Amendment 3 is the deal breaker. If we are going to consider only amendments 1 and 2, I do not have a problem withdrawing my motion.

**Chairman Keiser:** We are going to consider amendment 1 or 2 or both at this point.

**Motion withdrawn** by Representative Kasper and Representative Boschee.

Representative Kasper **moves the adoption of amendment 2** regarding the removal of lines 27 and 28 on page 3. Seconded by Representative N. Johnson.

**Chairman Keiser:** I think it is a good amendment. Otherwise they could lose money.

**Representative N. Johnson:** If they have a big project that they want to start, getting part of the money here and part of it there could be problematic.

**Chairman Keiser:** Or vice versa if they have a delayed implementation.

**7:32 Voice vote carries. Amendment 2 is on the bill.**

Representative Kasper **moves do pass as amended and re-referred to appropriations;** Representative Boschee seconds.

**8:08 Representative Becker:** Explained why he will be voting no. Providing money even with good intentions may actually cause the problems we intend to fix. I calculated that if the colleges would increase their per credit tuition by about \$20, they would raise this \$5 million for themselves. In my opinion, the \$5 million in this bill would be viewed as a subsidy to non-beneficiary students. The increase in per credit tuition rate would keep the tribal colleges at less than half of UND's tuition per credit. I think this takes us farther down the road to throw money at a problem that cannot be fixed with money.

**10:06 Representative Kasper:** Committee members, if you would travel to the tribal colleges as I have over the last ten years, and be on the campuses, and meet the instructors, and get to know the presidents as I have, you would realize that the problems on the reservations are centered on a number of factors, one of which is not the tribal colleges. The tribal colleges are the solution to the problems that are on the reservations. Representative Becker is right. The United States government forced the Indians to go on the reservation and forced a lifestyle on them and made them third-rate citizens. They were given money and buffalo meat and beef and were told to stay on the reservations and to be good little boys and girls and stay out of our hair. The land was taken away from them. Their lifestyle was destroyed. Our nation did that to the tribes. They have been fighting to get out from underneath that ever since. We now have five tribal colleges that are absolutely as good as any college in North Dakota, maybe with the exception of the two universities at Fargo and Grand Forks. The difference between those tribal colleges and the other colleges is that they are where the problem is; they are located on the reservations, with the exception of United Tribes here in Bismarck. They are helping to change the lifestyles of those people who live there. They are not only changing young people; they are changing people who have lived on the reservation for years and are trying to figure out, "How can I become employed? What can I do to change my life?" There is a lack of leadership on the reservations, that's for sure. You heard Mr. McCloud from the tribes at Turtle Mountain speak on the floor of the house about wanting a hand up, not a hand out. He talked about the importance of education. He said, "We are ready to do our jobs as tribal leaders" because in the past, a lot of them have not. They are looking at changing their governance. Right now, almost every two years they governance rolls over, and it's the good old boy club in many cases. The new tribal chairman brings his friends on

and the old tribal chairman and council members who were just getting started are thrown out. So they are trying to change. What is this bill? This bill is not about money. This is about the state of North Dakota saying: You are brothers of ours and we are recognizing that, number one, you are North Dakota citizens. Number two, we recognize the value of education. Number three, we are going to partner with you. That's what this is about, to help change lifestyles. So although I appreciate Representative Becker's comments, you know the old saying "walk a mile in my moccasins." He has not been there. Walk a mile in their moccasins. I have been there. Let's pass this bill.

**13:03 Representative Ruby:** This is a new precedence. We do fund the universities. I believe the universities give consideration for ethnic groups, including these enrolled members. We do have universities which provide technical training. If we open this door, we will add five more universities to our system whether or not it is in the constitution. That is why I am not going to support this.

**13:56 Representative Sukut:** I have a lot of sympathy for the American Indian. We did what you said. I think we also gave them opportunities to help themselves, which they are not taking advantage of. Gave examples. I do not think this will help them help themselves. I think this bill is too broad. Gave examples. A lot of these problems exist in other institutions.

**15:24 Representative Boschee:** I think it is important that we recognized that these five institutions do exist. We do provide scholarship assistance to students who attend private schools in the state, the same scholarship levels they get if they go to the public institutions. While our public institutions do provide similar programs, I think it was well stated that students who are part of these tribes generally want to stay there for their education. These are opportunities where the people are. I think this is a great opportunity. We need to separate our ideas of what tribal government has done and what tribal colleges have an opportunity to do. While there is income generated, that is with the tribal government and not with the tribal colleges. I agree that there could be some more accountability put into this, but at this time we do not want to tie their hands too much.

**16:45 Representative M. Nelson:** I think it is hard for those who don't live there to recognize how separate the colleges are from the tribe. In my area, the tribal council would not dare to interfere with the college. Commented on the commitment level of the colleges. The commitment they have to education has made a believer out of me. We can look at the tuition, but they are the people with their boots on the ground in a difficult location. They are literally the only people who can change the situation. We have had well-intended solutions come along over the years, trying to impose things upon the Native Americans, and it has not worked. This is ground breaking. It is not a handout; it really is different. We are trying to give tools to a group of very commitment people who are trying to change their whole culture and their whole society. We have a vested interest in that for several reasons. These are citizens of North Dakota. When we look at our Human Services budget. If this were almost a failure, it would still make us money as a state. If it is successful, it will make us a lot money. Voting for this is voting in our own best interest. We need to have the problem turned, and they are the only people who have a shot at doing it.

**19:24 Representative Louser:** I would hope that the presidents of these universities, if this were to pass, would recognized proper use of the money and would be able to have a measurable outcome so that they can show what happened. We did not talk about the third proposed amendment. Would this go to appropriations? We have had discussions about the difficult locations, but United Tribes is in Bismarck where there is not the same problem with unemployment. I am wondering how this would work mechanically if appropriations reduced the \$5 million. Some of these colleges need the money more than others. How do we handle that as a policy committee?

**20:54 Chairman Keiser:** Not at this point because we have a motion on the floor, but if this fails, a motion for any amendment can be made. Those things could be addressed here. If it goes to appropriations, they can add amendments.

**21:31 Representative Ruby:** There is a tribal college in Bismarck. There is no reservation in Bismarck, so apparently people are leaving the reservation to attend college. There are other opportunities. It's an inconsistency. I understand if you're in Belcourt or Dunseith that you are much closer to home if you're going to college there.

**22:20 Chairman Keiser:** This is a tough issue. I can argue this on either side. Drew connection to investment in renaissance zones. When that program started, it was very general and communities could develop their own projects, much as the colleges have asked to do. I do think that the presidents of the colleges certainly got the message that they need to do great things with this money. This will never be resolved until the tribes themselves take ownership of their people through investment. This program may or may not be successful, but it is an attempt at a partnership.

**24:19 Representative Kasper:** I want to draw the committee's attention to the bill, addressing some of the concerns. On page 1, starting on line 18, we talk about what the bill does. It requires workforce development grants to provide job training grants in such a manner as the Department of Commerce prescribes. So this is a job grant and a job creating program. The Department of Commerce has a yes or no on any grant, so obviously it has to focus on the intent of the bill, which is job creation. Number 2, on the top of the page under Purpose of Grants, on line 4, "that qualify the student to obtain jobs for which applicants are being sought within the state, as identified by the department of commerce, job service North Dakota, or any recognized tribes." Again, we are focusing on jobs. Then the accountability section on page 3. You notice that starting on line 13 on page 3, there is a full measure of accountability, including number 7 on line 21: "The number of jobs and businesses created or which were assisted in being created or maintained with funds provided under this Act." These college presidents understand the importance that they have to perform or this is done forever. So they are saying, Give us a chance; we'll prove to you if you give us a chance what we can do.

**Roll call vote on motion for a Do Pass as Amended, with Re-referral to Appropriations. Motion carries.**

**Yes = 10    No = 5    Absent = 0**

**Carrier: Representative Kasper**

13.8201.02002  
Title.03000

Adopted by the Industry, Business and Labor  
Committee

March 20, 2013

11  
3/20/13

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2218

Page 3, line 27, remove "No more than fifty percent of the appropriation may be expended during the first"

Page 3, remove line 28

Renumber accordingly

Date: 3-20-2013

Roll Call Vote #: 1

**2013 HOUSE STANDING COMMITTEE**  
**ROLL CALL VOTES**  
**BILL/RESOLUTION NO. 2218**

**House Industry, Business, and Labor Committee**

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

Action Taken: ☒ Do Pass ☐ Do Not Pass ☐ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider ☐ Consent Calendar

Motion Made By Kasper Seconded By Boschee

Representatives	Yes	No	Representatives	Yes	No
Chairman George Keiser			Rep. Bill Amerman		
Vice Chairman Gary Sukut			Rep. Joshua Boschee		
Rep. Thomas Beadle			Rep. Edmund Gruchalla		
Rep. Rick Becker			Rep. Marvin Nelson		
Rep. Robert Frantsvog					
Rep. Nancy Johnson					
Rep. Jim Kasper					
Rep. Curtiss Kreun					
Rep. Scott Louser					
Rep. Dan Ruby					
Rep. Don Vigesaa					

Total Yes \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

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

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

*Motion  
withdrawn*

Date: 3-20-2013

Roll Call Vote #: 2

**2013 HOUSE STANDING COMMITTEE**  
**ROLL CALL VOTES**  
**BILL/RESOLUTION NO. 2218**

**House Industry, Business, and Labor Committee**

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

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider ☐ Consent Calendar

Motion Made By Kasper Seconded By Johnson

Representatives	Yes	No	Representatives	Yes	No
Chairman George Keiser			Rep. Bill Amerman		
Vice Chairman Gary Sukut			Rep. Joshua Boschee		
Rep. Thomas Beadle			Rep. Edmund Gruchalla		
Rep. Rick Becker			Rep. Marvin Nelson		
Rep. Robert Frantsvog					
Rep. Nancy Johnson					
Rep. Jim Kasper					
Rep. Curtiss Kreun					
Rep. Scott Louser					
Rep. Dan Ruby					
Rep. Don Vigesaa					

Total Yes \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

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

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

#2 re: lines 27 & 28  
on page 3

Date: 3-20-2013Roll Call Vote #: 3

**2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2218**

**House Industry, Business, and Labor Committee**

Legislative Council Amendment Number

13.8201.02002Action Taken: ☒ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment☒ Rerefer to Appropriations ☐ Reconsider ☐ Consent Calendar

Motion Made By

Kasper

Seconded By

Boschee

Representatives	Yes	No	Representatives	Yes	No
Chairman George Keiser		✓	Rep. Bill Amerman	✓	
Vice Chairman Gary Sukut		✓	Rep. Joshua Boschee	✓	
Rep. Thomas Beadle	✓		Rep. Edmund Gruchalla	✓	
Rep. Rick Becker		✓	Rep. Marvin Nelson	✓	
Rep. Robert Frantsvog	✓				
Rep. Nancy Johnson	✓				
Rep. Jim Kasper	✓				
Rep. Curtiss Kreun		✓			
Rep. Scott Louser	✓				
Rep. Dan Ruby		✓			
Rep. Don Vigasaa	✓				

Total

(Yes)

10

No

5

Absent

0

Floor Assignment

Kasper

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

Re: lines 27-28 on page 3

**REPORT OF STANDING COMMITTEE**

**SB 2218, as engrossed: Industry, Business and Labor Committee (Rep. Keiser, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (10 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2218 was placed on the Sixth order on the calendar.

Page 3, line 27, remove "No more than fifty percent of the appropriation may be expended during the first"

Page 3, remove line 28

Renumber accordingly

**2013 HOUSE APPROPRIATIONS**

**SB 2218**

# 2013 HOUSE STANDING COMMITTEE MINUTES

## House Appropriations Committee Roughrider Room, State Capitol

SB 2218  
3/26/13  
Job 20467

☐ Conference Committee

Committee Clerk Signature

*Meredith Tracholt*

### Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide workforce development grants to tribally controlled community colleges through the North Dakota department of commerce; and to provide an appropriation.

### Minutes:

You may make reference to "attached testimony."

**Rep. George Keiser, District 47:** The bill was distributed; bill introduced beginning minute 01:35.

9:30

**Chairman Delzer:** You said the colleges needed an arm's length from tribal government. Is anything restricting them from asking for or receiving grants from the tribal government?

**Rep. Keiser:** We did discuss that, it is my understanding that they can receive grants from any entity, including the tribes.

**Chairman Delzer:** Did you discuss cutting it to 2.5 and having a local matching requirement?

**Rep. Keiser:** We did discuss cutting it. My understanding is the tribes look at it that they are getting federal funds for tribal colleges; it's way below the rate that the state funds per student, but they are getting that funding so the tribes will not concentrate on the tribal colleges, since they have that alternative source of funding.

**Chairman Delzer:** #2 on your reporting requirements, do you see that as listing both directly assisted and indirectly assisted, or just 'we touched 1400 students'?

**Rep. Keiser:** Our interpretation was that requirement was the number of students assisted directly and indirectly by the grants, and to list out those numbers. We emphasized the key to any future in this arena lies in section 6, the degree to which they can document the monies received have positively impacted their students.

**Rep. Skarphol:** I'm intrigued about the amendment, which removes the restriction that no more than 50% of the appropriation could be expended during the first year.

**Rep. Keiser:** That came from the department of commerce. Some colleges may request the full biennial amount in one year to launch a new program, for example. If the dollars are awarded, the institution can come to the department of commerce and request a disbursement of those dollars in amounts different than one half the first year, one half the second year.

**Rep. Skarphol:** How do you envision the money being disbursed? Would it go out immediately at the start of the biennium?

**Rep. Keiser:** Department of commerce said they will first require a plan of action to be submitted on what dollars are needed, when they need them, what they're for. Upon approving the proposal, they will distribute the dollars as requested within the proposal.

14:05

**Rep. Monson:** We have the CTE budget in our section (E&E), and I wonder how this would tie together and if the tribal colleges are able to access that money? There is money for workforce training in CTE, so commerce isn't the necessarily the first choice.

**Chairman Delzer:** We can sure drop this into E&E and they can look at this. I have no knowledge on that either. We'll check that out.

**Rep. Bellew:** On page 2 section 5 use of grants, it says 'and student stipends,' what does that mean?

**Rep. Keiser:** It's a financial assistance to attend college.

**Chairman Delzer:** Are they currently doing any of that?

**Rep. Keiser:** Apparently they are doing some. I know I was on a stipend in graduate school.

**Rep. Dosch:** I struggle with this because our state has such low unemployment, under 3%. People are coming from all over the US to work here, and yet we need to give \$5M to the tribes for workforce development? It makes absolutely no sense. Why would we do this?

**Rep. Keiser:** I'm not convinced I can explain this as well as they did explain it to us. Historically, the US had Indian schools. Indian children were not allowed to go to the public school; they were taken out of their homes, sent to the Indian school, and educated there. That's a long time ago, but we created within the Indian culture a distrust of education. The colleges spoke at length about this issue. They are getting to the first generation of young people who are ready and open to come into the educational system, work in the educational system to better themselves, but their parents and grandparents do not have a trust or support for education. The argument was made, whether you buy it or not, that we are on the edge of an opportunity here with young native Americans to make a significant adjustment on unemployment for the future.

**Rep. Nelson:** We're here for the money primarily. You mentioned your committee struggled with oil revenue, for example, why the tribes aren't putting their money in the deal. Quite honestly, the state is also a recipient of oil revenue on tribal land, through the compact. Did you discuss that as a source of funds for this, rather than general fund revenue?

**Rep. Keiser:** No. The bill came in with general fund; we can look for all sorts of funds to put this into; if you choose to do that, I'd support it.

**Chairman Delzer:** In the end, it all rolls down to general fund anyway.

**Rep. Keiser:** I supported putting it in the general fund, making it obvious.

20:10

**Rep. Nelson:** That distinction is that the revenue from tribal land is a source of income for the state of ND, however it flows, and I think that has been the source of some tribal college funding in the past.

**Chairman Delzer:** Legislative Council will check that out for us.

**Rep. Holman:** Having worked at a couple of the tribal colleges, and also at a public institution, the clientele is different. Tribal colleges are moving people into an income producing and tax-paying culture, which may not happen if we don't do that on-site at the tribal college. There are people who would not be going to another institution if it were not available on the reservation.

**Laney Herauf, OMB:** If I understand the question correctly, the tribal colleges do not get any of the workforce training dollars from CTE, those are just for the four two-year colleges.

**Rep. Dosch:** Next biennium, Three Affiliated Tribes is expected to receive \$190M of oil revenue. Was there any discussion as to why Three Affiliated can't put in \$5M to the commerce department to help fund for the benefit of all the native Americans in the state?

**Rep. Keiser:** We did not discuss that specific issue. We had a discussion about if you have oil or other sources of funding, why aren't the tribes taking ownership and stepping up and putting their dollars into funding this. The answer given to us is it's not the way it's organized, it's not the way it's working, and the tribes have very little say about the tribal colleges due to the arm's length requirement; as a result, they're not supporting it unless they can have input into what happens there.

**Chairman Delzer:** Did you have any discussions with them about how many workforce enhancement programs the local tribes do have, not through the colleges?

**Rep. Keiser:** No, we did not.

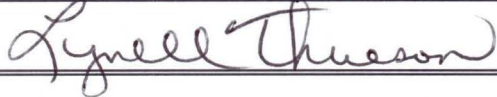
**Chairman Delzer:** Further questions by the committee? Thank you. We'll take a short recess.

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division  
Roughrider Room, State Capitol

SB 2218  
April 3, 2013  
Job 20828

☐ Conference Committee



## Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide workforce development grants to tribally controlled community colleges through the North Dakota department of commerce; and to provide an appropriation.

## Minutes:

**Chairman Skarphol** opened the hearing on SB 2218.

**Representative Boe** explained amendment .02004.

**Tom Disselhorst, Attorney with United Tribes Technical College:** The idea of the removal of the noncompetitive part is to make sure that it's understood that the Dept. of Commerce will develop criteria for these grants and that the tribal colleges will be asked to submit their grants pursuant to the criteria developed. Explained the amendment.

**Chairman Skarphol:** How does the new language on the amendment change things?

**Tom:** Explained the changes to the amendment.

**Chairman Skarphol:** What do you envision happening?

**Tom:** One of the things that are key to this bill is the cooperation between the tribal colleges, Job Service ND, and the Commerce Dept. in identifying training programs that either need to be supplemented with funds or that are new and would meet the needs of ND's economy. The tribal colleges are seeking to make sure they are relevant to ND's economy.

**Representative Streyle:** We already have the CTE; I don't see why we shouldn't mirror what they are doing. I think it should be a matching grant.

**Tom:** The CTE program is mostly grants to students. This is to assist the colleges to develop programs that will best fit the students and environment.

**Representative Dosch:** What I don't understand is the description of new. These programs are in place. Why can't we adopt these programs? Why are we recreating programs?

**Tom:** I'm not sure what programs you're referring to. The tribal colleges are developing their own set of programs that reflect what the needs of their students are on the reservations.

**Representative Dosch:** You are training these people for jobs in ND. I think we know what the jobs in ND are. I think we have programs in place right now to train people for these jobs. So when you say you don't know what jobs are out there, that's what's frustrating.

**Tom:** I was saying that the tribal colleges are preparing students for the jobs that will fit the students that they have. The students there are going to the tribal colleges because that's the best available situation for them. The tribal colleges serve a real need for students in the regions they serve.

**Representative Dosch:** The jobs are off the reservations, so they're going to have to go off the reservation to get the jobs, so why not train them off the reservations?

**Tom:** The tribes want to retain their populations as much as possible. Taking them off of the reservation and putting them in an environment where they may or may not be familiar with those situations is not helpful to those students.

**Representative Dosch:** We've had a 200 year history of keeping Native Americans on their tribal land and it has been a disaster in every aspect. The biggest disservice that we can do is to keep them on the reservation. How has this 200 years turned out? If we want to truly help them, we need to have them get off the reservation and integrate into our society and not keep this 200 year disaster going. We're doing the greatest disservice by keeping them on the reservation and keeping them dependent.

**Tom:** I think we have a fundamental disagreement about how the programs that affect tribes work and whether they have been improving the lives of tribal members.

**Vice Chair Monson:** I think I understand what you are trying to do. I sense the frustrations. We don't have to start from scratch. You have a resource from Commerce.

**14:55 Tom:** I thoroughly agree.

**Vice Chair Monson:** I'm not proposing it as an amendment, just giving you advice.

**Representative Boe:** I would like to **move** the amendment .02004. Seconded by Representative Monson.

**Chairman Skarphol:** Tell us what you are going to do differently. What is your vision you see this entity doing differently than what's being done now.

**17:09 Tom:** I'm not one of the college president's so I can't give you all the ideas they have in place. Gave an example about a cohort model program.

**Chairman Skarphol:** The role that we are supposed to play here is to talk about the money. We need to have information about the policy in order to think in proper terms about the money. In the case of Train ND and the workforce work that's done throughout the state, they buy equipment. What kind of jobs would you be training people for were this to go forward?

**Tom:** Defer to President Davis.

**Chairman Skarphol:** Give us a 5 minutes summary of what you envision here.

**20:07 Jim Davis, President of Turtle Mountain Community College:** We don't see those people on our reservations and very few of our people go to those training centers for training.

**Chairman Skarphol:** I'm envisioning that you want to do something different than what's there.

**21:50 Davis:** The difference is to design, develop, and implement programs that will fit the needs of the job opportunities in North Dakota. Around 60% of the students don't go to other colleges the first 2 years. They prefer to stay with our institution. Gave an overview of the history of the college. We can do the job better and make it less expensive on the reservation for these people who need the training.

**Chairman Skarphol:** This would be to help develop curriculum?

**Davis:** That is correct. We do customized based training. Our primary purpose is to train people to get the jobs.

**25:08 Vice Chair Monson:** This is job training to help get your people a job quickly. This is training to develop new jobs on or off the reservation.

**27:20 Davis:** We saw the need for North Dakota to train people for the oil field jobs. This is where we focused our emphasis on. We want to see our people employed.

**A Roll Call vote to adopt the amendment: Yes = 8, No = 0, Absent = 0.** Motion carried for amendment .02004.

**Chairman Skarphol:** The reason we are doing this is to find out if we should link this to commerce. The purpose to provide grants to tribally controlled community colleges under this Act for the biennium. What does it represent? Do they apply for the grant? Based on criteria established by commerce are they eligible?

**30:29 Vice Chair Monson:** This money isn't going to be given out without a plan that is approved by commerce based on line 20 and 21 of page 1. Read from the amendment. To me this is tightened up to say that if a tribal college comes in and says we want to buy

equipment to do something with our 2 or 4 year degree, if it doesn't have something dealing directly with jobs, I'd say commerce has the right to say that's not what job training in North Dakota is. This is for fast tracking to jobs.

**32:16 Representative Martinson:** We need to make absolutely sure that this is for job training money and not money for the colleges.

**Representative Grande:** In the amended version it is written as an application process to the Department of Commerce but also requires (referred through number 7) a reporting mechanism.

**Representative Grande:** I move to reduce from \$5 million to \$3 million and Representative Dosch seconded.

**Representative Boe:** I would resist that motion.

**34:40 Representative Grande:** Your amendments struck the language that says the funds appropriated under this Act must be divided equally among the tribal. I'm looking at where it says the number of students assisted by the grant.

**Chairman Skarphol:** Could the 3 colleges apply for this?

**Representative Boe:** I don't believe so.

**35:53 Vice Chair Monson:** I think I'm willing to agree with the statement that you underfund it you're dooming it to failure. If we reduce it then maybe the language could be changed to first-come, first-serve.

**36:48 Representative Martinson:** You're making an assumption that all the schools are going to apply for it and receive the money. Do all the schools have plans ready to go?

**Chairman Skarphol:** Tell us what we have for workforce training that we give to them for operating.

**37:50 Wayne Kutzer:** Yes it is in our budget for the biennium.

**Vice Chair Monson:** Is there money coming in from industry?

**Kutzer:** That is designed for the infrastructure, staffing needed to pull the training together, the cost of training, hiring of instructors. All of that is paid for by business.

**Chairman Skarphol:** If the tribal colleges are truly committed to this or willing to make something work over the next 2 years to demonstrate to us the cost of the employee shouldn't be primary with them rather the cost of equipment to do the training.

**Kutzer:** I would lean towards the underfunding side. It depends on the type of equipment you need to buy.

**40:46 Vice Chair Monson:** Do you remember or recall what the startup cost is?

**Kutzer:** Gave his estimates at this time.

**Representative Streyle:** We are talking about \$600,000, the programs are in place. If there is any duplication at all it's a waste. The jobs are what the training centers are doing.

**Chairman Skarphol:** What are the opportunities for them to make a deal with one of the institutions to have it on a temporary basis periodically?

**42:59 Beth Zander, Department of Commerce:** I think as it has been said by someone in this course of discussion the hindrance would be when moving the equipment is difficult and heavy.

**43:44 Representative Dennis Johnson:** Has received emails from people who need equipment. Many students won't go to school unless they have the opportunity. I'd give this the opportunity to move forward. If it doesn't work in 2 years then decide what to do.

**A Roll Call vote:** to reduce \$5 million to \$3 million. **Yes = 5, No = 3, Absent = 0.**

**Chairman Skarphol:** The bill is in front of us as amended with the appropriation reduced to \$3 million dollars.

**Representative Monson:** I move a **Do Pass as amended**. Seconded by Representative Boe.

**A Do Pass Roll Call vote:** **Yes = 6, No = 2, Absent = 0. Carrier:** Representative Boe.

# 2013 HOUSE STANDING COMMITTEE MINUTES

## House Appropriations Committee Roughrider Room, State Capitol

SB 2218  
4/10/13  
Job 21068

☐ Conference Committee

Committee Clerk Signature

*David Hanson*

### Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide workforce development grants to tribally controlled community colleges through the North Dakota department of commerce; and to provide an appropriation.

### Minutes:

Amendment .02005

**Chairman Delzer brought up for consideration SB 2218.**

**Chairman Delzer:** This is the tribal college workforce enhancement bill. Did you put any amendments on the bill?

**Rep. Skarphol:** Yes we did amend the bill. I believe that the amendments are important that they stay on the bill. Representative Boe is carrying the bill. You should have the amendment. These amendments were proposed by Representative Boe and the committee put them on there and we think they are entirely appropriate. 0:45

### Looked for amendments. 2:05

**Rep. Boe:** The first set of amendments that I brought down was for the fact that we had a little bit of concern in the committee that it was a little loose on how they could utilize the money. And that was an amendment to tighten up the use.

**Rep. Skarphol:** The .02005 amendment is a monetary change. 3:30

**Rep. Boe:** Went over amendment .02005. 7:15 That was what the sponsors and community college presidents came up with to tighten it up, so that it wasn't nearly as loose in how they could use the money and would give us a little bit of the reporting that we were looking for. 7:40

### Discussion over which amendment was being referenced. 9:20

**Representative Boe moved to adopt amendment .02005 and seconded by Representative Skarphol.**

**Chairman Delzer:** Asked Representative Boe if this was a fair description to get information to determine if this is successful.

**Rep. Boe:** We want data back to determine how successful the program is and to see if any improvements can be made.

**Chairman Delzer:** And this does give Commerce a little more authority over how soon they give the grant and who they give it to based on the program presented that they want to put forward.

**Rep. Boe:** They would have to apply and meet the criteria of the Department of Commerce in order to receive the funds. 10:55

**Rep. Nelson:** When you took the grants that were originally intended to go be split evenly among the tribal community colleges, that's now a competitive situation is it not? Is there a cap to what one campus can get or how is that going to work in a practical nature?

**Rep. Boe:** I believe the reason that was removed was to allow the Department of Commerce to be able to set up the criteria to divide the money; otherwise, they would have to give them the money.

**Rep. Nelson:** Maybe I am reading that wrong?

**Chairman Delzer:** I would it that it sets it up as a competitive grant, which we talked about just a bit ago. I don't know that it says anything about how much can go to each tribal college in this amendment.

**Rep. Nelson:** If it's silent, a tribal college with a program that warranted \$3M could conceivably be granted that. Could it not?

**Chairman Delzer:** Possibly they could, but I doubt it would happen.

**Rep. Nelson:** I would too.

**Rep. Skarphol:** If you are patient for a minute, we may have additional discussion on what needs to be done on this.

**Rep. Hawken:** The original amount was \$5M; what was the rationale for taking it down to \$3M?

**Rep. Skarphol:** Discussion centered around the fact that we weren't sure we wanted to start five new workforce programs.

We have four workforce quadrant trainings right now; we didn't want to begin the process of funding additional training sites. However, what is being requested here is different. I am beginning to recognize more easily the difference. I would like the committee to talk about it before we are done here.

**Rep. Hawken:** Would it be in the committee's best interest to wait to vote on these until we have heard the other amendments?

**Rep. Skarphol:** What Representative Boe presented in this amendment is very good; we can further amend the change of money after we have accepted Representative Boe's amendments if that's the wishes of this committee.

**Motion carried on a voice vote.**

**Rep. Skarphol:** If you recall Rep. Keiser's presentation to the committee, he was very outspoken about the trust between us and the Native American people. 17:00  
After discussion this with Mr. Davis, he has convince me that this is important to them. They so lack the confidence that we take for granted, that they need some dollars to help assimilate their people into the workforce, or begin industries on their campuses or reservations. I believe we're trying to do the right thing here. I also believe one of the reservations has the ability to help itself, because of the extreme wealth it has; but that doesn't mean they will help the rest of the tribal colleges or reservations. 18:40

**Representative Skarphol made a motion that the eligible entities for these grants would be a tribal college not located on a reservation or a reservation with the unemployment rate higher than 30% and seconded by Representative Monson.**

**Chairman Delzer:** How would that set up workforce enhancement that did not have the education factor of the tribal college?

**Chairman Skarphol:** That's where it comes back to the trust factor. They have not trusted us and I think it's about time that we trusted them. I think we can demonstrate that by allowing one of the tribes that does not have a tribal college under the auspices of the Indian Affairs Commission to properly monitor and implement it.

**Allen Knudson, Legislative Council:** An eligible entity to receive the funds would be a tribal college not located on a reservation, or an entity on a reservation with unemployment higher than 30%.

**Rep. Skarphol:** The intent is that United Tribes here in Bismarck needs to be a qualifying entity, because they do most of, if not all, of the work for Standing Rock. 22:22

**Rep. Monson:** This would fit under the definitions section?

**Knudson:** It would be on page one line 11-14, where we are defining a tribal controlled community college, so it means an accredited institution of higher education not located on a reservation or a tribal college on a reservation with unployment greater than 30%.

**Rep. Skarphol:** But that takes out Standing Rock. I think Indian Affairs needs to be involved in the selection process and making sure that those entities that are appropriate are the ones that are helped.

**Knudson:** We would have to change that definition then, and remove tribally controlled community college.

**Chairman Delzer:** Or would you keep that and add another one?

**Knudson:** We could do that, too.

**Rep. Glassheim:** Didn't we take out the definitions in the amendment, lines 4-14? So those are no longer there.

**Chairman Delzer:** That's true. What does that do?

**Knudson:** We would have to do a separate definition section.

**Chairman Delzer:** That is basically what this amendment is.

**Knudson:** Yes, we are working with the language.

**Rep. Skarphol:** Make the definitions correspond with what is in Rep. Boe's amendment as well.

**Chairman Delzer:** We'll work through the bill, but we'll make sure we get a number of eyes on it before sending it to the floor.

**Rep. Nelson:** I think I agree with what you say, but the bill is silent as to the involvement of the Indian Affairs Commission. What's your desire in that area?

**Rep. Skarphol:** Yes, I think there needs to be language directing Department of Commerce to work in cooperation in determining the eligible entities.

**Rep. Nelson:** Have you visited with the Indian Affairs Commission to see if they're amenable to this?

**Rep. Skarphol:** I can assure you I have visited with the Indian Affairs Commission.

**Motion carried on a voice vote.**

**Representative Skarphol moved that Department of Commerce must work with the Indian Affairs Commission to determine the eligible entities as defined in this section and seconded by Representative Nelson. 27:55**

**Rep. Hawken:** One of the things I liked about this bill initially was that we were trying a new way of doing things and the leadership of the tribal colleges, in my opinion, growing stronger by the year. I am concerned that with this amendment, they will lose some of the power they were given initially. You use the word trust; right now, I'm having a hard time with that. Normally I do. I think this is such an opportunity; it presents the right thing at the right time to make a difference. 29:20

**Chairman Delzer:** further discussion

**Rep. Nelson:** I'm a little confused about Representative Hawken's statement. Are you referring to this amendment?

**Chairman Delzer:** I would see this amendment as giving them more opportunity to help define the direction of the grants.

**Rep. Hawken:** That's not my concern. I just don't want the colleges cut out of the planning process.

**Rep. Nelson:** Our subsection did have the Indian Affairs Commission budget. I think it is important that they are included in this. Under the jurisdictional situation we are under, Commissioner Davis is working with 5 nations and the state of North Dakota. That collaboration is needed. 31:49

**Motion carried on a voice vote.**

**Representative Boe moved to further amend up to \$4M and seconded by Representative Hawken.**

**Rep. Boe:** Explained the reason for his motion.

**Rep. Dosch:** I oppose that amendment. By focusing it down, we have given those eligible ones more resources than by spreading it out over everyone. Read information of federal grants that went to different schools. 35:20 I think the state is being very fair when we talk about \$3M. I didn't initially support it, but I'm willing to do it now. I will support the \$3M, but I won't go any further than that. 36:40

**Motion failed. Aye-10 Nay-12 Absent-0**

**Rep. Bellew:** How many students at these colleges?

**Rep. Skarphol:** I can't give you a number. The issue really is to prompt that live on the reservation to go off and go to the colleges. This is to help build confidence in them. 38:54

**Rep. Kempenich moved do pass as amended and seconded by Rep. Skarphol.**

39:15

**Rep. Monson:** At our four regional job training centers located on the campuses of the two year schools, we really don't give them a degree. They are working for a certification. Some think that this is to give money to go directly to the tribal colleges to turn them into degrees. I want to make it very clear that isn't necessarily what this is about. This is jobs. This has already been done in the state in our two-year colleges, which provides the space. This is CTE; this is Commerce. This is to turn into jobs. 4:17

**Rep. Brandenburg:** I've worked on a lot of water and corps. land. I really made a connection with the tribes this session. We're at a crossroads where we can bring the next generation forth into working with us, and all of us working together. 42:00

**Chairman Delzer:** There will be support for this. I'd feel better if this was a pilot project. 43:15

**Rep. Skarphol:** I would hope Mr. Davis is successful enough that he doesn't need to come back next session.

**Motion carried with Representative Boe to carry the bill. Aye-18 Nay-4 Absent-0**

Handwritten initials and numbers: "10/11/13" and "8201.02008".

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2218

In lieu of the amendments as printed on pages 1020 and 1021 of the House Journal, Engrossed Senate Bill No. 2218 is amended as follows:

Page 1, remove lines 4 through 14

Page 1, line 21, remove "noncompetitive"

Page 1, line 22, remove "The funds appropriated under this Act must be divided"

Page 1, replace line 23 with "In order to qualify for a grant under this section, an applicant must be a tribally controlled community college not located on an Indian reservation or a tribally controlled community college located on an Indian reservation with an unemployment rate of greater than thirty percent. The department of commerce shall consult with the executive director of the Indian affairs commission to determine eligible tribally controlled community colleges."

Page 2, line 2, replace "2" with "1"

Page 2, line 15, after the underscored comma insert "a"

Page 2, line 18, replace "must" with "shall"

Page 2, remove lines 22 through 30

Page 3, replace lines 1 through 6 with:

"A grant awarded under this Act may be used to carry out the purposes specified in section 2 of this Act, including maintenance and operation of the program; development costs associated with any new or redesigned courses of instruction at the college; costs of instruction, including special programs for individuals with disabilities; and academic instruction and associated materials."

Page 3, line 11, remove "must provide a report to the department of commerce that"

Page 3, replace lines 12 through 22 with "shall provide to the department of commerce, in the form prescribed by the department, the following information:

1. A detailed report of expenditures under the grant;
2. The number of students assisted by the grant;
3. The graduation rate of students assisted by the grant and the graduation rate for all students at the college;
4. A description of any new or improved training or other program leading to a certificate or a degree which was developed by the college with funds provided by the grant and the types of jobs for which the new or improved training program is designed;
5. The placement rate of graduates of the college assisted by the grant in relation to the placement rate of all graduates of the college;

2/2

6. The rate of students assisted by the grant who pursue further educational opportunities immediately after graduation from the college; and
7. The number of jobs or businesses created as a result of funds provided by the grant."

Page 3, line 24, replace "\$5,000,000" with "\$3,000,000"

Page 3, line 27, remove "No more than fifty percent of the appropriation may be expended during the first"

Page 3, remove line 28

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2218 - Department of Commerce - House Action**

	Executive Budget	Senate Version	House Changes	House Version
Grants to tribal colleges		\$5,000,000	(\$2,000,000)	\$3,000,000
Total all funds	\$0	\$5,000,000	(\$2,000,000)	\$3,000,000
Less estimated income	0	0	0	0
General fund	\$0	\$5,000,000	(\$2,000,000)	\$3,000,000
FTE	0.00	0.00	0.00	0.00

**Department No. 601 - Department of Commerce - Detail of House Changes**

	Reduces Funding for Workforce Development Grants <sup>1</sup>	Total House Changes
Grants to tribal colleges	(\$2,000,000)	(\$2,000,000)
Total all funds	(\$2,000,000)	(\$2,000,000)
Less estimated income	0	0
General fund	(\$2,000,000)	(\$2,000,000)
FTE	0.00	0.00

<sup>1</sup>This amendment reduces funding to tribal colleges for workforce development grants by \$2 million, from \$5 million to \$3 million.

Date: 4-3-13  
Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2218

House Education and Environment Division Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number .02004

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep Boe Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	X		Rep. Clark Williams	X	
Vice Chairman David Monson	X		Rep. Tracy Boe	X	
Rep. Bob Martinson	X				
Rep. Roscoe Streyle	X				
Rep. Mark Dosch	X				
Rep. Bette Grande	X				

Total (Yes) 8 No 0

Absent 0

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

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

Date: 4-3-13  
Roll Call Vote #: 2

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2218

House Education and Environment Division Committee

☐ Check here for Conference Committee

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

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Grande Seconded By Rep. Dosch

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	X		Rep. Clark Williams		X
Vice Chairman David Monson		X	Rep. Tracy Boe		X
Rep. Bob Martinson	X				
Rep. Roscoe Streyle	X				
Rep. Mark Dosch	X				
Rep. Bette Grande	X				

Total (Yes) 5 No 3

Absent 0

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

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

Reduce \$5 M to \$3 M

Date: 4-3-13  
Roll Call Vote #: 3

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2218

House Education and Environment Division Committee

☐ Check here for Conference Committee

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

Action Taken: ☒ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Monson Seconded By Boe

Representatives	Yes	No	Representatives	Yes	No
Chairman Robert Skarphol	X		Rep. Clark Williams	X	
Vice Chairman David Monson	X		Rep. Tracy Boe	X	
Rep. Bob Martinson	X				
Rep. Roscoe Streyle		X			
Rep. Mark Dosch		X			
Rep. Bette Grande	X				

Total (Yes) 6 No 2

Absent 0

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

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

Date: 4/10/13  
Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2218

House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number .02005

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment  
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Boe Seconded By Rep. Skarphol

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer			Rep. Streyle		
Vice Chairman Kempenich			Rep. Thoreson		
Rep. Bellew			Rep. Wieland		
Rep. Brandenburg					
Rep. Dosch					
Rep. Grande			Rep. Boe		
Rep. Hawken			Rep. Glassheim		
Rep. Kreidt			Rep. Guggisberg		
Rep. Martinson			Rep. Holman		
Rep. Monson			Rep. Williams		
Rep. Nelson					
Rep. Pollert					
Rep. Sanford					
Rep. Skarphol					

Total Yes \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

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

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

*voice vote carries*

Date: 4/10/13  
Roll Call Vote #: 2

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2248

House Appropriations Committee

☐ Check here for Conference Committee

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

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Skarphol Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer			Rep. Streyle		
Vice Chairman Kempenich			Rep. Thoreson		
Rep. Bellew			Rep. Wieland		
Rep. Brandenburg					
Rep. Dosch					
Rep. Grande			Rep. Boe		
Rep. Hawken			Rep. Glassheim		
Rep. Kreidt			Rep. Guggisberg		
Rep. Martinson			Rep. Holman		
Rep. Monson			Rep. Williams		
Rep. Nelson					
Rep. Pollert					
Rep. Sanford					
Rep. Skarphol					

Total Yes \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

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

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

tribal colleges (eligible entities) for these grants not be located  
on a reservation; or on a reservation  
with unemployment higher than 30 %.

voice vote carried

Date: 4/10/13  
Roll Call Vote #: 3

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2218

House Appropriations Committee

☐ Check here for Conference Committee

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

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment  
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Skarphol Seconded By Rep. Nelson

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer			Rep. Streyle		
Vice Chairman Kempenich			Rep. Thoreson		
Rep. Bellew			Rep. Wieland		
Rep. Brandenburg					
Rep. Dosch					
Rep. Grande			Rep. Boe		
Rep. Hawken			Rep. Glassheim		
Rep. Kreidt			Rep. Guggisberg		
Rep. Martinson			Rep. Holman		
Rep. Monson			Rep. Williams		
Rep. Nelson					
Rep. Pollert					
Rep. Sanford					
Rep. Skarphol					

Total Yes \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

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

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

Dept. of Commerce work with Commissioner of  
Indian affairs  
voice vote carries

Date: 4/10/13  
Roll Call Vote #: 4

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2218

House Appropriations Committee

☐ Check here for Conference Committee

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

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment  
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Boe Seconded By Rep. Hawken

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer		X	Rep. Streyle		X
Vice Chairman Kempenich		X	Rep. Thoreson	X	
Rep. Bellew		X	Rep. Wieland		X
Rep. Brandenburg	X				
Rep. Dosch		X			
Rep. Grande		X	Rep. Boe	X	
Rep. Hawken	X		Rep. Glassheim	X	
Rep. Kreidt		X	Rep. Guggisberg	X	
Rep. Martinson		X	Rep. Holman	X	
Rep. Monson	X		Rep. Williams	X	
Rep. Nelson		X			
Rep. Pollert		X			
Rep. Sanford		X			
Rep. Skarphol	X				

Total Yes 10 No 12

Absent 0

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

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

change \$3M to \$4M

motion fails

Date: 4/10/13  
Roll Call Vote #: 5

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2218

House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 13.8201.02008

Action Taken: ☒ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment  
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Kempenich Seconded By Rep. Skarphol

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer		X	Rep. Streyle		X
Vice Chairman Kempenich	X		Rep. Thoreson	X	
Rep. Bellew		X	Rep. Wieland	X	
Rep. Brandenburg	X				
Rep. Dosch	X				
Rep. Grande	X		Rep. Boe	X	
Rep. Hawken	X		Rep. Glassheim	X	
Rep. Kreidt	X		Rep. Guggisberg	X	
Rep. Martinson	X		Rep. Holman	X	
Rep. Monson	X		Rep. Williams	X	
Rep. Nelson	X				
Rep. Pollert		X			
Rep. Sanford	X				
Rep. Skarphol	X				

Total Yes 18 No 4

Absent 0

Floor Assignment Rep. Boe

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

**REPORT OF STANDING COMMITTEE**

**SB 2218, as engrossed and amended: Appropriations Committee (Rep. Delzer, Chairman) recommends AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (18 YEAS, 4 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2218, as amended, was placed on the Sixth order on the calendar.

In lieu of the amendments as printed on pages 1020 and 1021 of the House Journal, Engrossed Senate Bill No. 2218 is amended as follows:

Page 1, remove lines 4 through 14

Page 1, line 21, remove "noncompetitive"

Page 1, line 22, remove "The funds appropriated under this Act must be divided"

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Page 2, remove lines 22 through 30

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Page 3, line 11, remove "must provide a report to the department of commerce that"

Page 3, replace lines 12 through 22 with "shall provide to the department of commerce, in the form prescribed by the department, the following information:

1. A detailed report of expenditures under the grant;
2. The number of students assisted by the grant;
3. The graduation rate of students assisted by the grant and the graduation rate for all students at the college;
4. A description of any new or improved training or other program leading to a certificate or a degree which was developed by the college with funds provided by the grant and the types of jobs for which the new or improved training program is designed;
5. The placement rate of graduates of the college assisted by the grant in relation to the placement rate of all graduates of the college;
6. The rate of students assisted by the grant who pursue further educational opportunities immediately after graduation from the college; and

7. The number of jobs or businesses created as a result of funds provided by the grant."

Page 3, line 24, replace "\$5,000,000" with "\$3,000,000"

Page 3, line 27, remove "No more than fifty percent of the appropriation may be expended during the first"

Page 3, remove line 28

Re-number accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2218 - Department of Commerce - House Action**

	Executive Budget	Senate Version	House Changes	House Version
Grants to tribal colleges		\$5,000,000	(\$2,000,000)	\$3,000,000
Total all funds	\$0	\$5,000,000	(\$2,000,000)	\$3,000,000
Less estimated income	0	0	0	0
General fund	\$0	\$5,000,000	(\$2,000,000)	\$3,000,000
FTE	0.00	0.00	0.00	0.00

**Department No. 601 - Department of Commerce - Detail of House Changes**

	Reduces Funding for Workforce Development Grants <sup>1</sup>	Total House Changes
Grants to tribal colleges	(\$2,000,000)	(\$2,000,000)
Total all funds	(\$2,000,000)	(\$2,000,000)
Less estimated income	0	0
General fund	(\$2,000,000)	(\$2,000,000)
FTE	0.00	0.00

<sup>1</sup>This amendment reduces funding to tribal colleges for workforce development grants by \$2 million, from \$5 million to \$3 million.

**2013 TESTIMONY**

**SB 2218**

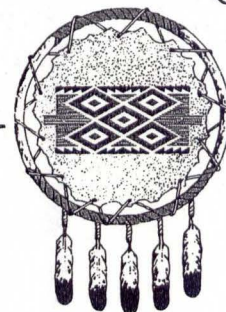
**Senate Industry, Business and Labor Committee****SB 2218**

Mr. Chairman and members of the Committee: Our Tribal colleges are one of the best-kept secrets in our state. These institutions are among the most stable on each of the reservations in North Dakota. They provide a solid pathway out of poverty for many Tribal and North Dakota citizens, with unemployment on the reservations averaging 55% of the employable workforce (BIA Labor Study, 2005). They are accredited higher education institutions, and generally provide two year, and in some disciplines, four year degrees, with over 2,000 students in attendance in any given semester.

To meet the challenges of serving the North Dakota citizens who attend our colleges, and to help reduce the core unemployment rate, we are in need of funds that will allow us to meet the challenges in our growing state in the 21<sup>st</sup> century.



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



## **Senate Industry, Business and Labor Committee**

**63rd Legislative Assembly  
State of North Dakota**

### **Testimony of United Tribes Technical College David M. Gipp, President in Support of SB 2218**

#### **Workforce Development Grants for Tribal Colleges**

**January 30, 2013**

Mr. Chairman and members of the Committee: This testimony is given on behalf of United Tribes Technical College, located in Bismarck, North Dakota.

United Tribes started out as United Tribes of North Dakota Development Corporation in 1968. The vision of the founders was to create more economic opportunity for tribal citizens, both on and off the reservations of North Dakota. They wanted an institution that provided a residential, family-centered learning community where American Indian people could access education opportunities and obtain employment.

Our institution has evolved over the years to reflect the founders' visions, providing not only postsecondary education and workforce training, but also individual and social skills development in a culturally-relevant setting. Now, United Tribes, a fully accredited institution, provides 3 kinds of Workforce Training certificates, 24 Associate Degree programs, and 3 Bachelor Degree programs, and more than 125 individuals receive diplomas or certificates annually. Eighty-six percent (86%) of our students are Native American. Many of our students are the first in their family to obtain any kind of higher education. Our students are young, with an average age of 24, and 50% have dependents.

But we know we can do better. American Indians are seeking access to higher education opportunities because of personal aspirations, family socio-economic needs, workforce and employment trends. Changing technologies, physical structure adaptations, and institutional developments are challenges that shape the educational landscape for UTTC, challenges that need additional resources.

Yet, the federal resources upon which we largely depend are not keeping pace with the needs of the 21<sup>st</sup> century. While our student population has increased, funding in actual dollars has stayed constant, reducing the per student amount substantially. This has meant that we have had to

2

**Testimony of David M. Gipp**  
**President, United Tribes Technical College**  
**SB 2218**  
**January 30, 2013**

defer investments that can allow us to offer first class technical education for North Dakota citizens who want the jobs that are now available in North Dakota's growing economy; students who want to stay in North Dakota have had to leave because of the cost of housing. Our educational resources are stretched beyond their limits.

The grants offered by SB 2218 can help United Tribes and our sister Tribal colleges meet the challenges of the 21<sup>st</sup> century work force for North Dakota and its Tribal citizens in several ways:

- First, the funds can be used to design and implement new programs needed in North Dakota's new economic landscape. We want to use the funds for business incubator programs that encourage entrepreneurship. New business help the reservation economies diversify.
- Second, the funds can be used to improve and assure the quality of existing programs. In addition to all of the technical skills needed in the oil patch, many of North Dakota's communities need more law enforcement officers, nurses, trained construction workers, teachers and small businesses, all of which are programs that present exist at United Tribes.
- Third, the funds will allow UTTC to continue to recruit, develop, and retain faculty qualified to teach students the necessary trade skills to successfully complete academic requirements and demonstrate skill competency.
- Fourth, our students need additional scholarship funds. This is especially true with the very difficult housing market in Bismarck. where the cost of rental properties has doubled or more in the past couple of years.
- Finally, the funds can enhance our infrastructure and capacity to provide the programs designed for students to enter the workforce. United Tribes occupies an old Army base, mostly in buildings constructed more than 100 years ago, so deferred maintenance is a constant barrier to student success.

In addition, SB 2218 fits nicely with existing College resources and programs. United Tribes, similar to the other Tribal colleges in North Dakota, received a one-time three year grant from the U.S. Department of Labor for providing specific certificates in some key employment areas needed in this region. The funds are provided under a tariff on imported goods that is to be used to train workers displaced by jobs that have been moved from the United States to other countries; it is the intention of the grant we have received that our programs become permanent. One such program is welding. Funds from SB 2218 can help continue the kinds of training opportunities offered by the Department of Labor grant for American Indian students in our region.

United Tribes will continue to press for adequate federal funding. We are not seeking additional funds to replace the federal funding we receive, but merely to supplement it. We do know that our graduates generally stay in North Dakota and are able to lead productive lives as tax-paying citizens, contributing greatly to the welfare of our state. Collectively, our North Dakota Tribal Colleges have conducted an economic impact study that shows we make a significant

Testimony of David M. Gipp  
President, United Tribes Technical College  
SB 2218  
January 30, 2013

contribution to this state; and United Tribes has a similar kind of study showing a 20-1 investment ratio; that is, one dollar invested in United Tribes brings twenty dollars in earnings to the student who graduates from our College. We believe the payback from the investment of state funds in our Tribal colleges is similar – as students are educated they are less likely to be on welfare, to end up in the state penitentiary, or to be unemployed.

With the help of the state of North Dakota, our students can be more assured of a pathway out of poverty, returning many times the investment authorized by SB 2218. I recommend a DO PASS recommendation from the Senate IBL Committee on SB 2218.

Thank you for your time.



(2)

## **Senate Industry, Business and Labor Committee**

**63rd Legislative Assembly  
State of North Dakota**

### **Testimony of the North Dakota Association of Tribal Colleges**

**David M. Gipp, Board Chairman  
in Support of SB 2218**

#### **Workforce Development Grants for Tribal Colleges**

**January 30, 2013**

Mr. Chairman and members of the Committee: This testimony is given on behalf of the North Dakota Association of Tribal Colleges in support of SB 2218. We first want to thank the sponsors of this legislation who have put their names on the bill and appeared here today. All of these sponsors have visited our Tribal colleges and understand their value to our state.

Our Association includes Cankdeska Cikana Community College in Ft. Totten (Spirit Lake Tribe); Nueta Hidatsa Sahnish College in New Town, (formerly Fort Berthold Community College – Three Affiliated Tribes); Sitting Bull College in Ft. Yates (Standing Rock Sioux Tribe); Turtle Mountain Community College in Belcourt (Turtle Mountain Band of Chippewa), and United Tribes Technical College, Bismarck, operated by the five Tribes with a presence in North Dakota. Our Association is unique in the United States among the Tribal colleges, and came about in part because of a generally favorable working relationship with the state of North Dakota and the North Dakota university system.

#### **What does SB 2218 do?**

SB 2218 is about workforce development and creating jobs for North Dakota citizens, particularly on our Indian reservations where unemployment remains stubbornly and unacceptably high, averaging more than 55%.<sup>1</sup> In addition, our state needs trained workers. The North Dakota Tribal Colleges, who will receive grants under SB 2218, are uniquely capable of partnering with the North Dakota department of commerce and other state agencies to provide some of the advanced training and education for state citizens that our state needs. At the same time, graduates from these training programs will reduce the costs to the state that high unemployment brings – by lowering poverty rates and becoming productive, tax-paying North Dakota citizens.

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<sup>1</sup> According to 2005 BIA Labor statistics, measuring the percentage of adults who are capable of working but are not employed.

## **Why provide state funds to the Tribal Colleges?**

Other than United Tribes Technical College, where I am President, which serves the entire state and region, our Tribal Colleges are uniquely situated to serve the local population on or near the reservations in a culturally relevant setting. With local high unemployment rates, it is within this population that workforce development and job creation are most needed. Other state and federal jobs training programs simply have not worked.

Grants provided under SB 2218 will give the Tribal Colleges the ability to create programs tailored to the job needs of North Dakota. It will allow students who graduate with certificate or degrees, or who are becoming business entrepreneurs, the chance to take or create jobs wherever they exist or are needed in our state. These grants will provide significant pathways out of poverty for many of our state citizens.

Our Tribal colleges are completely qualified to handle the grants SB 2218 will provide. We are chartered by our Tribal governments as non-profit institutions. We are fully accredited, using the same process as state higher education institutions. We generally provide two year, and in some programs, four year degrees in a wide variety of disciplines, and at an affordable price. We have over 3,000 students in attendance in any given semester. Our students generally stay in North Dakota once they graduate. In addition, the populations served by the Tribal colleges are growing, with the majority of the population under the age of 25. This makes SB 2218 a solid investment in the future of our state citizens who live on or near our Indian reservations.

SB 2218 also seeks to build on the good relationship that our Tribal colleges have with our state higher education system and the state of North Dakota in general. Our students generally would not obtain any higher education except for the Tribal colleges; when they want to go further with their education, they often go to the North Dakota university system.

## **Why can't the federal government or the Tribes provide the needed funds?**

While most of the funding for the Tribal colleges comes from the federal government, it is now obvious that the federal government cannot supply all of the needs of our institutions. Actual per student federal funding has gone down in the past ten years. Further, our Tribal governments are besieged by more immediate problems that require using most of their income, such as housing, law enforcement and health care, and cannot help our Tribal Colleges on a sustained basis. We also lack large endowment funds. This means that without additional funding, our core ability to impact the high unemployment we face in our local areas is being reduced. To tackle these problems, and to provide our Tribal citizens, who are also North Dakota citizens, a meaningful chance for a good job, our Tribal colleges need additional resources.

Testimony of David M. Gipp  
President, Board of Directors, North Dakota Association of Tribal Colleges  
SB 2218  
January 30, 2013

### **How do we know the funds will be used wisely?**

SB 2218 calls upon the Tribal colleges to utilize information from Job Service and the Commerce Department to fashion programs that will be specifically tailored to meet the job training and job creation needs in our state. It also allows our colleges to train students in business development and entrepreneurship, apart from other efforts being made by the federal and state government, helping to diversify our Tribal economies.

One of the important uses of the funds is to augment our placement programs. These efforts help ensure not only that our graduates obtain good paying jobs, but that they continue to work after being placed. We are constantly working to improve upon existing designs, such as the cohort model, to help our students adjust to the world of work and to escape the cycle of poverty.

Further, SB 2218 requires the Tribal Colleges to report back to you, as the representatives of the citizens of our state, regarding the impact of the funds appropriated and how these funds have been used. We expect that the scrutiny given to the Tribal Colleges in North Dakota under SB 2218 will in fact show our capabilities and that we can produce meaningful results. Again, we are certain that the \$10 million to be appropriated under SB 2218 is a great investment in the future of our state and our state citizens.

We urge the Senate Industry, Business and Labor Committee to give a DO PASS recommendation to SB 2218. We welcome any questions you may have.



**CANKDESKA CIKANA  
COMMUNITY COLLEGE**  
*Spirit Lake Dakota Nation*

**Cynthia Lindquist, PhD**

President

*Sunka Wakan Wicahpi Winyan*

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**Senate Industry, Business and Labor Committee**  
63rd Legislative Assembly  
State of North Dakota

Testimony of Cynthia Lindquist, PhD, President  
Cankdeska Cikana Community College

**In support of SB 2218**  
**Workforce Development Grants for Tribal Colleges**

January 30, 2013

Mr. Chairman and members of the Senate IBL Committee, thank you for this opportunity to explain and justify a new initiative to help State citizens who live, attend college, and work on the Spirit Lake Dakota reservation. Citizens who are more likely to also be members of the Spirit Lake Dakota Tribe located in Fort Totten, North Dakota. This new initiative will provide needed resources for Cankdeska Cikana (Little Hoop) Community College (CCCC) to expand our role in providing higher educational options that includes job training and business development for the residents of our reservation community.

CCCC was chartered by the Spirit Lake Dakota Nation in 1974 and has graduated over 500 students with vocational certificates and associate degrees. For the past 10 years our community college has thrived – we have tripled the campus size and doubled enrollment - and we are a stable resource for our Tribal community. We are a public institution and accredited like Lake Region State College or UND by the Higher Learning Commission and thus maintain similar standards for an academic learning institution.

We recruit only from within the reservation boundaries which includes portions of Benson, Nelson, Ramsey, and Eddy Counties. CCCC averages 240 students a semester including 7-10 non-Indians, who are married into our families or are farm and ranch neighbors who live within the reservation boundaries. We are accessible and affordable. Our students are typically 26 years old, low-income females with dependent children. Eighty percent of CCCC students are eligible for federal financial aid. (CCCC Institutional Profile 2012)

The health, social, and economic disparities touted by the media and various organizations or governmental agencies paint a picture of hopelessness for most reservation communities. By and large, these stories are mostly true but so rooted in history and the colonization of this great Country that they must be understood in context. The Spirit Lake Dakota reservation does have an unemployment rate of 57 percent and 80 percent of those employed live below the poverty guidelines (BIA Labor Force Report 2005). There are close to 400 families on a wait-list for

housing (Spirit Lake Housing Director Spring 2012). We have a 60 percent high school dropout rate (ND Department of Public Instruction 2010) and only 4 percent of our population has bachelor degrees compared to NDs 22 percent and the US All Races rate of 24 percent (Northwest Area Foundation 2006). Yet within these devastating statistics are a people who persevere and remain resilient when afforded the chance to improve their life.

Community-based tribal colleges are funded by the federal government and primarily by the Tribally Controlled Community College Assistance Act of 1978 that is specific for Native students only. When enacted the legislation was authorized at \$8,000 per FTE (full time equivalent) and for fiscal year 2013 we are appropriated at \$5,664/FTE. In comparison, mainstream institutions are funded at approximately \$14,000 to \$16,000 per FTE by their respective States. Or for another comparison, Howard University (a Historically Black College) is federally funded at \$19,000 per FTE! This demonstrates significant inequity for the tribal colleges and Indian higher education and we struggle to attain balance (American Indian Higher Education Consortium 2013 Priorities).

Members of the Senate IBL Committee, I am seeking your help by making an investment in CCCC and North Dakota's tribal colleges. This collaboration would establish a business development center at CCCC for the Spirit Lake community. The Center would be broad-based to meet the needs of our Tribe and employers such as Sioux Manufacturing Corp, Spirit Lake Housing, the Casino, and others. It will emphasize employment skills and job training as well as terminal degree attainment in professions needed on the reservation.

Tentative areas include trades such as building and maintaining a home, codes and standards for homes or businesses, inspectors, construction and heavy equipment operators, or self-employment opportunities for home-care services or medical transcription. It would include elements of starting a business – business plan, marketing analysis, financing options and marketing/promoting a business coupled with an incubator to launch the business. We will spur business growth and economic opportunity for the Spirit Lake reservation community through the students, who are our hope for the future. The marketing and public relations component of business development will afford us the chance to build bridges between cultures using the technology advances of social media.

CCCC would provide support to students who have creative ideas that respond to community needs – they would be trained, provided internships or apprenticeships, paid a salary, and then launched as a self-employed venture. A couple of business incubator projects specific to CCCC are for food preparation and nutrition via a College Café and a College Bookstore as an online business for Dakota made fine art products such as painted buffalo skulls or painted, hand carved wooden horses. I believe these projects would be self-sustaining over the long term and thus contribute to the health and vitality of both our people and our community.

Like the other North Dakota tribal colleges, CCCC has strong and positive relationships with both the North Dakota University System and the State institutions. We do articulation agreements for the transfer of our students for terminal degrees and we partner to bring programs of study or vocational courses to our campus. Though SB 2218 is a workforce development bill and not an education bill specifically, we would enhance and support the framework of

collaborations that currently exist....i.e. Wahpeton helping CCCC to establish a plumbing program or NDSU assisting with food literacy and nutrition via land grant programs or the North Dakota Museum of Art on UND campus collaborating for fine arts and the development of an online business to sell Dakota made arts and crafts.

The proposed legislation is a new venture between the State and CCCC to address the social and economic disparities on the Spirit Lake reservation. It is an investment with expected returns via student self-confidence and self-responsibility along with continued Dakota cultural revitalization that is based on independence and self-sufficiency. The proposed initiative will help us to help our people unlearn the dependency way of life that has been a part of history. It provides us the opportunity to participate in the economic growth in North Dakota in a planned and cohesive manner as well as to be represented in the State labor force as contributing members of our community.

I recommend a DO PASS from the Senate IBL Committee on SB 2218. Thank you for the consideration.

## North Dakota Indians

- American Indians are the largest minority population in North Dakota – 6.4% of the State's population (700,000) = 44,800
- 55% of this population live on a reservation
- ND's Native population increased by 22.1% between 2000-2010
- Growth for Native students in ND K-12 schools went from 8% to 13% (1990-2010)
- There are 5 reservations in ND with over 3.8 million acres of land
- Tribes include Lakota, Dakota, Chippewa, Mandan, Arikara, and Hidatsa.
- Reservation unemployment averages 65%
- High School graduation rate averages 55%
- Poverty rate for Benson, Rolette and Sioux Counties is 33.6% (average)

## Tribal Colleges and Universities (TCUs)

- Established in the late 1960s in response to lack of opportunities and success at mainstream institutions – affordable, accessible, and responsive to community needs
- Chartered by federally recognized Tribal governments
- Core mission to teach and preserve language and culture
- 36 TCUs in 15 States with 79 campus sites providing access to higher education to over 80 percent of Indian country
- Approximately 20,000 students, plus another 45,000 CEUs/community education, 20% are non-Indian

## North Dakota Association of Tribal Colleges (NDATC)

- 5 TCUs in North Dakota
- Average tuition rate \$115/credit hour
- Approximately 3,500 students, including 8% non-beneficiary
- All designated as land grant institutions (known as 1994s)
- Public, non-profit institutions
- Accredited by the same organization and in the same manner as State institutions
- Flexibility to provide short-term training
- 85% of tribal college graduates stay in ND - on/near reservations
- Stable institutions in unique position to partner with governments and organizations to reduce poverty and unemployment
- Collaborate with ND University System and State institutions
  - ✓ Common Course Numbering
  - ✓ Academic calendar
  - ✓ Articulation Agreements for student transfers
  - ✓ Dual Credit for high school students
  - ✓ Technology/Cyber Connectivity
  - ✓ STEM enhancement –research, weekend/summer academies

(5)



# SPIRIT LAKE TRIBE

OFFICE OF THE TRIBAL CHAIRMAN

**ROGER YANKTON SR.**

P.O. BOX 359 • FORT TOTTEN, ND 58335 • PHONE 701-766-4221 • FAX 701-766-4126

January 29, 2013

Cynthia Lindquist, PhD  
President  
Cankdeska Cikana Community College  
PO Box 269  
Fort Totten, ND 58335-0269

Dear Dr. Lindquist:

The Spirit Lake Dakota Nation continues to be a strong supporter of formal educational initiatives such as head start, K-12, post-secondary education, and short-term training initiatives. The Spirit Lake Tribal Council recognizes Cankdeska Cikana Community College's (CCCC) as the primary post-secondary education institute of our Nation. We are committed to continued support of CCCC in this role to educate and train our next generation of leaders and workforce through academic, continuing education units (CEUs), and short-term workforce training initiatives.


Our tribal communities and families face many challenges that threaten the future of our people such as intergenerational trauma, substance abuse, and poverty, rank high in regard to priorities for our Nation. We recognize our Dakota culture and formal education are critical to addressing these needs. Research indicates those who are knowledgeable in their culture are more likely to succeed academically.

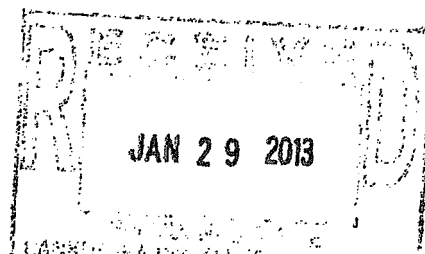
Tribal members educational needs vary by individual circumstances. Some are in situations where they are able to concentrate on gaining an education with minimal barriers for successful completion. The other side of the dichotomy is there are those who are single parents, first generation students (meaning their parents never achieved a bachelor's degree), and poverty stricken, who have significant barriers to completing their education.

Training such as the recently completed CCCC Commercial Driver's License (CDL) six week program or the scheduled Heavy Equipment Operator (HEO) training scheduled for this spring are examples of short-term training initiatives that will assist our people in gaining employment immediately. Long term education initiatives such as the completion of an Associate of Arts degree must also be maintained for those wishing to achieve this level or go on for completion of an undergraduate or graduate program.

The Spirit Lake Tribal Council and I wish you well in your testimony to our North Dakota State Legislature to gain resources to invest in our tribal members who are also North Dakota citizens. We support "Do Pass" for SB 2218, the Workforce Development Grants for Tribal Colleges.

Sincerely,

  
Roger Yankton Sr.  
Chairman



**SENATE BILL 2218****Sixty-Third Legislative Assembly****N.D. Senate Industry, Business & Labor Committee – Senator Klein, Chair****9:00 pm, Wednesday, January 30, 2013 – Roosevelt Park Room****Testimony by: Dr. Jim L. Davis, President, Turtle Mountain Community College**

Senator Klein and members of the IBL Committee, thank you for providing me the opportunity to submit this written testimony in support of Senate Bill 2218. My name is Dr. Jim Davis, President of the Turtle Mountain Community College (TMCC), and a graduate of Dickinson State University, the Pennsylvania State University, and a post-doctoral student at UCLA.

TMCC is one of six tribal colleges nationally who founded the tribal higher education movement in the early 1970s. The founding members responded to a need which was to provide higher education opportunities that was not accessible and affordable to Native American students and others within our tribal reservation community. Since 1972, TMCC has provided higher education opportunities to over 15,000 students and has graduated well over 3,000 students. Many of our graduates have gone on to start their own business, become medical doctors, lawyers, teachers, nurses, college/university professors and administrators, school administrators, and much more. In May 2012, TMCC had a record graduation class of 171 students. Many of our students who graduate from or attend TMCC transfer to NDUS colleges and universities – a pipeline to our mainstream institutions in North Dakota.

TMCC has been fully and continuously accredited by the Higher Learning Commission since 1984. TMCC offers 38 different certificate and degree programs that include 12 Associate of Arts degree programs; 16 Associate of Science degree programs; 3 Bachelor of Science (Secondary Science, Elementary Education, Early Childhood) degree programs; and, 7 Certificate programs. TMCC offers, on average, 250 different courses/classes each year.

One of the primary purposes of TMCC is to assist in meeting the workforce and training needs within our college community and the state. With an unemployment rate of 69.25 percent within our college community and the workforce needs in the Bakken, opportunities for employment are obvious and plentiful.

For TMCC, the appropriations that is being requested under Senate Bill 2218 will go to supplement and expand current and future workforce training, placement services, follow up activities on all graduates assuring they are employed and remain employed, and other related costs. In addition to our current program offerings, the workforce development grant will provide for certification credentials in: (1) Basic Certificate of Training in Oilfield Operations; (2) Intermediate Certificate of Training in Oilfield Operations; (3) Advanced Certificate of Training



## **Senate Industry, Business and Labor Committee**

**63rd Legislative Assembly  
State of North Dakota**

**Testimony of Sitting Bull College  
Laurel Vermillion, President**

**in Support of SB 2218**

**Workforce Development Grants for Tribal Colleges**

**January 30, 2013**

Mr. Chairman and members of the Committee: This testimony is given on behalf of Sitting Bull College (SBC).

Sitting Bull College is located on the Standing Rock Reservation which has a total population of 8,217. Sioux County in North Dakota has a Native American population of 4,153. (Source: US Census Bureau, 2010 Demographic Profile Data) SBC was officially chartered in 1973 as Standing Rock Community College by the Standing Rock Sioux Tribe. Sitting Bull College serves between 300-350 students each semester and offers degrees in certificate, associate, and bachelor degrees.

The purpose of Senate Bill 2218 is to provide grants to the Tribal Colleges for job training for North Dakota and Tribal citizens.

Standing Rock, based on a 2005 report, has an 86% unemployment rate. (Source: 2005 American Indian Population and Labor Force Report, US Dept. of the Interior, Bureau of Indian Affairs, Office of Tribal Services) Grant funding from the State of North Dakota would assist SBC in providing much needed training to help address the high unemployment rate of our Tribe.

If grant funding is received from the State of North Dakota, Sitting Bull College plans to utilize the funding to expand our current training programs and provide assistance for our student support program. As student numbers increase with this additional training, so will the need for additional staff to provide advisement and counseling for our students. Additional workspace and classrooms will be another need.

Currently, SBC has a number of auxiliary businesses on our campus. These businesses have been developed because of the lack of resources available on the Reservation. To date SBC has successfully implemented three businesses, including the Transit Service Center, SBC Daycare Center, and a water and soil testing lab. With adequate funding, SBC would expand the creation of businesses to include a much needed cafeteria or food court. It is our plan to

provide the needed funding, generated by SB 2218, which would allow our current Business students to develop a business plan, secure a building or space, and have enough startup capital to implement and manage a cafeteria business for our campus.

Sitting Bull College is impacting the Tribal communities on Standing Rock by providing continuing education units (CEU) training in each community on the Reservation. SBC is impacting the K-12 schools on Standing Rock by providing Science, Technology, Engineering, and Math (STEM) training and hands on lessons for high school students via Sunday Academy sessions on our campus. SBC is currently providing K-12 teachers with professional development and recertification classes.

The Standing Rock Sioux Tribe has contributed, via a monetary donation, to the development and construction of the new campus for Sitting Bull College. This was a one-time contribution. Because the needs of the Reservation are many and the poverty rate is high, 537 families receiving income less than \$10,000 annually, (Source: Distribution of Income by Family and Household from Census 2000) the Tribe cannot provide SBC with additional funding on a regular basis.

Sitting Bull College is working closely with the Standing Rock Sioux Tribal Training Employment Resource Office (TERO) in partnerships to provide training for community members and our students. Future partnership projects with TERO include building trades, rock crushing, Commercial Drivers License (CDL) training, and oil drilling school. Along with this, SBC is researching training and employment recruitment and retention models that work for Native students. One model we are researching is the cohort model. The cohort model works well for Native students and is being used successfully for Native firefighters. Funding from North Dakota State grants can assist in implementing the cohort model in other areas such as oil drilling. This positive retention model can have a huge impact on the retention of North Dakota workers located in the oil fields or in our North Dakota communities.

In closing, I want to share a message with you. The Tribal colleges are doing phenomenal work on our respective Reservations in North Dakota. The Tribal colleges are a beckon of hope to many people, both Native American and non-Native, who are trying to "climb out of poverty" and help themselves. I know, because being an alumnus of Sitting Bull College, I would not have even attempted to attend college if Sitting Bull College was not available to me for my higher education journey. Sitting Bull College has provided me, and many others like me, an opportunity to experience success and become a contributing member of Standing Rock and North Dakota.

Funding from SB 2218 will provide the ND Tribal colleges with additional dollars to reach out to more people like myself, to give hope and inspiration where there may be none, and to provide workers who are trained and capable for the much needed workforce of North Dakota.

I recommend a DO PASS recommendation from the Senate IBL Committee on SB 2218. Thank you for your time.

**Senate Industry, Business and Labor Committee**  
**63rd Legislative Assembly**  
**State of North Dakota**

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

**in Support of SB 2218**  
**Workforce Development Grants for Tribal Colleges**

**January 30, 2013**

Good morning Chairman Klein and members of the Committee: This testimony is presented on behalf of Fort Berthold Community College (FBCC).

I have served as FBCC President since 2004, and have served in various roles in college and university operations through my 26 years with FBCC.

Fort Berthold Community College is accredited by the North Central Association of Colleges and Schools since 1987. This coming May FBCC will be celebrating its 40<sup>th</sup> anniversary of providing quality cultural, academic, and vocational education and services to the Fort Berthold Reservation and surrounding region. Our main campus is located in New Town, North Dakota, and is in the center of the historic Bakken Oil Boom.

Fort Berthold Community College has an open admissions policy that grants admissions to all individuals regardless of ethnicity. During academic year 2011-2012, 15 percent of our enrollment was Non-Indian students. FBCC offers Vocational Certificates, Associate Degrees, and Bachelor Degrees.

FBCC welcomes and has established successful partnerships through articulation agreements. FBCC is a full partner in the Dakota Nursing Program; as such, our instructors provide Nursing courses over the IVN system to Non-Native students as well at four state Colleges, including Williston State College, Bismarck State College, Dakota College at Bottineau, and Lake Region State College. Most importantly for our students, FBCC participates in Common Course Numbering with the North Dakota University System (NDUS), which facilitates transfer of courses. Our General Education courses are included in the Gold Pages of the NDUS manual, guaranteeing that these courses will be accepted in transfer by any State College in North Dakota.

Presently our college finds itself accelerating its efforts to prepare students for existing and emerging fields related to the oil industry. A profound need exists on the Fort Berthold Indian Reservation, and in surrounding communities, for a venue to prepare, train, and elevate skill levels of both young students and older professionals. FBCC fulfills this need, and FBCC would benefit greatly from passage of SB 2218 by gaining the necessary resources to meet this growing need.

Our institution is expanding and offering programs designed to provide cutting edge educational professional development, energy technology training, career readiness, and research. Passage of SB 2218 will provide an immediate impact on FBCC, the entire Tribe, the surrounding community, and ultimately the State of North Dakota.

SB 2218 as a statute has the capability to become a vehicle to ensure historical cooperation and collaboration between tribal, state, and federal agencies, and institutions.

FBCC strongly supports Senate Bill No. 2218 and urges support of the bill by the Industry, Business, and Labor Committee. SB 2218 has broad based support throughout all of North Dakota's Tribal Colleges, and is reviewed as a crucial step in the progression of state and tribal collaborations.

I recommend a DO PASS recommendation from the Senate Industry, Business, and Labor Committee on SB 2218. Thank you for your time.

Jim L. Davis #1  
SB 2218  
2-13-13

SENATE BILL 2218

Sixty-Third Legislative Assembly

N.D. Senate Appropriations Committee – Senator Holmberg, Chair

10:00 am, Wednesday, February 13, 2013 – Harvest Room

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

Senator Holmberg and members of the Senate Appropriations Committee, thank you for providing me the opportunity to submit this written testimony in support of Senate Bill 2218. My name is Dr. Jim Davis, President of the Turtle Mountain Community College (TMCC), and a graduate of Dickinson State University, the Pennsylvania State University, and a post-doctoral student at UCLA. I am an enrolled member of the Turtle Mountain Band of Chippewa.

Prior to the 1970s, there were less than ten tribal members who had a bachelor's degree at Turtle Mountain. In the 1970s and thereafter, things began to change. TMCC is one of six tribal colleges nationally who founded the tribal higher education movement in the early 1970s. The founding members responded to a need which was to provide higher education opportunities that would be accessible and affordable to Native American students and others within our tribal reservation community. Since 1972, TMCC has provided higher education opportunities to over 15,000 students and has graduated well over 3,000 students. Many of our graduates have gone on to start their own business, become medical doctors, lawyers, teachers, nurses, college/university professors and administrators, K-12 school administrators, welders, home builders/carpenters and much more. In May 2012, TMCC had a record graduation class of 171 students. Many of our students who graduate from or attend TMCC transfer to NDUS's colleges and universities – a pipeline to other colleges and universities in North Dakota.

TMCC has been fully and continuously accredited by the Higher Learning Commission since 1984. TMCC offers 38 different certificate and degree programs that include 12 Associate of Arts degree programs; 16 Associate of Science degree programs; 3 Bachelor of Science (Secondary Science, Elementary Education, Early Childhood) degree programs; and, 7 Certificate programs. TMCC offers more than 250 different courses/classes each year.

One of the primary purposes of TMCC is to assist in meeting the workforce and training needs within our college community and the state. With an unemployment rate of 69.25 percent within our college community and the workforce needs in the Bakken, opportunities for training and employment are obvious and plentiful.

For TMCC, the appropriations that is being requested under Senate Bill 2218 is expected to supplement and expand current and future workforce training programs, provide job placement services, follow up activities on all graduates assuring they are employed and remain

employed, and other related costs. *Graduation and job placement will be very important in our efforts to meet the demands and goals of our students and the workforce training needs within North Dakota.* Currently, TMCC has a Job Placement Officer who has been working in this area to assist graduates with placement needs. If more funding was available, TMCC would hire one or two additional placement officers to assist with placement needs thereby assuring more of our college graduates were taking jobs off the reservation.

In addition to our current program offerings, the workforce development grant will provide for certification credentials in: (1) Basic Certificate of Training in Oilfield Operations; (2) Intermediate Certificate of Training in Oilfield Operations; (3) Advanced Certificate of Training in Oilfield Operations; and, (4) Associate Degree Certification in Oilfield Operations. Within a two year span we anticipate enrolling at least 100 students. Of those 100 students, we expect to graduate and place at least 80 students. The positive impact on our community and state will result in lowering the local unemployment rate and help address the workforce needs throughout the state especially in the oil producing counties in western North Dakota.

The North Dakota Association of Tribal Colleges (NDATC), in which TMCC is a member, is near completion of an economic impact study. This report will be available within a few days. The economic impact study report is inclusive of all five tribal colleges in North Dakota. The unofficial report indicates that tribal colleges have a \$145,000,000 economic impact in North Dakota.

It should also be noted and emphasized here that NDATC has been a great partner with the ND University System over the past few years. Numerous partnerships and collaborations have been agreed to and implemented. With an enacted SB-2218, it will provide NDATC and its respective tribal colleges opportunities to create and pursue partnerships involving the ND Department of Commerce and the respective Tribal governments. In collaboration with our tribe and the commerce department, opportunities to bring industry and jobs to the reservation would be a strong possibility. Instead of the 100 or more jobs created as a result of SB-2218, residual jobs can be generated through a strong partnership of the three entities. At Turtle Mountain I believe this is a great opportunity for this partnership to create many jobs.

The return on invest (ROI) for North Dakota in the short and long term will be substantial. In due time, the graduates will be earning from \$20,000 to \$50,000 annually with outcomes of becoming self-sustaining/reliant and contributing members of society.

I recommend a **do pass** by the Senate Appropriations Committee on SB-2218. Thank you.



*SB 2218*  
**CANKDESKA CIKANA  
COMMUNITY COLLEGE**

*Spirit Lake Dakota Nation*

*2-13-13*  
**Cynthia Lindquist, PhD**

President

*Sunka Wakan Wicahpi Winyan*

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#2

### **Senate Appropriations Committee**

63<sup>rd</sup> Legislative Assembly

State of North Dakota

Testimony of Cynthia Lindquist, PhD, President

Cankdeska Cikana Community College

### **In Support of SB 2218**

### **Workforce Development Grants for Tribal Colleges**

February 13, 2013

Mr. Chairman and members of the Senate Appropriations Committee, thank you for the opportunity to provide testimony in support of SB 2218, a workforce development grant program for tribal colleges that would be administered by North Dakota's Department of Commerce.

Higher education and training is an investment in people. This new initiative would invest in a segment of North Dakota's population with high unemployment, lack of jobs, and significant social and economic disparities when compared with the rest of the State. There are various reports that speak to the value of quality education and how providing opportunities makes a difference in peoples' lives. Employability, earning potential, insurability, less stress and healthier lifestyle choices are all linked to the benefits of higher education or training.

Tribal colleges are a stable resource for those who live on or near the reservation. CCCC is chartered by the Spirit Lake Dakota Nation (1974) as a non-profit, public institution and is accredited by the Higher Learning Commission – the same organization that accredits the University of North Dakota or the other State institutions. Cankdeska Cikana Community College (CCCC) has had ten consecutive years of unqualified audits (no findings) and we provide an annual report to our stakeholders that showcase our students and programs for accountability purposes.

SB 2218 is a new venture for the State of North Dakota to lend a helping hand to a segment of the State's population that has lagged behind mainstream society for reasons that are part of history. Tribal colleges and universities (TCUs) were established to provide opportunities to Native students but we also serve non-Indians. We are very affordable and accessible. TCUs are also flexible and 'shovel ready' to initiate projects.

**Think Dakota • Live Dakota**

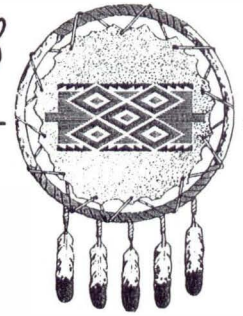
With funding provided by SB 2218, CCCC would provide training or educational programs for students that reflect employer needs for the region. We would establish a business development center for our community that would be broad in scope to meet the needs of the Tribe and employers such as Sioux Mfg. Corp. or Spirit Lake Housing Authority. It will emphasize employment skills and job training as well as terminal degree attainment in professions that will assist in diversifying the reservation economy.

The Center would include trades such as building and maintaining a home, codes and standards for homes or businesses, inspectors, construction or heavy equipment operators, renewable energy or green job, or self-employment business for home care providers or medical transcription or food services. The Center would provide training on starting a business – planning, marketing analysis, financing options, PR and promotion coupled with an incubator period in partnership with the College to assist in launching the new venture. We will spur business growth and economic opportunity for the Spirit Lake reservation community that has an employable workforce of approximately 3,500 (Bureau of Indian Affairs, Labor Force Report 2005).

SB 2218 is an innovative program that will strengthen relationships between the tribal colleges and the State institutions but also create new partnerships with other State agencies and private business to determine industry needs. Placement services will be a component of the initiative as well as striving for long-term sustainability for any business created via the initiative. The goal is to produce a highly skilled labor pool for the local and regional businesses.

A theme for CCCC is ‘Start Here, Go Anywhere’ and SB 2218 is an opportunity to make that happen for the students and people of our community.

I urge the Senate Appropriations Committee to give a DO PASS recommendation to SB 2218 and thank you for the consideration.



## Senate Appropriations Committee

63rd Legislative Assembly  
State of North Dakota

### Testimony of United Tribes Technical College David M. Gipp, President in Support of SB 2218

#### Workforce Development Grants for Tribal Colleges

February 13, 2013

Mr. Chairman and members of the Committee: This testimony is given on behalf of United Tribes Technical College, located in Bismarck, North Dakota.

United Tribes started out as United Tribes of North Dakota Development Corporation in 1968. The vision of the founders was to create more economic opportunity for tribal citizens, both on and off the reservations of North Dakota. They wanted an institution that provided a residential, family-centered learning community where American Indian people could access education opportunities and obtain employment.

Our institution has evolved over the years to reflect the founders' visions, providing not only postsecondary education and workforce training, but also individual and social skills development in a culturally-relevant setting. Now, United Tribes, a fully accredited institution, provides 3 kinds of Workforce Training certificates, 24 Associate Degree programs, and 3 Bachelor Degree programs, and more than 125 individuals receive diplomas or certificates annually. Eighty-six percent (86%) of our students are Native American. Many of our students are the first in their family to obtain any kind of higher education. Our students are young, with an average age of 24, and 50% have dependents.

But we know we can do better. American Indians are seeking access to higher education opportunities because of personal aspirations, family socio-economic needs, workforce and employment trends. Changing technologies, physical structure adaptations, and institutional developments are challenges that shape the educational landscape for UTTC, challenges that need additional resources.

Yet, the federal resources upon which we largely depend are not keeping pace with the needs of the 21<sup>st</sup> century. While our student population has increased, funding in actual dollars has stayed constant, reducing the per student amount substantially. This has meant that we have had to

defer investments that can allow us to offer first class technical education for North Dakota citizens who want the jobs that are now available in North Dakota's growing economy; students who want to stay in North Dakota have had to leave because of the cost of housing. Our educational resources are stretched beyond their limits.

The grants offered by SB 2218 can help United Tribes and our sister Tribal colleges meet the challenges of the 21<sup>st</sup> century work force for North Dakota and its Tribal citizens in several ways:

- First, the funds can be used to design and implement new programs needed in North Dakota's new economic landscape. We want to use the funds for business incubator programs that encourage entrepreneurship. New business help the reservation economies diversify. We also want to expand programs that are needed today in North Dakota's economy – and not just the oil patch jobs, but those that provide economic support, such as in hospitality management and culinary arts.
- Second, the funds can be used to improve and assure the quality of existing programs. In addition to all of the technical skills needed in the oil patch, many of North Dakota's communities need more law enforcement officers, nurses, trained construction workers, teachers and small businesses, all of which are programs that present exist at United Tribes.
- Third, the funds will allow UTTC to continue to recruit, develop, and retain faculty qualified to teach students the necessary trade skills to successfully complete academic requirements and demonstrate skill competency.
- Fourth, our students need additional scholarship funds. This is especially true with the very difficult housing market in Bismarck. where the cost of rental properties has doubled or more in the past couple of years.
- Finally, the funds can enhance our infrastructure and capacity to provide the programs designed for students to enter the workforce. United Tribes occupies an old Army base, mostly in buildings constructed more than 100 years ago, so deferred maintenance is a constant barrier to student success.

In addition, SB 2218 fits nicely with existing College resources and programs. United Tribes, similar to the other Tribal colleges in North Dakota, received a one-time three year grant from the U.S. Department of Labor for providing specific certificates in some key employment areas needed in this region. The funds are provided under a tariff on imported goods that is to be used to train workers displaced by jobs that have been moved from the United States to other countries; it is the intention of the grant we have received that our programs become permanent. One such program is welding. Funds from SB 2218 can help continue the kinds of training opportunities offered by the Department of Labor grant for American Indian students in our region.

**Testimony of David M. Gipp**  
**President, United Tribes Technical College**  
**SB 2218**  
**February 13, 2013**

United Tribes will continue to press for adequate federal funding. We are not seeking additional funds to replace the federal funding we receive, but merely to supplement it. We do know that our graduates generally stay in North Dakota and are able to lead productive lives as tax-paying citizens, contributing greatly to the welfare of our state. Collectively, our North Dakota Tribal Colleges have conducted an economic impact study that shows we make a significant contribution to this state; and United Tribes has a similar kind of study showing a 20-1 investment ratio; that is, one dollar invested in United Tribes brings twenty dollars in earnings to the student who graduates from our College. We believe the payback from the investment of state funds in our Tribal colleges is similar – as students are educated they are less likely to be on welfare, to end up in the state penitentiary, or to be unemployed.

With the help of the state of North Dakota, our students can be more assured of a pathway out of poverty, returning many times the investment authorized by SB 2218. I recommend a DO PASS recommendation from the Senate Appropriations Committee on SB 2218.

Thank you for your time.

David M. Gipp  
SB 2218  
2-13-13



#4

**Senate Appropriations Committee**  
63rd Legislative Assembly  
State of North Dakota

**Testimony of the North Dakota Association of Tribal Colleges**  
**David M. Gipp, Board Chairman**  
**in Support of SB 2218**

**Workforce Development Grants for Tribal Colleges**

February 13, 2013

Mr. Chairman and members of the Committee: This testimony is given on behalf of the North Dakota Association of Tribal Colleges in support of SB 2218. We first want to thank the sponsors of this legislation who have put their names on the bill and some of whom appeared here today. All of these sponsors have visited our Tribal colleges and understand their value to our state.

Our Association includes Cankdeska Cikana Community College in Ft. Totten (Spirit Lake Tribe); Nueta Hidatsa Sahnish College in New Town, (formerly Fort Berthold Community College – Three Affiliated Tribes); Sitting Bull College in Ft. Yates (Standing Rock Sioux Tribe); Turtle Mountain Community College in Belcourt (Turtle Mountain Band of Chippewa), and United Tribes Technical College, Bismarck, operated by the five Tribes with a presence in North Dakota. Our Association is unique in the United States among the Tribal colleges, and came about in part because of a generally favorable working relationship with the state of North Dakota and the North Dakota university system.

**What does SB 2218 do?**

SB 2218 is about workforce development and creating jobs for North Dakota citizens, particularly on our Indian reservations where unemployment remains stubbornly and unacceptably high, averaging more than 55%.<sup>1</sup> In addition, our state needs trained workers. The North Dakota Tribal Colleges, who will receive grants under SB 2218, are uniquely capable of partnering with the North Dakota department of commerce and other state agencies to provide some of the advanced training and education for our citizens that our state of North Dakota needs. At the same time, graduates from these training programs will reduce the costs to the state that high unemployment brings – by lowering poverty rates and becoming productive, tax-paying North Dakota citizens.

<sup>1</sup> According to 2005 BIA Labor statistics, measuring the percentage of adults who are capable of working but are not employed.

## **Why provide state funds to the Tribal Colleges?**

Other than United Tribes Technical College, where I am President, which serves the entire state and region, our Tribal Colleges are uniquely situated to serve the local population on or near the reservations in a culturally relevant setting. With local high unemployment rates, it is within this population that workforce development and job creation are most needed.

Grants provided under SB 2218 will give the Tribal Colleges the ability to create programs tailored to the job needs of North Dakota. It will allow students who graduate with certificate or degrees, or who are becoming business entrepreneurs, the chance to take or create jobs wherever they exist or are needed in our state. Training gives our students a choice to go where their training will lead them. Our students are increasingly mobile, and they want to work where the jobs are located. These grants will provide significant pathways out of poverty for many of our state citizens.

Our Tribal colleges are completely qualified to handle the grants SB 2218 will provide. We are chartered by our Tribal governments as non-profit institutions. We are fully accredited, using the same process as state higher education institutions. We generally provide two year, and in some programs, four year degrees in a wide variety of disciplines, and at an affordable price. We have over 3,000 students in attendance in any given semester. Our students generally stay in North Dakota once they graduate. In addition, the populations served by the Tribal colleges are growing, with the majority of the population under the age of 25. This makes SB 2218 a solid investment in the future of our state citizens who live on or near our Indian reservations.

SB 2218 also seeks to build on the good relationship that our Tribal colleges have with our state higher education system and the state of North Dakota in general. Our students generally would not obtain any higher education except for the Tribal colleges; when they want to go further with their education, they most often enter the North Dakota university system.

We know that funds provided under SB 2218 will not solve all of the unemployment problems in our reservation communities. But we believe that it can be a great start, in part because one of the uses of funds will be providing assistance to business start-ups for students. Increasingly, the reservations and Tribal communities are seeking a diverse economy to begin to drive down unemployment and welfare dependence. Starting a business is one significant way to reduce unemployment.

### **Why can't the federal government or the Tribes provide the needed funds?**

While most of the funding for the Tribal colleges comes from the federal government, it is now obvious that the federal government cannot supply all of the needs of our institutions. Actual per student federal funding has gone down in the past ten years. Further, our Tribal governments are besieged by more immediate problems that require using most of their income for infrastructure and other immediate human needs, such as housing, law enforcement and health care, and cannot help our Tribal Colleges on a sustained basis. We also lack large endowment funds. This means that without additional funding, our core ability to impact the high unemployment we face in our local areas is being reduced. To tackle these problems, and to provide our Tribal citizens, who are also North Dakota citizens, a meaningful chance for a good job, our Tribal colleges need additional resources.

### **How do we know the funds will be used wisely?**

SB 2218 calls upon the Tribal colleges to utilize information from Job Service and the Commerce Department to fashion programs that will be specifically tailored to meet the job training and job creation needs in our state. It also allows our colleges to train students in business development and entrepreneurship, apart from other efforts being made by the federal and state government, helping to diversify our Tribal economies.

One of the important uses of the funds is to augment our placement programs. These efforts help ensure not only that our graduates obtain good paying jobs, but that they continue to work after being placed. We are constantly working to improve upon existing designs, such as the cohort model, to help our students adjust to the world of work and to escape the cycle of poverty.

Further, SB 2218 requires the Tribal Colleges to report back to you, as the representatives of the citizens of our state, regarding the impact of the funds appropriated and how these funds have been used. We expect that the scrutiny given to the Tribal Colleges in North Dakota under SB 2218 will in fact show our capabilities and that we can produce meaningful results. Again, we are certain that the appropriation under SB 2218 is a great investment in the future of our state and our state citizens.

We urge the Senate Appropriations Committee to give a DO PASS recommendation to SB 2218. We welcome any questions you may have.

2-13-13

Cynthia Lindquist #5  
SB 2218

## North Dakota Indians

- American Indians are the largest minority population in North Dakota – 6.4% of the State's population (700,000) = 44,800
- 55% of this population live on a reservation
- NDs Native population increased by 22.1% between 2000-2010
- Growth for Native students in ND K-12 schools went from 8% to 13% (1990-2010)
- There are 5 reservations in ND with over 3.8 million acres of land
- Tribes include Lakota, Dakota, Chippewa, Mandan, Arikara, and Hidatsa.
- Reservation unemployment averages 65%
- High School graduation rate averages 55%
- Poverty rate for Benson, Rolette and Sioux Counties is 33.6% (average)

## Tribal Colleges and Universities (TCUs)

- Established in the late 1960s in response to lack of opportunities and success at mainstream institutions – affordable, accessible, and responsive to community needs
- Chartered by federally recognized Tribal governments
- Core mission to teach and preserve language and culture
- 36 TCUs in 15 States with 79 campus sites providing access to higher education to over 80 percent of Indian country
- Approximately 20,000 students, plus another 45,000 CEUs/community education, 20% are non-Indian

## North Dakota Association of Tribal Colleges (NDATC)

- 5 TCUs in North Dakota
- Average tuition rate \$115/credit hour
- Approximately 3,500 students, including 8% non-beneficiary
- All designated as land grant institutions (known as 1994s)
- Public, non-profit institutions
- Accredited by the same organization and in the same manner as State institutions
- Flexibility to provide short-term training
- 85% of tribal college graduates stay in ND - on/near reservations
- Stable institutions in unique position to partner with governments and organizations to reduce poverty and unemployment
- Collaborate with ND University System and State institutions
  - ✓ Common Course Numbering
  - ✓ Academic calendar
  - ✓ Articulation Agreements for student transfers
  - ✓ Dual Credit for high school students
  - ✓ Technology/Cyber Connectivity
  - ✓ STEM enhancement –research, weekend/summer academies



Laura Vermillion #6  
SB 2218  
2-13-13

## **Senate Appropriations Committee**

**63rd Legislative Assembly  
State of North Dakota**

**Testimony of Sitting Bull College  
Laurel Vermillion, President**

**in Support of SB 2218  
Workforce Development Grants for Tribal Colleges**

**February 13, 2013**

Mr. Chairman and members of the Committee: This testimony is given on behalf of Sitting Bull College (SBC).

Sitting Bull College is located on the Standing Rock Reservation which has a total population of 8,217. Sioux County in North Dakota has a Native American population of 4,153. (Source: US Census Bureau, 2010 Demographic Profile Data) SBC was officially chartered in 1973 as Standing Rock Community College by the Standing Rock Sioux Tribe. Sitting Bull College serves between 300-350 students each semester and offers degrees in certificate, associate, and bachelor programs.

The purpose of Senate Bill 2218 is to provide grants to the Tribal Colleges for job training for North Dakota and Tribal citizens.

Standing Rock, based on a 2005 report, has an 86% unemployment rate. (Source: 2005 American Indian Population and Labor Force Report, US Dept. of the Interior, Bureau of Indian Affairs, Office of Tribal Services) Grant funding from the State of North Dakota would assist SBC in providing much needed training to help address the high unemployment rate of our Tribe.

If grant funding is received from the State of North Dakota, Sitting Bull College plans to utilize the funding to expand our current training programs and provide assistance for our student support program. As student numbers increase with this additional training, so will the need for additional staff to provide advisement and counseling for our students. Additional workspace and classrooms will be another need.

Currently, SBC has a number of auxiliary businesses on our campus. These businesses have been developed because of the lack of resources available on the Reservation. To date SBC has successfully implemented three businesses, including the Transit Service Center, SBC Daycare Center, and a water and soil testing lab. With adequate funding, SBC would expand the creation of businesses to include a much needed cafeteria or food court. It is our plan to provide the needed funding, generated by SB 2218, which would allow our current Business students to develop a business plan, secure a building or space, and have enough startup capital to implement and manage a cafeteria business for our campus.

Sitting Bull College is impacting the Tribal communities on Standing Rock by providing continuing education units (CEU) training in each community on the Reservation. SBC is impacting the K-12 schools on Standing Rock by providing Science, Technology, Engineering, and Math (STEM) training and hands-on lessons for high school students via Sunday Academy sessions on our campus. SBC is currently providing K-12 teachers with professional development and recertification classes.

The Standing Rock Sioux Tribe has contributed, via a monetary donation, to the development and construction of the new campus for Sitting Bull College. This was a one-time contribution. Because the needs of the Reservation are many and the poverty rate is high, 537 families receiving income less than \$10,000 annually, (Source: Distribution of Income by Family and Household from Census 2000) the Tribe cannot provide SBC with additional funding on a regular basis.

Sitting Bull College is working closely with the Standing Rock Sioux Tribal Training Employment Resource Office (TERO) in partnerships to provide training for community members and our students. Future partnership projects with TERO include building trades, rock crushing, Commercial Drivers License (CDL) training, and oil drilling school.

Along with this, SBC is researching training and employment recruitment and retention models that work for Native students. One model we are researching is the cohort/crew model. The cohort/crew model works well for Native students and is being used successfully for Native firefighters. Funding from North Dakota State grants can assist in implementing the cohort/crew model in other areas such as oil drilling. This positive retention model can have a huge impact on the retention of North Dakota workers located in the oil fields or in our North Dakota communities.

The needs of each of the TCUs in North Dakota are similar in some areas and very different and unique in others. Because of this uniqueness, each of the TCUs has their own set of priorities based on their current infrastructure and resources. This is the reasoning for the flexibility of the funding request. Each of the North Dakota TCUs has a plan to utilize the funding from SB 2218 that will address the high unemployment on each of our reservations. The focus for this funding is to train and educate members from our communities for the North Dakota work force.

In closing, I want to share a message with you. The Tribal colleges are doing phenomenal work on our respective reservations in North Dakota. The Tribal colleges are a beckon of hope to many people, both Native American and non-Native, who are trying to “climb out of poverty” and help themselves. I know, because being an alumnus of Sitting Bull College, I would not have even attempted to attend college if Sitting Bull College was not available to me for my higher education journey. Sitting Bull College has provided me, and many others like me, an opportunity to experience success and become a contributing member of Standing Rock and North Dakota.

Funding from SB 2218 will provide the ND Tribal colleges with additional dollars to reach out to more people like myself, to give hope and inspiration where there may be none, and to provide workers who are trained and capable for the much needed workforce of North Dakota.

I recommend a DO PASS recommendation from the Senate Appropriations Committee on SB 2218. Thank you for your time.

**Senate Appropriations**  
63rd Legislative Assembly  
State of North Dakota

*Russell D. Mason, Jr.*  
*SB 2218*  
*2-13-13*

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

#7



**in Support of SB 2218**  
**Workforce Development Grants for Tribal Colleges**

**February 13, 2013**

Good morning Chairman Holmberg and members of the ND State Senate Appropriations Committee. Funding for Fort Berthold Community College (FBCC) Career Technical Education will be critical over the next decade for the following reasons. Industry relevant training must adapt and remain current to industry needs to ensure continuity and integrity of strong workforce development.

At the core of that training is the need for facilities and housing to keep pace with ongoing development in the Bakken. Adequate facilities to house training and viable infrastructure to support it and staff will be an expensive, ongoing and a paramount need. It will take multiple resources to accomplish adequate training facilities and infrastructure for Diesel-CDL, Oil Field Tech, Welding and Construction training and keep them adaptable and relevant.

As elsewhere in North Dakota, existing space to expand without construction is non-existent. Housing dilemmas in western North Dakota are well known. FBCC is experiencing the same staff housing shortages and over-crowding of existing facilities that are commonplace in Western ND at the current time.

It is unrealistic to think that one funding source can accomplish these primary workforce development needs. A look around the state will confirm that. Every institution providing training accomplishes that goal from multiple resources. It is common and prudent to do so.

Collaboration is at the heart of the FBCC workforce development effort. Currently, FBCC has an extremely strong start in meeting workforce development needs. FBCC participates in a consortium

with Bismarck State College (BSC), Williston State College (WSC), Sitting Bull College (SBC) and Turtle Mountain Community College (TMCC) to expand and improve training. It goes a long way in adjusting and adapting the delivery systems of training for tribal members and workers in Western ND. This grant project is known as TREND: Training for Regional Energy in ND.

However, the additional training challenges tax both space and infrastructure of the college. Building and facility changes will need to take place to ensure continuity and adaptation as future demands of the oil and related industries change as it is known they will over time.

Oil field and related industry needs are predicted to remain strong for years to come. FBCC is strategically located to provide that training right in the heart of the Bakken. Facility growth will be at the core of this development to expand and improve training.

Neither the need to adapt to workforce development nor the need for adequate funding sources is static. Collaboration of all entities will be paramount for the success of citizens of our state. It should be viewed as such.

①  
SB 2218  
3-12-2013



## **House Industry, Business and Labor Committee**

**63rd Legislative Assembly  
State of North Dakota**

### **Testimony of the North Dakota Association of Tribal Colleges**

**David M. Gipp, Board Chairman  
in Support of SB 2218**

#### **Workforce Development Grants for Tribal Colleges**

**March 12, 2013**

Mr. Chairman and members of the Committee: This testimony is given on behalf of the North Dakota Association of Tribal Colleges in support of SB 2218. We first want to thank the sponsors of this legislation who have put their names on the bill and some of whom appeared here today. All of these sponsors have visited our Tribal colleges and understand their value to our state.

Our Association includes Cankdeska Cikana Community College in Ft. Totten (Spirit Lake Tribe); Nueta Hidatsa Sahnish College in New Town, (formerly Fort Berthold Community College – Three Affiliated Tribes); Sitting Bull College in Ft. Yates (Standing Rock Sioux Tribe); Turtle Mountain Community College in Belcourt (Turtle Mountain Band of Chippewa), and United Tribes Technical College, Bismarck, operated by the five Tribes with a presence in North Dakota. Our Association is unique in the United States among the Tribal colleges, and came about in part because of a generally favorable working relationship with the state of North Dakota and the North Dakota university system.

#### **What does SB 2218 do?**

SB 2218 is about workforce development and creating jobs for North Dakota citizens, particularly on our Indian reservations where unemployment remains stubbornly and unacceptably high, averaging more than 55%.<sup>1</sup> In addition, our state needs trained workers. The North Dakota Tribal Colleges, who will receive grants under SB 2218, are uniquely capable of partnering with the North Dakota department of commerce and other state agencies to provide some of the advanced training and education for our citizens that our state of North Dakota needs. At the same time, graduates from these training programs will reduce the costs to the state that high unemployment brings – by lowering poverty rates and becoming productive, tax-paying North Dakota citizens.

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<sup>1</sup> According to 2005 BIA Labor statistics, measuring the percentage of adults who are capable of working but are not employed.

## **Why provide state funds to the Tribal Colleges?**

Other than United Tribes Technical College, where I am President, which serves the entire state and region, our Tribal Colleges are uniquely situated to serve the local population on or near the reservations in a culturally relevant setting. With local high unemployment rates, it is within this population that workforce development and job creation are most needed.

Grants provided under SB 2218 will give the Tribal Colleges the ability to create programs tailored to the job needs of North Dakota. It will allow students who graduate with certificate or degrees, or who are becoming business entrepreneurs, the chance to take or create jobs wherever they exist or are needed in our state. Training gives our students a choice to go where their training will lead them. Our students are increasingly mobile, and they want to work where the jobs are located. These grants will provide significant pathways out of poverty for many of our state citizens.

Our Tribal colleges are completely qualified to handle the grants SB 2218 will provide. We are chartered by our Tribal governments as non-profit institutions. We are fully accredited, using the same process as state higher education institutions. We generally provide two year, and in some programs, four year degrees in a wide variety of disciplines, and at an affordable price. We have over 3,000 students in attendance in any given semester. Our students generally stay in North Dakota once they graduate. In addition, the populations served by the Tribal colleges are growing, with the majority of the population under the age of 25. This makes SB 2218 a solid investment in the future of our state citizens who live on or near our Indian reservations.

SB 2218 also seeks to build on the good relationship that our Tribal colleges have with our state higher education system and the state of North Dakota in general. Our students generally would not obtain any higher education except for the Tribal colleges; when they want to go further with their education, they most often enter the North Dakota university system.

We know that funds provided under SB 2218 will not solve all of the unemployment problems in our reservation communities. But we believe that it can be a great start, in part because one of the uses of funds will be providing assistance to business start-ups for students. Increasingly, the reservations and Tribal communities are seeking a diverse economy to begin to drive down unemployment and welfare dependence. Starting a business is one significant way to reduce unemployment.

### **How do we know the funds will be used wisely?**

Our Tribal Colleges are all accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and we all have the highest accreditation possible. We are audited yearly, and our audits show that we use our funds wisely. We exist independently from the Tribal governments that helped create us.

Further, SB 2218 calls upon the Tribal colleges to utilize information from Job Service and the Commerce Department to fashion programs that will be specifically tailored to meet the job training and job creation needs in our state. It also allows our colleges to train students in business development and entrepreneurship, helping to diversify our Tribal economies.

One of the important uses of the funds is to augment our placement programs. These efforts help ensure not only that our graduates obtain good paying jobs, but that they continue to work after being placed. We are constantly working to improve upon existing designs, such as the cohort model, to help our students adjust to the world of work and to escape the cycle of poverty.

Further, SB 2218 requires the Tribal Colleges to report back to you, as the representatives of the citizens of our state, regarding the impact of the funds appropriated and how these funds have been used. We expect that the scrutiny given to the Tribal Colleges in North Dakota under SB 2218 will in fact show our capabilities and that we can produce meaningful results. Again, we are certain that the appropriation under SB 2218 is a great investment in the future of our state and our state citizens.

### **Why can't the federal government or the Tribes provide the needed funds?**

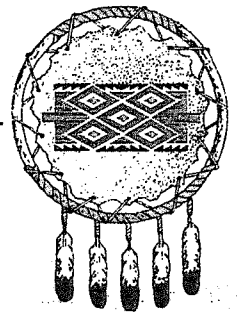
While most of the funding for the Tribal colleges comes from the federal government, it is now obvious that the federal government cannot supply all of the needs of our institutions. Actual per student federal funding has gone down in the past ten years. Further, our Tribal governments are besieged by more immediate problems that require using most of their income for infrastructure and other immediate human needs, such as housing, law enforcement and health care, and cannot help our Tribal Colleges on a sustained basis. We also lack large endowment funds. This means that without additional funding, our core ability to impact the high unemployment we face in our local areas is being reduced. To tackle these problems, and to provide our Tribal citizens, who are also North Dakota citizens, a meaningful chance for a good job, our Tribal colleges need additional resources.

We urge the House Industry, Business and Labor Committee to give a DO PASS recommendation to SB 2218. We welcome any questions you may have.

(2)



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## **House Industry, Business and Labor Committee**

**63rd Legislative Assembly  
State of North Dakota**

### **Testimony of United Tribes Technical College David M. Gipp, President in Support of SB 2218**

#### **Workforce Development Grants for Tribal Colleges**

**March 12, 2013**

Mr. Chairman and members of the Committee: This testimony is given on behalf of United Tribes Technical College, located in Bismarck, North Dakota.

United Tribes started out as United Tribes of North Dakota Development Corporation in 1968. The vision of the founders was to create more economic opportunity for tribal citizens, both on and off the reservations of North Dakota. They wanted an institution that provided a residential, family-centered learning community where American Indian people could access education opportunities and obtain employment.

Our institution has evolved over the years to reflect the founders' visions, providing not only postsecondary education and workforce training, but also individual and social skills development in a culturally-relevant setting. Now, United Tribes, a fully accredited institution, provides 3 kinds of Workforce Training certificates, 24 Associate Degree programs, and 3 Bachelor Degree programs, and more than 125 individuals receive diplomas or certificates annually. Eighty-six percent (86%) of our students are Native American. Many of our students are the first in their family to obtain any kind of higher education. Our students are young, with an average age of 24, and 50% have dependents.

But we know we can do better. American Indians are seeking access to higher education opportunities because of personal aspirations, family socio-economic needs, workforce and employment trends. Changing technologies, physical structure adaptations, and institutional developments are challenges that shape the educational landscape for UTTC, challenges that need additional resources.

Yet, the federal resources upon which we largely depend are not keeping pace with the needs of the 21<sup>st</sup> century. While our student population has increased, funding in actual dollars has stayed constant, reducing the per student amount substantially. This has meant that we have had to

defer investments that can allow us to offer first class technical education for North Dakota citizens who want the jobs that are now available in North Dakota's growing economy; students who want to stay in North Dakota have had to leave because of the cost of housing. Our educational resources are stretched beyond their limits.

The grants offered by SB 2218 can help United Tribes and our sister Tribal colleges meet the challenges of the 21<sup>st</sup> century work force for North Dakota and its Tribal citizens in several ways:

- First, the funds can be used to design and implement new programs needed in North Dakota's new economic landscape. We want to use the funds for business incubator programs that encourage entrepreneurship. New business help the reservation economies diversify.
- Second, the funds can be used to improve and assure the quality of existing programs. In addition to all of the technical skills needed in the oil patch, many of North Dakota's communities need more law enforcement officers, nurses, trained construction workers, teachers and small businesses, all of which are programs that present exist at United Tribes.
- Third, the funds will allow UTTC to continue to recruit, develop, and retain faculty qualified to teach students the necessary trade skills to successfully complete academic requirements and demonstrate skill competency.
- Fourth, our students need additional scholarship funds. This is especially true with the very difficult housing market in Bismarck, where the cost of rental properties has doubled or more in the past couple of years.
- Finally, the funds can enhance our infrastructure and capacity to provide the programs designed for students to enter the workforce. United Tribes occupies an old Army base, mostly in buildings constructed more than 100 years ago, so deferred maintenance is a constant barrier to student success.

In addition, SB 2218 fits nicely with existing College resources and programs. United Tribes, similar to the other Tribal colleges in North Dakota, received a one-time three year grant from the U.S. Department of Labor for providing specific certificates in some key employment areas needed in this region. The funds are provided under a tariff on imported goods that is to be used to train workers displaced by jobs that have been moved from the United States to other countries; it is the intention of the grant we have received that our programs become permanent. One such program is welding. Funds from SB 2218 can help continue the kinds of training opportunities offered by the Department of Labor grant for American Indian students in our region.

United Tribes is fully accountable for all the funds it receives. Our audits show that we spend our money wisely, and we must satisfy rigorous standards imposed by the Higher Learning Commission of the North Central Association of Colleges and Schools, as well as by a number of federal and state agencies that audit and review our grants and contracts.

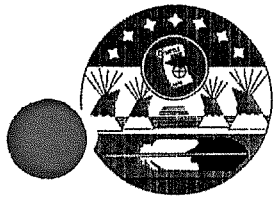
Testimony of David M. Gipp  
President, United Tribes Technical College  
SB 2218  
March 12, 2013

In addition, United Tribes will continue to press for adequate federal funding. We are not seeking additional funds to replace the federal funding we receive, but merely to supplement it.

We do know that our graduates generally stay in North Dakota and are able to lead productive lives as tax-paying citizens, contributing greatly to the welfare of our state. Collectively, our North Dakota Tribal Colleges have conducted an economic impact study that shows we make a significant contribution to this state; and United Tribes has a similar kind of study showing a 20:1 investment ratio; that is, one dollar invested in United Tribes brings twenty dollars in earnings to the student who graduates from our College. We believe the payback from the investment of state funds in our Tribal colleges is similar – as students are educated they are less likely to be on welfare, to end up in the state penitentiary, or to be unemployed.

With the help of the state of North Dakota, our students can be more assured of a pathway out of poverty, returning many times the investment authorized by SB 2218. I recommend a DO PASS recommendation from the House IBL Committee on SB 2218.

Thank you for your time.



# CANKDESKA CIKANA COMMUNITY COLLEGE

*Spirit Lake Dakota Nation*

**Cynthia Lindquist, PhD**

President

*Sunka Wakan Wicahpi Winyan*

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## **House Industry, Business and Labor Committee**

63<sup>rd</sup> Legislative Assembly

State of North Dakota

Testimony of Cynthia Lindquist, President  
Cankdeska Cikana Community College

### **In Support of SB 2218**

### **Workforce Development Grants for Tribal Colleges**

March 12, 2013

Mr. Chairman and members of the Senate IBL Committee, thank you for this opportunity to explain and justify a new initiative to help State citizens who live, attend college, and work on the Spirit Lake Dakota reservation. Citizens who are more likely to also be members of the Spirit Lake Dakota Tribe located in Fort Totten, North Dakota. This new initiative will provide needed resources for Cankdeska Cikana (Little Hoop) Community College (CCCC) to expand our role in providing higher educational options that includes job training and business development for the residents of our reservation community.

CCCC was chartered by the Spirit Lake Dakota Nation in 1974 and has graduated over 500 students with vocational certificates and associate degrees. For the past 10 years our community college has thrived – we have tripled the campus size and doubled enrollment - and we are a stable resource for our Tribal community. We are a public institution and accredited like Lake Region State College or UND by the Higher Learning Commission and thus maintain similar standards for an academic learning institution.

We recruit only from within the reservation boundaries which includes portions of Benson, Nelson, Ramsey, and Eddy Counties. CCCC averages 240 students a semester including 7-10 non-Indians, who are married into our families or are farm and ranch neighbors who live within the reservation boundaries. We are accessible and affordable. Our students are typically 26 years old, low-income females with dependent children. Eighty percent of CCCC students are eligible for federal financial aid. (CCCC Institutional Profile 2012)

The health, social, and economic disparities touted by the media and various organizations or governmental agencies paint a picture of hopelessness for most reservation communities. By and large, these stories are mostly true but so rooted in history and the colonization of this great Country that they must be understood in context. The Spirit Lake Dakota reservation does have an unemployment rate of 57 percent and 80 percent of those employed live below the poverty guidelines (BIA Labor Force Report 2005). There are close to 400 families on a wait-list for

**Think Dakota • Live Dakota**

housing (Spirit Lake Housing Director Spring 2012). We have a 60 percent high school dropout rate (ND Department of Public Instruction 2010) and only 4 percent of our population has bachelor degrees compared to NDs 22 percent and the US All Races rate of 24 percent (Northwest Area Foundation 2006). Yet within these devastating statistics are a people who persevere and remain resilient when afforded the chance to improve their life.

Community-based tribal colleges are funded by the federal government and primarily by the Tribally Controlled Community College Assistance Act of 1978 that is specific for Native students only. When enacted the legislation was authorized at \$8,000 per FTE (full time equivalent) and for fiscal year 2013 we are appropriated at \$5,664/FTE. In comparison, mainstream institutions are funded at approximately \$14,000 to \$16,000 per FTE by their respective States. Or for another comparison, Howard University (a Historically Black College) is federally funded at \$19,000 per FTE! This demonstrates significant inequity for the tribal colleges and Indian higher education and we struggle to attain balance (American Indian Higher Education Consortium 2013 Priorities).

Members of the Senate IBL Committee, I am seeking your help by making an investment in CCCC and North Dakota's tribal colleges. This collaboration would establish a business development center at CCCC for the Spirit Lake community. The Center would be broad-based to meet the needs of our Tribe and employers such as Sioux Manufacturing Corp, Spirit Lake Housing, the Casino, and others. It will emphasize employment skills and job training as well as terminal degree attainment in professions needed on the reservation.

Tentative areas include trades such as building and maintaining a home, codes and standards for homes or businesses, inspectors, construction and heavy equipment operators, or self-employment opportunities for home-care services or medical transcription. It would include elements of starting a business – business plan, marketing analysis, financing options and marketing/promoting a business coupled with an incubator to launch the business. We will spur business growth and economic opportunity for the Spirit Lake reservation community through the students, who are our hope for the future. The marketing and public relations component of business development will afford us the chance to build bridges between cultures using the technology advances of social media.

CCCC would provide support to students who have creative ideas that respond to community needs – they would be trained, provided internships or apprenticeships, paid a salary, and then launched as a self-employed venture. A couple of business incubator projects specific to CCCC are for food preparation and nutrition via a College Café and a College Bookstore as an online business for Dakota made fine art products such as painted buffalo skulls or painted, hand carved wooden horses. I believe these projects would be self-sustaining over the long term and thus contribute to the health and vitality of both our people and our community.

Like the other North Dakota tribal colleges, CCCC has strong and positive relationships with both the North Dakota University System and the State institutions. We do articulation agreements for the transfer of our students for terminal degrees and we partner to bring programs of study or vocational courses to our campus. Though SB 2218 is a workforce development bill and not an education bill specifically, we would enhance and support the framework of

collaborations that currently exist....i.e. Wahpeton helping CCCC to establish a plumbing program or NDSU assisting with food literacy and nutrition via land grant programs or the North Dakota Museum of Art on UND campus collaborating for fine arts and the development of an online business to sell Dakota made arts and crafts.

Through an existing grant from North Dakota to our institutions but specific for non-Indian students attending our colleges, we submit reports to the ND University System that does include a copy of our annual audits. CCCC has had ten consecutive years of audits with no findings.

Tribal colleges and universities also complete and submit the IPEDs reporting documents via the State system and to the federal government. In addition, tribal colleges and universities are accredited by the same organization and in the same manner as the State institutions. We are viable and accountable organizations and will work with the Department of Commerce to assure progress and accomplishment for the new workforce development program.

The proposed legislation is a new venture between the State and CCCC to address the social and economic disparities on the Spirit Lake reservation. It is an investment with expected returns via student self-confidence and self-responsibility along with continued Dakota cultural revitalization that is based on independence and self-sufficiency. The proposed initiative will help us to help our people unlearn the dependency way of life that has been a part of history. It provides us the opportunity to participate in the economic growth in North Dakota in a planned and cohesive manner as well as to be represented in the State labor force as contributing members of our community.

I recommend a DO PASS from the Senate IBL Committee on SB 2218. Thank you for the consideration.



# SPIRIT LAKE TRIBE

OFFICE OF THE TRIBAL CHAIRMAN

ROGER YANKTON SR.

P.O. BOX 359 • FORT TOTTEN, ND 58335 • PHONE 701-766-4221 • FAX 701-766-4126

January 29, 2013

Cynthia Lindquist, PhD

President

Cankdeska Cikana Community College

P.O. Box 269

Fort Totten, ND 58335-0269

Dear Dr. Lindquist:

The Spirit Lake Dakota Nation continues to be a strong supporter of formal educational initiatives such as head start, K-12, post-secondary education, and short-term training initiatives. The Spirit Lake Tribal Council recognizes Cankdeska Cikana Community College's (CCCC) as the primary post-secondary education institute of our Nation. We are committed to continued support of CCCC in this role to educate and train our next generation of leaders and workforce through academic, continuing education units (CEUs), and short-term workforce training initiatives.

Our tribal communities and families face many challenges that threaten the future of our people such as intergenerational trauma, substance abuse, and poverty, rank high in regard to priorities for our Nation. We recognize our Dakota culture and formal education are critical to addressing these needs. Research indicates those who are knowledgeable in their culture are more likely to succeed academically.

Tribal members educational needs vary by individual circumstances. Some are in situations where they are able to concentrate on gaining an education with minimal barriers for successful completion. The other side of the dichotomy is there are those who are single parents, first generation students (meaning their parents never achieved a bachelor's degree), and poverty stricken, who have significant barriers to completing their education.

Training such as the recently completed CCCC Commercial Driver's License (CDL) six week program or the scheduled Heavy Equipment Operator (HEO) training scheduled for this spring are examples of short-term training initiatives that will assist our people in gaining employment immediately. Long term education initiatives such as the completion of an Associate of Arts degree must also be maintained for those wishing to achieve this level or go on for completion of an undergraduate or graduate program.

The Spirit Lake Tribal Council and I wish you well in your testimony to our North Dakota State Legislature to gain resources to invest in our tribal members who are also North Dakota citizens. We support "Do Pass" for SB 2218, the Workforce Development Grants for Tribal Colleges.

Sincerely,

A handwritten signature in black ink, appearing to read "Roger Yankton Sr".  
Roger Yankton Sr.  
Chairman

JAN 29 2013



5

## **House Industry, Business, & Labor (IBL) Committee**

**63rd Legislative Assembly  
State of North Dakota**

**Testimony of Sitting Bull College  
Laurel Vermillion, President**

**in Support of SB 2218**

**Workforce Development Grants for Tribal Colleges**

**March 12, 2013**

Mr. Chairman and members of the Committee: This testimony is given on behalf of Sitting Bull College (SBC).

Sitting Bull College is located on the Standing Rock Reservation which has a total population of 8,217. Sioux County in North Dakota has a Native American population of 4,153. (Source: US Census Bureau, 2010 Demographic Profile Data) SBC was officially chartered in 1973 as Standing Rock Community College by the Standing Rock Sioux Tribe. Sitting Bull College serves between 300-350 students each semester and offers degrees in certificate, associate, and bachelor programs. SBC is accredited by the Higher Learning Commission, an agency which requires financial and governance stability.

The purpose of Senate Bill 2218 is to provide grants to the Tribal Colleges for job training for North Dakota and Tribal citizens.

Standing Rock, based on a 2005 report, has an 86% unemployment rate. (Source: 2005 American Indian Population and Labor Force Report, US Dept. of the Interior, Bureau of Indian Affairs, Office of Tribal Services) Grant funding from the State of North Dakota would assist SBC in providing much needed training to help address the high unemployment rate of our Tribe.

If grant funding is received from the State of North Dakota, Sitting Bull College plans to utilize the funding to expand our current training programs and provide assistance for our student support program. As student numbers increase with this additional training, so will the need for additional staff to provide advisement and counseling for our students. Additional workspace and classrooms will be another need.

Currently, SBC has a number of auxiliary businesses on our campus. These businesses have been developed because of the lack of resources available on the Reservation. To date SBC has successfully implemented three businesses, including the Transit Service Center, SBC Daycare Center, and an Analytical Lab for testing soil and water. With adequate funding, SBC would expand the creation of businesses to include a much needed cafeteria or food court. It is our plan to provide the needed funding, generated by SB 2218, which would allow our current

Business students to develop a business plan, secure a building or space, and have enough startup capital to implement and manage a cafeteria business for our campus.

Sitting Bull College is impacting the Tribal communities on Standing Rock by providing continuing education units (CEU) training in each community on the Reservation. SBC is impacting the K-12 schools on Standing Rock by providing Science, Technology, Engineering, and Math (STEM) training and hands-on lessons for high school students via Sunday Academy sessions on our campus. SBC is currently providing K-12 teachers with professional development and recertification classes.

The Standing Rock Sioux Tribe has contributed, via a monetary donation, to the development and construction of the new campus for Sitting Bull College. This was a one-time contribution. Because the needs of the Reservation are many and the poverty rate is high, 537 families receiving income less than \$10,000 annually, (Source: Distribution of Income by Family and Household from Census 2000) the Tribe cannot provide SBC with additional funding on a regular basis.

Sitting Bull College is working closely with the Standing Rock Sioux Tribal Training Employment Resource Office (TERO) in partnerships to provide training for community members and our students. Future partnership projects with TERO include building trades, rock crushing, Commercial Drivers License (CDL) training, and oil drilling school. Along with this, SBC is researching training and employment recruitment and retention models that work for Native students. One model we are researching is the crew or cohort model. The crew or cohort model works well for Native students and is being used successfully for Native firefighters. Funding from North Dakota State grants can assist in implementing this model in other areas such as oil drilling. This positive retention model can have a huge impact on the retention of North Dakota workers located in the oil fields or in other areas of North Dakota where workers are needed.

The needs of each of the TCUs in North Dakota are similar in some areas and very different and unique in others. Because of this uniqueness, each of the TCUs has their own set of priorities based on their current infrastructure and resources. This is the reasoning for the flexibility of the funding request. Each of the North Dakota TCUs has a plan to utilize the funding from SB 2218 that will address the high unemployment on each of our reservations. The focus for this funding is to train and educate members from our communities for the North Dakota work force.

In closing, I want to share a message with you. The Tribal colleges are doing phenomenal work on our respective reservations in North Dakota. The Tribal colleges are a beacon of hope to many people, both Native American and non-Native, who are trying to "climb out of poverty" and help themselves. I know this to be true, because being an alumnus of Sitting Bull College, I would not have attempted to attend college if Sitting Bull College was not accessible and affordable to me for my higher education journey. Sitting Bull College has provided me, and many others like me, an opportunity to experience success and become a contributing member of Standing Rock and North Dakota.

Funding from SB 2218 will provide the ND Tribal colleges with additional dollars to reach out to more people like myself, to give hope and inspiration where there may be none, and to provide workers who are trained and capable for the much needed workforce of North Dakota.

I recommend a DO PASS vote from the House IBL Committee on SB 2218. Thank you for your time.

6

## North Dakota Indians

- American Indians are the largest minority population in North Dakota – 6.4% of the State's population (700,000) = 44,800
- 55% of this population live on a reservation
- ND's Native population increased by 22.1% between 2000-2010
- Growth for Native students in ND K-12 schools went from 8% to 13% (1990-2010)
- There are 5 reservations in ND with over 3.8 million acres of land
- Tribes include Lakota, Dakota, Chippewa, Mandan, Arikara, and Hidatsa.
- Reservation unemployment averages 65%
- High School graduation rate averages 55%
- Poverty rate for Benson, Rolette and Sioux Counties is 33.6% (average)

## Tribal Colleges and Universities (TCUs)

- Established in the late 1960s in response to lack of opportunities and success at mainstream institutions – affordable, accessible, and responsive to community needs
- Chartered by federally recognized Tribal governments
- Core mission to teach and preserve language and culture
- 36 TCUs in 15 States with 79 campus sites providing access to higher education to over 80 percent of Indian country
- Approximately 20,000 students, plus another 45,000 CEUs/community education, 20% are non-Indian

## North Dakota Association of Tribal Colleges (NDATC)

- 5 TCUs in North Dakota
- Average tuition rate \$115/credit hour
- Approximately 3,500 students, including 8% non-beneficiary
- All designated as land grant institutions (known as 1994s)
- Public, non-profit institutions
- Accredited by the same organization and in the same manner as State institutions
- Flexibility to provide short-term training
- 85% of tribal college graduates stay in ND - on/near reservations
- Stable institutions in unique position to partner with governments and organizations to reduce poverty and unemployment
- Collaborate with ND University System and State institutions
  - ✓ Common Course Numbering
  - ✓ Academic calendar
  - ✓ Articulation Agreements for student transfers
  - ✓ Dual Credit for high school students
  - ✓ Technology/Cyber Connectivity
  - ✓ STEM enhancement –research, weekend/summer academies

**Industry, Business & Labor**  
63rd Legislative Assembly  
State of North Dakota

7

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



**in Support of SB 2218  
Workforce Development Grants for Tribal Colleges**

**March 12, 2013**

Good morning Chairman Keiser and members of the ND State Industry, Business & Labor Committee. Funding for Fort Berthold Community College (FBCC) Career Technical Education will be critical over the next decade for the following reasons. Industry relevant training must adapt and remain current to industry needs to ensure continuity and integrity of strong workforce development.

At the core of that training is the need for facilities and housing to keep pace with ongoing development in the Bakken. Adequate facilities to house training and viable infrastructure to support it and staff will be an expensive, ongoing and a paramount need. It will take multiple resources to accomplish adequate training facilities and infrastructure for Diesel-CDL, Oil Field Tech, Welding and Construction training and keep them adaptable and relevant.

As elsewhere in North Dakota, existing space to expand without construction is non-existent. Housing dilemmas in western North Dakota are well known. FBCC is experiencing the same staff housing shortages and over-crowding of existing facilities that are commonplace in Western ND at the current time.

It is unrealistic to think that one funding source can accomplish these primary workforce development needs. A look around the state will confirm that. Every institution

providing training accomplishes that goal from multiple resources. It is common and prudent to do so.

Collaboration is at the heart of the FBCC workforce development effort. Currently, FBCC has an extremely strong start in meeting workforce development needs. FBCC participates in a consortium with Bismarck State College (BSC), Williston State College (WSC), Sitting Bull College (SBC) and Turtle Mountain Community College (TMCC) to expand and improve training. It goes a long way in adjusting and adapting the delivery systems of training for tribal members and workers in Western ND. This grant project is known as TREND: Training for Regional Energy in ND.

However, the additional training challenges tax both space and infrastructure of the college. Building and facility changes will need to take place to ensure continuity and adaptation as future demands of the oil and related industries change as it is known they will over time.

Oil field and related industry needs are predicted to remain strong for years to come. FBCC is strategically located to provide that training right in the heart of the Bakken. Facility growth will be at the core of this development to expand and improve training.

Neither the need to adapt to workforce development nor the need for adequate funding sources is static. Collaboration of all entities will be paramount for the success of citizens of our state. It should be viewed as such.

# Turtle Mountain Community College

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## SENATE BILL 2218

### Sixty-Third Legislative Assembly

#### ND House of Representatives Committee on Industry, Business & Labor

Representative George Keiser, Chair

8:00 am – Tuesday, March 12, 2013 - Peace Garden Room

Testimony by: Dr. Jim Davis, President, Turtle Mountain Community College

Dr. Jim L.  
Davis  
President

Turtle Mountain  
Band of Chippewa  
Indians

Charter Member  
American Indian  
Higher Education  
Consortium

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Commission & A  
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Turtle Mountain  
Community College  
is an Equal  
Opportunity  
Employer

Representative Keiser and members of the House of Representatives Committee on Industry, Business & Labor, thank you for providing me the opportunity to submit this written testimony in support of Senate Bill 2218. My name is Dr. Jim Davis, President of the Turtle Mountain Community College (TMCC), and a graduate of Dickinson State University, the Pennsylvania State University, and a post-doctoral student at UCLA. I am an enrolled member of the Turtle Mountain Band of Chippewa Indians.

Prior to the 1970's, there were less than ten tribal members with a bachelor's degree. Beginning in the early 1970's, things began to change. TMCC is one of six tribal colleges nationally who founded the tribal higher education movement in the early 1970's. The founding members responded to a growing need to provide affordable and accessible higher education opportunities to our tribal members and others within our college community. Since 1972, TMCC continues to provide affordable higher education opportunities to an average of 1000 full and part time students each year. Some 15,000 students have attended TMCC over the years and have graduated over 3,000 students. Many of our graduates have gone on to start their own business, become medical doctors, nurses, lawyers, teachers, college/university professors and administrators, K-12 school administrators, welders, home builders/carpenters, and much more. In May 2012, TMCC had a record graduating class of 171 students. Many of our students who graduate or attend TMCC transfer to NDUS's colleges and universities – a pipeline to mainstream colleges in North Dakota.

TMCC has been fully and continuously accredited by the Higher Learning Commission since 1984. TMCC offers 38 different certificates and degree programs that include 12 Associate of Arts degree programs, 16 Associate of Science degree programs, three Bachelor of Science (Secondary Science, Elementary Education, Early Childhood) degree programs, and seven Certificate programs. TMCC consistently offers over 250 different classes/courses each year. Research opportunities are also available to many of our students.

Historically, TMCC has had excellent audits. We value the fact that we have had unqualified audits (the best audits any organization can receive) over the past number of years. We also value the fact that we are prudent and accountable in our budgeting processes and procedures.

One of the primary purposes of TMCC is to assist in meeting the workforce training needs within our college community and the state. Limited funds do not allow us to do as much as we can. With an unemployment rate of 69.25 percent within our college community and the reservation, and the employment opportunities within North Dakota, TMCC is in a good position to provide the workforce training that helps the state meet the demands of filling vacant positions.

The appropriations requested under SB-2218 is expected to supplement and expand current and future workforce training programs at TMCC, provide job placement services, follow up activities on all graduates to assure they are employed and remain employed, and related costs. *Graduation and job placement will be very important in our efforts to address the needs of our communities and the state as a whole.* Currently, TMCC has a Director for Job Placement and has been working since last September to assist graduates with job placement needs. If more funding was available, TMCC would hire at least one more placement officer to assist with placement needs thereby assuring more of our college graduates would become employed off the reservation.

In addition to our current program offerings, the workforce training grant will provide for certification credentials in (a) Basic Certificate of Training in Oilfield Operations; (b) Intermediate Certification of Training in Oilfield Operations; (c) Advanced Certificate of Training in Oilfield Operations; and (d) Associate Degree Certification in Oilfield Operations. Within two years we anticipate enrolling at least 100 students and graduating at least 80 percent resulting in a positive impact on our communities and throughout ND. Other outcomes will be to reduce the unemployment rate within our community and addressing the employment needs especially in the oil and gas producing counties in western North Dakota.

The North Dakota Association of Tribal Colleges (NDATC), in which TMCC is a member, has recently completed a composite economic impact study. The study shows that all five ND tribal colleges contribute in excess of \$145,000,000 to North Dakota's economy. NDATC also recently completed an assessment of the amount of taxes paid by Native Americans to the coffers of ND. The significant finding is that Native Americans pay an estimated \$57.5 million in state taxes.

Each tribal college continues to be an active partner with other ND colleges and universities. Numerous collaborations and partnerships exist in areas such as 2 plus 2 and 3 plus 1 degree programs. Tribal colleges have a proven track record working successfully with the North Dakota University System and would welcome the opportunity to create such a working relationship with the ND Department of Commerce. With an enacted SB-2218, TMCC,

ND Department of Commerce, and the Turtle Mountain Tribe could pursue a partnership that would expand job and job training opportunities for our reservation and for ND. Instead of looking at 100 new jobs created within a two year period, the bigger picture involving a three-way partnership, we could be looking at 1000 or more new jobs within the next few years. At Turtle Mountain, I believe this is a huge possibility and has great potential.

The return on investment (ROI) for ND in the short and long term will be substantial. Graduates from these workforce training programs will produce individual earning upwards to \$60,000 to over \$100,000 per year resulting in contributing to society rather than a drain on society.

I recommend a "do pass" for SB-2218 by the House's Industry, Business & Labor Committee. Thank you, and I'll address any questions you might have.

# Native American Tax Contributions in North Dakota

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*North  
Dakota  
Association  
of Tribal  
Colleges*

Al Nygard  
ANC/Empowerment First

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**TABLE OF CONTENTS**

Executive Summary ..... 2

Native American in North Dakota ..... 3

Native American Consumption in North Dakota..... 4

Native American Income in North Dakota ..... 4

North Dakota Tax Law Application to Native Americans ..... 5

Native Tax Contributions ..... 7

Annual Tax Contributions by Native American Citizens in North Dakota ..... 11

## Executive Summary

There has long been a myth that Native Americans in North Dakota do not pay taxes. This report will attempt to estimate the tax contribution of Native Americans to the State of North Dakota's tax base. No analysis of Native American tax contribution has ever been attempted before.

The state-wide Native American population is approximately 43,000 enrolled members of tribes from all across the Nation. North Dakota has a number of taxes that citizens pay each year. We have selected five types of tax that are paid by Native Americans to the state of North Dakota: Personal Income Tax, Sales & Use tax, Motor Fuels Tax, Property Tax, and Corporate Tax.

There is no current published data regarding consumption patterns of Native Americans on the reservations. However, the only known attempt was conducted by Dr. Jim Young prior to his passing in 1997.

Reservation per capita income lags well behind the rest of North Dakota. We estimate that the 43,000 Native Americans generate about \$509,550,000 in income per year statewide. The personal income tax contribution for Native Americans in North Dakota is estimated to be \$3,143,864 or \$178 per person annually. It is safe to estimate that 80% of the wage and salary income of Native Americans is consumed by purchases made off the reservations and generates approximately \$20,382,000 in sales and use tax annually. We estimate that 10% of consumption is related directly to Motor fuels taxes and generates \$11,719,650 in motor fuels taxes annually. Native Americans and Tribes do pay property taxes. This contribution is estimated to be \$168,000 annually. The 2012 contribution of Oil Extraction and Production Taxes to the state was \$21,060,888.

The annual contribution of the five selected tax areas by Native Americans in North Dakota is estimated to be \$57,698,170. This equates to \$1,342 for every Native man, woman and child in North Dakota.

# Native American Tax Contributions in North Dakota

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True or False? Native Americans don't pay taxes. False, Native Americans pay federal taxes on their income and capital gains, just as any other American does. Native Americans do not pay taxes on moneys earned from their land allotments, since those lease fees are from the government and were negotiated as part of a treaty. While earning money on the reservation, Native Americans also do not pay state, corporate, or state license fees for income or enterprises on the reservations due to the sovereign status of the reservation. While earning money off the reservation, however, Native Americans are subject to state income, corporate, and licensing taxes.

There has long been a myth that Native Americans in North Dakota do not pay taxes. Further, it is widely surmised that Native Americans do not substantially contribute to the state's taxes in a manner consistent with all non-Native citizens of North Dakota. The general rule of thumb is that Tribes are tax-exempt, individual Native Americans are not. However, there are always exceptions to the rules.

This report will attempt to estimate the tax contribution of Native Americans to the State of North Dakota's tax base. No analysis of Native American tax contribution has ever been attempted before. Therefore, there is no literature or example of an estimate of any kind.

## Native Americans in North Dakota

Native Americans in North Dakota enjoy tri-citizenship; they are citizens of the United States, they are citizens of their respective Native Nation, and they are citizens of the State of North Dakota. They vote in National, Tribal and statewide elections and pay taxes as well.

The state-wide Native American population is approximately 43,000 enrolled members of tribes from all across the Nation. The enrolled membership of the four Native American tribes is approximately 67,750. Not all enrolled members of the four tribes in North Dakota live in this state. Many reside outside North Dakota and abroad serving in the military services. The enrolled membership that resides on each reservation in North Dakota is approximately 25,313. There are approximately 17,687 Native Americans that live off the reservations in North Dakota.

Native Nation Populations	Enrollment	Reservation
MHA	12,204	6,341
Spirit Lake	6,748	4,238
Standing Rock	16,000	6,414
Turtle Mountain	31,000	8,320
Trenton Indian Service Area	1,800	

Source: ND Indian Affairs Commission

Source: U.S. Census Bureau, 2006-2010 American Community Survey

State Native Population	Reservation Population	Off Reservation
43,000	25,313	17,687

Source: U.S. Census Bureau, 2006-2010 American Community Survey

## Native American Consumption in North Dakota

There is no current published data regarding consumption patterns of Native Americans on the reservations. However, the only known attempt was conducted by Dr. Jim Young prior to his passing in 1997. Dr. Young received his Doctorate in Economics from UCLA. Dr. Young passed prior to publishing his study data. This data is dated and is being used as a reference only since there is no other available data.

Personal Consumption	MHA	SLN	SRST	TMBCI	Average
Durable Goods	13%	15%	15%	15%	14.5%
Autos & Parts	5%	5%	5%	5%	5.0%
Furn & HH Equip	5%	4%	5%	5%	4.8%
Misc. Equip & Mach	2%	5%	4%	4%	3.8%
Others	1%	1%	1%	1%	1.0%
Non-Durable Goods	30%	32%	35%	35%	33.0%
Groceries	15%	18%	15%	15%	15.8%
Clothing	5%	5%	5%	5%	5.0%
Gas/Diesel	5%	5%	10%	7%	6.8%
Heating Oil/Propane	2%	4%	3%	4%	3.3%
Other (Hdwre/Mat)	3%	1%	2%	4%	2.5%
Services	57%	53%	50%	50%	52.5%
Housing	14%	16%	15%	15%	15.0%
Household Utilities	6%	7%	6%	6%	6.3%
Medical Care	16%	10%	5%	16%	11.8%
Transportation (Ins)	4%	7%	9%	4%	6.0%
Pers Svcs, Recreation	17%	13%	15%	9%	13.5%

## Native American Income in North Dakota

Reservation per capita income lags well behind the rest of North Dakota. We estimate that the 43,000 Native Americans generate about \$509,550,000 in income per year statewide. We also estimate that the

25,313 enrolled members residing on the reservation generate \$299,959,050 annually and the 17,687 enrolled members living off the reservation generate \$209,590,950 annually.

Per Capita Income	\$11,850		
	Total	Reservation	Off Reservation
	\$509,550,000	\$299,959,050	\$209,590,950

Source: U.S. Census Bureau, 2006-2010 American Community Survey

## North Dakota Tax Law application to Native Americans

North Dakota has a number of taxes that citizens pay each year. We have selected five types of tax that are paid by Native Americans to the state of North Dakota: Personal Income Tax, Sales & Use tax, Motor Fuels Tax, Property Tax, and Corporate Tax. We also include Oil Extraction and Production Taxes. The latter is contributed to the state from lands on the Fort Berthold Reservation only. Native Americans also pay Cigarette and Alcohol taxes but those taxes are very difficult to determine so we have left them out of this analysis.

### Personal Income Tax (NDCC Chapter 57-38)

Every resident of North Dakota who has a federal income tax filing requirement is required to file a North Dakota income tax return. Every nonresident who has a federal income tax filing requirement and derives income from North Dakota is required to file a North Dakota income tax return.

#### Exception

- There are exceptions for certain Native Americans, interstate transportation employees, Minnesota and Montana residents, and military personnel and their spouses.
- Income of an enrolled member of a federally recognized Indian tribe, who resides within the boundaries of a reservation in this state or in this state and an adjoining state, is exempt if the income is from activities or sources within the boundaries of the reservation.

### Corporate Tax (NDCC Chapter 57-38)

Every corporation engaged in business in North Dakota or having sources of income in North Dakota must file a North Dakota corporation income tax return.

#### Exception

- An exemption applies if the corporation is chartered as an Indian corporation and has not chartered with the Secretary of State.

### Sales & Use Tax (NDCC Chapters 57-39.2 and 57-40.2)

1. A 5% tax is imposed upon the gross receipts of retailers from all sales at retail, including the leasing or renting of tangible personal property.
2. The sales tax is paid by the purchaser and collected by the retailer.

**Exception**

- Gross receipts from all sales made to an Indian tribe are exempt from the 5% tax.
- Gross receipts from sales within the boundaries of any reservation in this state to an individual who resides within the boundaries of any reservation in this state and who is an enrolled member of a federally recognized Indian tribe" are exempt from the 5% tax.

**Use Tax**

1. The purchase price of tangible personal property purchased outside of the state for storage, use or consumption within the state is subject to a use tax at the rate of 5% of the purchase price of the property.
2. In addition, tangible personal property not originally purchased for use in North Dakota is subject to a use tax at the rate of 5% of the fair market value of the property at the time it was brought into the state.
  - a. Credits are allowed for sales and use taxes paid to other states.
  - b. Use tax rates are the same as the sales tax rates.
  - c. Use tax is collected by any retailer that has sufficient presence in North Dakota.
  - d. When the retailer has not collected sales or use tax, the purchaser is required to report and remit the tax due.

**Exception**

- Use tax does not apply to items sold on an Indian reservation to an enrolled member of a federally recognized tribe.
- Use tax does not apply to untaxed property brought onto an Indian reservation by an enrolled member of a federally recognized tribe for storage, use, or consumption on the reservation by the enrolled member.

**Motor Fuels Tax (NDCC Chapters 57-43.1 and 57-43.2)**

A motor vehicle fuel tax of 23 cents per gallon is imposed on motor vehicle fuel, such as gas and gasohol, sold to retailers and consumers. A special fuels tax of 23 cents per gallon on fuels including diesel, biodiesel, kerosene, compressed natural gas, and propane is imposed on fuel sold for use in licensed vehicles. An excise tax of 2% of the value of the sale is applied to sales of propane. An excise tax of 4 cents per gallon is imposed on dyed diesel fuel which is used primarily in vehicles and equipment operating off of the roadways.

**Exception**

- Native American Tribal agencies are exempt from North Dakota motor vehicle and special fuel taxes. If the tax is paid, the Tribal agency may apply for a full refund.
- A Native American may also apply for a refund of motor vehicle or special fuel taxes paid if the fuel was purchased from a retail fuel dealer located on the Indian reservation where the Native American is an enrolled member and a Fuel Tax Agreement is not in place.
- A Native American, living on the reservation where enrolled, is exempt from tribal tax on purchases of dyed diesel.
- A Native American, living on the reservation where enrolled, is exempt from tribal tax on purchases of propane if the propane is used for purposes such as heating or agriculture. The exemption will not apply if the propane is purchased for use in a vehicle.

**Property Tax (NDCC Chapter 57-02)**

All real property, unless specifically exempted, is subject to a property tax. In general, personal property is not taxed.

1. The majority of real property is locally assessed.
2. Other properties, such as railroads, public utilities, and air transportation companies, are centrally assessed by the State Board of Equalization.

A mobile home used as a residence or business is subject to the tax if it is 27 or more feet long or is attached to utility services.

The property tax is determined by multiplying the mill rate times the taxable value of real property.

1. Local mill rates are established to meet the revenue needs of the taxing district. To determine the mill rate, the county auditor divides the total property taxes to be collected for each taxing district by the district's total taxable value.
2. The determination of taxable value begins with the true and full value or market value of the property. The true and full value of residential property is usually established by the local assessor. The assessed value is 50% of the true and full value and the taxable value is 9% of the assessed value.

The county determines and collects the tax and distributes the revenue to the county, cities, townships, school districts, and other taxing districts. The tax is due January 1 of each year following the year of assessment and is payable without penalty until March 1.

**Exception**

- Property of Native Americans, where the title cannot be transferred without the consent of the U.S. Secretary of the Interior, is exempt.
- A mobile home located within the boundaries of a reservation and owned by a Native American who resides on that reservation is not subject to taxation.
- Note that a mobile home located within the boundaries of a reservation, and owned by a Native American, will be subject to tax if the owner does not reside on the reservation.

**Native Tax Contributions****Personal Income Tax**

Personal income tax is typically paid by Native Americans residing off the reservations. North Dakota law requires that every resident of North Dakota who has a federal income tax filing requirement is required to file a North Dakota income tax return. There is an estimated 17,686 Native Americans that live off reservations in North Dakota. Those citizens of North Dakota generate approximately \$209,590,950 in wages and salaries. The lowest tax rate in North Dakota is 1.5%. Since most of the Native American population in North Dakota is well below the poverty line, we have opted to use that figure as the most likely. Accordingly, the personal income tax contribution for Native Americans in North Dakota is estimated to be \$3,143,864 or \$178 per person annually.

According to the Tax Foundation, North Dakota's 2010 state-level individual income tax collections were \$454 per person. If that is the case the personal Income tax contribution of Native Americans could be as high as \$8,029,898 per year.

Single			
If taxable income is:			
Over	But not over	The tax is:	
\$ 0	\$ 35,350	1.51%	of North Dakota Taxable Income
35,350	85,650	\$ 533.79	+ 2.82% of amount over \$35,350
85,650	178,650	1,952.25	+ 3.13% of amount over \$85,650
178,650	388,350	4,863.15	+ 3.63% of amount over \$178,650
388,350		12,475.26	+ 3.99% of amount over \$388,350

Married Filing Jointly and Qualifying Widow(er)			
If taxable income is:			
Over	But not over	The tax is:	
\$ 0	\$ 59,100	1.51%	of North Dakota Taxable Income
59,100	142,700	\$ 892.41	+ 2.82% of amount over \$59,100
142,700	217,450	3,249.93	+ 3.13% of amount over \$142,700
217,450	388,350	5,589.61	+ 3.63% of amount over \$217,450
388,350		11,793.28	+ 3.99% of amount over \$388,350

Head of Household			
If taxable income is:			
Over	But not over	The tax is:	
\$ 0	\$ 47,350	1.51%	of North Dakota Taxable Income
47,350	122,300	\$ 714.99	+ 2.82% of amount over \$47,350
122,300	198,050	2,828.58	+ 3.13% of amount over \$122,300
198,050	388,350	5,199.56	+ 3.63% of amount over \$198,050
388,350		12,107.45	+ 3.99% of amount over \$388,350

Married Filing Separately			
If taxable income is:			
Over	But not over	The tax is:	
\$ 0	\$ 29,550	1.51%	of North Dakota Taxable Income
29,550	71,350	\$ 446.21	+ 2.82% of amount over \$29,550
71,350	108,725	1,624.97	+ 3.13% of amount over \$71,350
108,725	194,175	2,794.81	+ 3.63% of amount over \$108,725
194,175		5,896.65	+ 3.99% of amount over \$194,175

### **Sales and Use Tax**

Sales and use tax touches nearly every Native American in the state regardless of whether they live on the reservation or off the reservation. Native Americans generate \$509,550,000 in wages and salary income annually. Approximately 85.5% of that income is consumed by non-durable and services purchases of Native Americans. Since reservation economies are not very robust, nearly all those purchases occur off the reservations where Native Americans are subject to sales and use tax. The ND Department of Commerce reports that less than 10% of Native American Reservation economies support non-durable and services purchases. It is safe to estimate that 80% of the wage and salary income of Native Americans is consumed by purchases made off the reservations and generates approximately \$20,382,000 in sales and use tax annually. Furthermore, most of those purchase occur in the major cities of the state; Bismarck, Minot, Grand Forks, Devils Lake. Those local jurisdictions levy local taxes above the 5% state sales and use tax. Those cities benefit greatly by purchases made by Native Americans as well.

### **Motor Fuels Tax**

Motor fuels taxes are collected at the pump as consumers by gasoline and diesel fuel. However, that tax is collected up front from the petroleum retailers as they purchase gasoline and diesel fuel from wholesalers. Every Native American citizen of North Dakota is subject to this tax. We estimate that 10% of consumption is related directly to Motor fuels taxes and generates \$11,719.650 in motor fuels taxes annually to North Dakota from Native American citizens of North Dakota.

### **Corporate Income Tax**

The North Dakota Department of Commerce reports that there are 85 Native American owned corporations off the reservation that average \$340,361 in net income each year that is subject to

corporate income tax. We choose to estimate a middle range of tax liability of 4.23% that generates \$1,223,768 in corporate income tax each year.

If taxable income is:			
Over	But not over	The tax is:	
\$ 0	\$ 25,000	1.68%	of North Dakota Taxable Income
25,000	50,000	\$ 420.00	+ 4.23% of amount over \$25,000
50,000		1,477.50	+ 5.15% of amount over \$50,000

### **Property Tax**

Native Americans and Tribes do pay property taxes. Tribes do own fee simple land on and adjacent to reservations that are subject to property taxes. Many Native Americans residing off the reservation are home-owners and they also pay property taxes in the same manner as everyone else in North Dakota. This category is difficult to estimate. However, the Standing Rock Sioux Tribe pays \$42,000 annually in property taxes for fee simple land it owns. That is about the middle ground. Some tribes own more land than that and pay more and some Tribes own less land than that and pay less. So, we estimate that that is a conservative number for estimating purposes. This figure does not include personal property tax contributions of individual Native American off the reservation. This contribution is estimated to be \$168,000 annually.

### **Oil Extraction and Production Tax (NDCC Chapters 57-51 and 57-51.1)**

Oil Extraction and Production Taxes are contributed to the state from lands on the Fort Berthold Reservation only. This tax is a revenue sharing agreement between the MHA Nation and the State of North Dakota. The 2012 contribution of Oil Extraction and Production Taxes to the state was \$21,060,888. As Oil Extraction and Production increases on the reservation, this amount will also increase.

### Annual Tax Contributions by Native American Citizens in North Dakota

The estimated annual contribution of Native American citizens of North Dakota is \$36,637,282. This equates to \$852 for every Native man, woman and child in North Dakota. If the Oil Extraction and Production Taxes from the MHA Nation are factored in, that annual contribution increases to \$57,698,170. This equates to \$1,342 for every Native man, woman and child in North Dakota.

Source	Base	Contribution
Personal Income Tax	\$209,590,950	\$3,143,864
Sales & Use	\$407,640,000	\$20,382,000
Motor Fuels	\$50,955,000	\$11,719,650
Corporate	\$28,930,685	\$1,223,768
Property*		\$168,000
Total		\$36,637,282
Oil Production		\$21,060,888
Grand Total		\$57,698,170

# Native American Tax Contributions in North Dakota

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**TABLE OF CONTENTS**

Executive Summary ..... 2

Native American in North Dakota ..... 3

Native American Consumption in North Dakota. .... 4

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State Native Population	Reservation Population	Off Reservation
43,000	25,313	17,687

Source: U.S. Census Bureau, 2006-2010 American Community Survey

## Native American Consumption in North Dakota

There is no current published data regarding consumption patterns of Native Americans on the reservations. However, the only known attempt was conducted by Dr. Jim Young prior to his passing in 1997. Dr. Young received his Doctorate in Economics from UCLA. Dr. Young passed prior to publishing his study data. This data is dated and is being used as a reference only since there is no other available data.

Personal Consumption	MHA	SLN	SRST	TMBCI	Average
Durable Goods	13%	15%	15%	15%	14.5%
Autos & Parts	5%	5%	5%	5%	5.0%
Furn & HH Equip	5%	4%	5%	5%	4.8%
Misc. Equip & Mach	2%	5%	4%	4%	3.8%
Others	1%	1%	1%	1%	1.0%
Non-Durable Goods	30%	32%	35%	35%	33.0%
Groceries	15%	18%	15%	15%	15.8%
Clothing	5%	5%	5%	5%	5.0%
Gas/Diesel	5%	5%	10%	7%	6.8%
Heating Oil/Propane	2%	4%	3%	4%	3.3%
Other (Hdwre/Mat)	3%	1%	2%	4%	2.5%
Services	57%	53%	50%	50%	52.5%
Housing	14%	16%	15%	15%	15.0%
Household Utilities	6%	7%	6%	6%	6.3%
Medical Care	16%	10%	5%	16%	11.8%
Transportation (Ins)	4%	7%	9%	4%	6.0%
Pers Svcs, Recreation	17%	13%	15%	9%	13.5%

## Native American Income in North Dakota

Reservation per capita income lags well behind the rest of North Dakota. We estimate that the 43,000 Native Americans generate about \$509,550,000 in income per year statewide. We also estimate that the

25,313 enrolled members residing on the reservation generate \$299,959,050 annually and the 17,687 enrolled members living off the reservation generate \$209,590,950 annually.

Per Capita Income	\$11,850		
	Total	Reservation	Off Reservation
	\$509,550,000	\$299,959,050	\$209,590,950

Source: U.S. Census Bureau, 2006-2010 American Community Survey

## North Dakota Tax Law application to Native Americans

North Dakota has a number of taxes that citizens pay each year. We have selected five types of tax that are paid by Native Americans to the state of North Dakota: Personal Income Tax, Sales & Use tax, Motor Fuels Tax, Property Tax, and Corporate Tax. We also include Oil Extraction and Production Taxes. The latter is contributed to the state from lands on the Fort Berthold Reservation only. Native Americans also pay Cigarette and Alcohol taxes but those taxes are very difficult to determine so we have left them out of this analysis.

### Personal Income Tax (NDCC Chapter 57-38)

Every resident of North Dakota who has a federal income tax filing requirement is required to file a North Dakota income tax return. Every nonresident who has a federal income tax filing requirement and derives income from North Dakota is required to file a North Dakota income tax return.

#### Exception

- There are exceptions for certain Native Americans, interstate transportation employees, Minnesota and Montana residents, and military personnel and their spouses.
- Income of an enrolled member of a federally recognized Indian tribe, who resides within the boundaries of a reservation in this state or in this state and an adjoining state, is exempt if the income is from activities or sources within the boundaries of the reservation.

### Corporate Tax (NDCC Chapter 57-38)

Every corporation engaged in business in North Dakota or having sources of income in North Dakota must file a North Dakota corporation income tax return.

#### Exception

- An exemption applies if the corporation is chartered as an Indian corporation and has not chartered with the Secretary of State.

### Sales & Use Tax (NDCC Chapters 57-39.2 and 57-40.2)

1. A 5% tax is imposed upon the gross receipts of retailers from all sales at retail, including the leasing or renting of tangible personal property.
2. The sales tax is paid by the purchaser and collected by the retailer.

**Exception**

- Gross receipts from all sales made to an Indian tribe are exempt from the 5% tax.
- Gross receipts from sales within the boundaries of any reservation in this state to an individual who resides within the boundaries of any reservation in this state and who is an enrolled member of a federally recognized Indian tribe" are exempt from the 5% tax.

**Use Tax**

1. The purchase price of tangible personal property purchased outside of the state for storage, use or consumption within the state is subject to a use tax at the rate of 5% of the purchase price of the property.
2. In addition, tangible personal property not originally purchased for use in North Dakota is subject to a use tax at the rate of 5% of the fair market value of the property at the time it was brought into the state.
  - a. Credits are allowed for sales and use taxes paid to other states.
  - b. Use tax rates are the same as the sales tax rates.
  - c. Use tax is collected by any retailer that has sufficient presence in North Dakota.
  - d. When the retailer has not collected sales or use tax, the purchaser is required to report and remit the tax due.

**Exception**

- Use tax does not apply to items sold on an Indian reservation to an enrolled member of a federally recognized tribe.
- Use tax does not apply to untaxed property brought onto an Indian reservation by an enrolled member of a federally recognized tribe for storage, use, or consumption on the reservation by the enrolled member.

**Motor Fuels Tax (NDCC Chapters 57-43.1 and 57-43.2)**

A motor vehicle fuel tax of 23 cents per gallon is imposed on motor vehicle fuel, such as gas and gasohol, sold to retailers and consumers. A special fuels tax of 23 cents per gallon on fuels including diesel, biodiesel, kerosene, compressed natural gas, and propane is imposed on fuel sold for use in licensed vehicles. An excise tax of 2% of the value of the sale is applied to sales of propane. An excise tax of 4 cents per gallon is imposed on dyed diesel fuel which is used primarily in vehicles and equipment operating off of the roadways.

**Exception**

- Native American Tribal agencies are exempt from North Dakota motor vehicle and special fuel taxes. If the tax is paid, the Tribal agency may apply for a full refund.
- A Native American may also apply for a refund of motor vehicle or special fuel taxes paid if the fuel was purchased from a retail fuel dealer located on the Indian reservation where the Native American is an enrolled member and a Fuel Tax Agreement is not in place.
- A Native American, living on the reservation where enrolled, is exempt from tribal tax on purchases of dyed diesel.
- A Native American, living on the reservation where enrolled, is exempt from tribal tax on purchases of propane if the propane is used for purposes such as heating or agriculture. The exemption will not apply if the propane is purchased for use in a vehicle.

**Property Tax (NDCC Chapter 57-02)**

All real property, unless specifically exempted, is subject to a property tax. In general, personal property is not taxed.

1. The majority of real property is locally assessed.
2. Other properties, such as railroads, public utilities, and air transportation companies, are centrally assessed by the State Board of Equalization.

A mobile home used as a residence or business is subject to the tax if it is 27 or more feet long or is attached to utility services.

The property tax is determined by multiplying the mill rate times the taxable value of real property.

1. Local mill rates are established to meet the revenue needs of the taxing district. To determine the mill rate, the county auditor divides the total property taxes to be collected for each taxing district by the district's total taxable value.
2. The determination of taxable value begins with the true and full value or market value of the property. The true and full value of residential property is usually established by the local assessor. The assessed value is 50% of the true and full value and the taxable value is 9% of the assessed value.

The county determines and collects the tax and distributes the revenue to the county, cities, townships, school districts, and other taxing districts. The tax is due January 1 of each year following the year of assessment and is payable without penalty until March 1.

**Exception**

- Property of Native Americans, where the title cannot be transferred without the consent of the U.S. Secretary of the Interior, is exempt.
- A mobile home located within the boundaries of a reservation and owned by a Native American who resides on that reservation is not subject to taxation.
- Note that a mobile home located within the boundaries of a reservation, and owned by a Native American, will be subject to tax if the owner does not reside on the reservation.

**Native Tax Contributions****Personal Income Tax**

Personal income tax is typically paid by Native Americans residing off the reservations. North Dakota law requires that every resident of North Dakota who has a federal income tax filing requirement is required to file a North Dakota income tax return. There is an estimated 17,686 Native Americans that live off reservations in North Dakota. Those citizens of North Dakota generate approximately \$209,590,950 in wages and salaries. The lowest tax rate in North Dakota is 1.5%. Since most of the Native American population in North Dakota is well below the poverty line, we have opted to use that figure as the most likely. Accordingly, the personal income tax contribution for Native Americans in North Dakota is estimated to be \$3,143,864 or \$178 per person annually.

According to the Tax Foundation, North Dakota's 2010 state-level individual income tax collections were \$454 per person. If that is the case the personal income tax contribution of Native Americans could be as high as \$8,029,898 per year.

Single			
If taxable income is:			
Over	But not over	The tax is:	
\$ 0	\$ 35,350	1.51%	of North Dakota Taxable Income
35,350	85,650	\$ 533.79	+ 2.82% of amount over \$35,350
85,650	178,650	1,952.25	+ 3.13% of amount over \$85,650
178,650	388,350	4,863.15	+ 3.63% of amount over \$178,650
388,350		12,475.26	+ 3.99% of amount over \$388,350

Married Filing Jointly and Qualifying Widow(er)			
If taxable income is:			
Over	But not over	The tax is:	
\$ 0	\$ 59,100	1.51%	of North Dakota Taxable Income
59,100	142,700	\$ 892.41	+ 2.82% of amount over \$59,100
142,700	217,450	3,249.93	+ 3.13% of amount over \$142,700
217,450	388,350	5,589.61	+ 3.63% of amount over \$217,450
388,350		11,793.28	+ 3.99% of amount over \$388,350

Head of Household			
If taxable income is:			
Over	But not over	The tax is:	
\$ 0	\$ 47,350	1.51%	of North Dakota Taxable Income
47,350	122,300	\$ 714.99	+ 2.82% of amount over \$47,350
122,300	198,050	2,828.58	+ 3.13% of amount over \$122,300
198,050	388,350	5,199.56	+ 3.63% of amount over \$198,050
388,350		12,107.45	+ 3.99% of amount over \$388,350

Married Filing Separately			
If taxable income is:			
Over	But not over	The tax is:	
\$ 0	\$ 29,550	1.51%	of North Dakota Taxable Income
29,550	71,350	\$ 446.21	+ 2.82% of amount over \$29,550
71,350	108,725	1,624.97	+ 3.13% of amount over \$71,350
108,725	194,175	2,794.81	+ 3.63% of amount over \$108,725
194,175		5,896.65	+ 3.99% of amount over \$194,175

### **Sales and Use Tax**

Sales and use tax touches nearly every Native American in the state regardless of whether they live on the reservation or off the reservation. Native Americans generate \$509,550,000 in wages and salary income annually. Approximately 85.5% of that income is consumed by non-durable and services purchases of Native Americans. Since reservation economies are not very robust, nearly all those purchases occur off the reservations where Native Americans are subject to sales and use tax. The ND Department of Commerce reports that less than 10% of Native American Reservation economies support non-durable and services purchases. It is safe to estimate that 80% of the wage and salary income of Native Americans is consumed by purchases made off the reservations and generates approximately \$20,382,000 in sales and use tax annually. Furthermore, most of those purchase occur in the major cities of the state; Bismarck, Minot, Grand Forks, Devils Lake. Those local jurisdictions levy local taxes above the 5% state sales and use tax. Those cities benefit greatly by purchases made by Native Americans as well.

### **Motor Fuels Tax**

Motor fuels taxes are collected at the pump as consumers by gasoline and diesel fuel. However, that tax is collected up front from the petroleum retailers as they purchase gasoline and diesel fuel from wholesalers. Every Native American citizen of North Dakota is subject to this tax. We estimate that 10% of consumption is related directly to Motor fuels taxes and generates \$11,719.650 in motor fuels taxes annually to North Dakota from Native American citizens of North Dakota.

### **Corporate Income Tax**

The North Dakota Department of Commerce reports that there are 85 Native American owned corporations off the reservation that average \$340,361 in net income each year that is subject to

corporate income tax. We choose to estimate a middle range of tax liability of 4.23% that generates \$1,223,768 in corporate income tax each year.

If taxable income is:			
Over	But not over	The tax is:	
\$ 0	\$ 25,000	1.68%	of North Dakota Taxable Income
25,000	50,000	\$ 420.00	+ 4.23% of amount over \$25,000
50,000		1,477.50	+ 5.15% of amount over \$50,000

### **Property Tax**

Native Americans and Tribes do pay property taxes. Tribes do own fee simple land on and adjacent to reservations that are subject to property taxes. Many Native Americans residing off the reservation are home-owners and they also pay property taxes in the same manner as everyone else in North Dakota. This category is difficult to estimate. However, the Standing Rock Sioux Tribe pays \$42,000 annually in property taxes for fee simple land it owns. That is about the middle ground. Some tribes own more land than that and pay more and some Tribes own less land than that and pay less. So, we estimate that that is a conservative number for estimating purposes. This figure does not include personal property tax contributions of individual Native American off the reservation. This contribution is estimated to be \$168,000 annually.

### **Oil Extraction and Production Tax (NDCC Chapters 57-51 and 57-51.1)**

Oil Extraction and Production Taxes are contributed to the state from lands on the Fort Berthold Reservation only. This tax is a revenue sharing agreement between the MHA Nation and the State of North Dakota. The 2012 contribution of Oil Extraction and Production Taxes to the state was \$21,060,888. As Oil Extraction and Production increases on the reservation, this amount will also increase.

### **Annual Tax Contributions by Native American Citizens in North Dakota**

The estimated annual contribution of Native American citizens of North Dakota is \$36,637,282. This equates to \$852 for every Native man, woman and child in North Dakota. If the Oil Extraction and Production Taxes from the MHA Nation are factored in, that annual contribution increases to \$57,698,170. This equates to \$1,342 for every Native man, woman and child in North Dakota.

Source	Base	Contribution
Personal Income Tax	\$209,590,950	\$3,143,864
Sales & Use	\$407,640,000	\$20,382,000
Motor Fuels	\$50,955,000	\$11,719,650
Corporate	\$28,930,685	\$1,223,768
Property*		\$168,000
Total		\$36,637,282
Oil Production		\$21,060,888
Grand Total		\$57,698,170

# **Economic Contribution of North Dakota's Tribal Colleges in 2012**

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Cankdeska Cikana Community College (CCCC) - Cynthia Lindquist, President

Fort Berthold Community College (FBCC) - Rusty Mason, President

Sitting Bull College (SBC) - Laurel Vermillion, President

Turtle Mountain Community College (TMCC) - Jim Davis, President

United Tribes Technical College (UTTC) - David Gipp, President

The North Dakota Tribal Colleges are members of AIHEC.

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## TABLE OF CONTENTS

	<u>Page</u>
List of Tables. ....	ii
List of Figures. ....	ii
List of Appendix Tables.. ....	ii
Executive Summary.....	iii
Background .....	2
Cankdeska Cikana Community College. ....	2
Sitting Bull College. ....	2
Turtle Mountain Community College. ....	3
United Tribes Technical College. ....	4
Fort Berthold Community College. ....	5
Methods. ....	5
Results. ....	6
Student Economic Impact. ....	7
Value of a College Education. ....	10
Conclusions. ....	15
References. ....	17
Appendix A. ....	20

## LIST OF TABLES

	<u>Page</u>
Table 1. Direct, Secondary, and Total Economic Impacts for the North Dakota Tribal Colleges' Operations, FY2012. ....	7
Table 2. Direct, Secondary, and Total Economic Impacts for the North Dakota Tribal Colleges' Student Spending Academic Year 2011-2012. ....	10

## LIST OF FIGURES

	<u>Page</u>
Figure 1. Unemployment Rate by Level of Education in the United States, 2011.....	13
Figure 2. Medium Annual Earnings of Adults Age 25 and Older, Full-time Workers in the United States, 2011. ....	14
Figure 3. Ratio of Expected Lifetime Earnings Relative to High School Graduates in the United States, by Education Level, 2005.....	14

## LIST OF APPENDIX TABLES

	<u>Page</u>
Table A1. Direct Economic Impact for North Dakota's Five Tribal Colleges, by Input-Output Model Sector, Fiscal Year 2012.....	21
Table A2. Full-time and Part-time Employees at North Dakota's Tribal Colleges, 2011-2012 Academic Year. ....	22
Table A3. Direct Economic Impacts for Student Living Expenses, North Dakota Tribal Colleges, Summer School 2011 and Academic Year 2011-2012. ....	23
Table A4. Full-time, Part-time, and Estimated Full-time Equivalent Students Attending North Dakota's Tribal Colleges, 2011-2012 Academic Year. ....	24
Table A5. AKIS Data on Student Enrollment and Credit Hours Taken for Full-time and Part-time Students, and Estimated Full-time Equivalent Students, North Dakota Tribal Colleges, Summer School 2011 and Academic Year 2011-2012. ....	25
Table A6. Standardized AKIS Student Enrollment and Credit Hours Reporting Data, North Dakota Tribal Colleges, Summer School 2011 and Academic Year 2011-2012. ....	26

## Executive Summary

The North Dakota Association of Tribal Colleges (NDATC) has five Tribal Colleges located in the State with the first college established in 1969. These colleges were founded to provide post-secondary cultural-based educational opportunities on several of North Dakota's Native American reservations and for the urban Indian population in the Bismarck-Mandan area. Expenditure and enrollment data provided by each respective college were used to estimate the economic impact for the five Tribal Colleges. Student spending also has an economic impact beyond that of the Tribal Colleges. Student spending was used to estimate the economic impact resulting from student living expenses.

Expenditures by the colleges constitute the direct, or first-round, economic effects. The five Tribal Colleges collectively spent over \$48 million in North Dakota in Fiscal Year (FY) 2012. Over half of these expenditures (direct effects) (\$28.7 million) were to the *Households* Sector, primarily for wages and salaries. Total economic impact of the Tribal Colleges was over \$142 million in FY2012. The highest level of total economic impact business activity was in the *Households* Sector (economy-wide personal income) with \$59.0 million, followed by *Retail Trade* Sector with \$35.3 million. Total employment at the five Tribal Colleges was 815 full-time and 209 part-time workers. Levels of business activity generated by the Tribal College expenditures would support an additional 392 secondary jobs in various sectors of the North Dakota economy.

Student spending also creates an economic impact in addition to the impacts associated with the five colleges. Expenditures by full-time and part-time students for personal items, recreation, books, supplies, and room and board amounted to \$16.0 million in the 2011-2012 academic year. Applying these expenditures to the North Dakota Input-Output Model provided an estimate of the total economic impact associated with student spending. Total economic impact from student spending was \$39.6 million (\$16.0 million in direct impacts plus \$23.6 million in secondary impacts). Student spending would generate enough economic activity to support 83 secondary (indirect and induced) jobs in North Dakota.

The Five Tribal Colleges and their students have substantial impacts on North Dakota's economy. These colleges also provide valuable post-secondary educational programs. Tribal Colleges provide both social and economic benefits to the North Dakota communities that are home to these colleges. Measuring the social value of a college degree is difficult, but the economic value can be identified in terms of lower unemployment, higher median annual earnings, and a higher total lifetime income.

## **Economic Contribution of North Dakota's Tribal Colleges in 2012**

Randal C. Coon, Dean A. Bangsund, and Nancy M. Hodur\*

North Dakota is home to numerous institutions that provide higher education opportunities. The North Dakota University System (NDUS) has 11 colleges and the North Dakota Association of Tribal Colleges (NDATC) consists of 5 institutions. Colleges that comprise the North Dakota Association of Tribal Colleges include Cankdeska Cikana Community College serving the Spirit Lake Reservation, Sitting Bull College serving the Standing Rock Reservation, Turtle Mountain Community College serving the Turtle Mountain Band of Chippewa, United Tribes Technical College based in Bismarck and serving multi-tribal members from across the United States, and Fort Berthold Community College serving the Three Affiliated Tribes (Mandan, Arikara, and Hidatsu). The Tribal Colleges are relatively new to the state's educational system with United Tribes Technical College first offering classes in 1969. In addition to educational opportunities for students, the five Tribal Colleges have an economic impact on the communities where they are located. Tribal Colleges make expenditures for goods and services purchased in the state, hire employees to staff their institutions, and construct campus buildings for the purpose of providing educational opportunities. The purpose of this study is to estimate the economic impact the Tribal Colleges' operations have on the North Dakota economy.

The North Dakota University System has sponsored economic impact assessments for Fiscal Year (FY) 1999 and 2004 (Leistritz and Coon 2005), FY2006 (Leistritz and Coon 2007), FY2008 (Leistritz and Coon 2009), FY2009 (Bangsund et al. 2010), and FY2011 (Coon et al. 2012a). While a combined economic impact analysis for the five Tribal College has not previously been completed, individual colleges have sponsored economic impact analyses including Cankdeska Cikana Community College for FY2008 (Leistritz and Bangsund 2008), Sitting Bull College for FY2009 (Leistritz and Bangsund 2010), and United Tribes Technical College for FY2010 (Gipp et al. 2011). This analysis is intended to be a parallel study to those conducted for the North Dakota University System.

Similar methods, analysis, and format will be used so the documents will contain corresponding information. This report will provide an estimate of the collective economic impact of the five Tribal Colleges and their student spending. Also, a section of this report will provide background information for each of the Tribal Colleges. The background information will include a history for each school, campus location, academic areas of study, degrees granted, and the mission of each respective college. Consistent with other studies, an economic impact analysis also will be completed for each individual college and presented in separate reports.

In addition to the traditional economic impact analysis including direct and secondary effects resulting from expenditures by the colleges and their students, this study will include a brief examination of the value of a college education. No original research was conducted for this topic, but a comprehensive review of published literature was conducted to summarize the social and economic benefits of a college education. This information is not specific to the Tribal Colleges, but rather provides salient information regarding a college education in general.

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\* The authors are, respectively, research specialist, research scientist, and research assistant professor in the Department of Agribusiness and Applied Economics, North Dakota State University, Fargo.

Extensive research has been conducted on the value of a college degree and selected statistics will be presented to highlight the economic value of a post-secondary education.

## **Background**

This economic impact analysis is for the North Dakota Association of Tribal Colleges. The five Tribal Colleges included in this study were Cankdeska Cikana Community College (CCCC), Sitting Bull College (SBC), Turtle Mountain Community College (TMCC), United Tribes Technical College (UTTC), and Fort Berthold Community College (FBCC). A brief discussion about each college provides insights into their programs, mission, employment, and student enrollment.

### Cankdeska Cikana Community College

Cankdeska Cikana (Little Hoop) Community College was established in 1974 by the Spirit Lake Tribal Council and is located at Fort Totten, ND. CCCC is named in honor of Paul Yankton, Sr., who died while serving with the U.S. Army's 11<sup>th</sup> Infantry in Lorraine, France during World War II (Cankdeska Cikana Community College 2012). CCCC was one of the 29 Native American post-secondary institutions recognized as a "1994 Tribal Land Grant College" by the Equity in Education Land Grant Status Act of 1994, as are the other four North Dakota Tribal Colleges. Acquiring land grant status allowed CCCC to access resources necessary to carry out the three missions of a land grant institution: teaching, extension, and research.

CCCC was granted accreditation at the Associate Degree granting level from the North Central Association of Colleges and Schools in 1990. CCCC offers 17 programs of study with degrees in Associate of Arts (5), Associate of Science (3), Associate of Applied Sciences (6), and 3 certificate degree programs. In 2012, CCCC had 286 full-time and 279 part-time students, and the college employed 78 full-time and 6 part-time workers. The mission statement for CCCC is to provide higher education opportunities at the community college level with a goal of helping students achieve independence and self-sufficiency through academic achievement. In addition to the college curriculum, CCCC also provides an Adult Learning Center and childcare services, but does not have student housing at the present time.

### Sitting Bull College

The Standing Rock Tribal Council granted a charter to Standing Rock Community College to operate as a post-secondary educational institution with authority to grant associate degrees in 1973. Standing Rock Community College opened its doors in 1973 with offices and classrooms in Fort Yates, with three full-time people on staff. In 1975, Standing Rock Community College began the accreditation process. The North Central Association of Colleges and Schools Commission on Higher Education granted Standing Rock Community College full accreditation in 1984. At this time the college's name was changed to Standing Rock College. The Standing Rock Sioux Tribal Council changed the college's name to Sitting Bull College in 1996. Sitting Bull College began adding Bachelor of Science degrees (business administration and elementary education) in 2004 and added additional degrees in 2007 and 2008. The college's mission statement is: "Sitting Bull College is an academic and technical institution committed to

improving the levels of educational training, economic and social development of the people it serves while promoting responsible behavior consistent with the Lakota/Dakota culture and language”.

Sitting Bull College began building a new campus overlooking the Missouri River in 1998. The construction projects included buildings for academics, administration, athletics, arts, as well as family housing and dormitories. Expansion of the campus and college resulted in employment growth with over 264 full-time and 69 part-time workers in 2012 and enrollment reaching 567 full-time and 165 part-time students. Sitting Bull College grants Bachelor of Science degrees, Associate of Arts degrees, Associate of Science degrees, Associate of Applied Science degrees, and certificate of completion degrees for achievement in vocational training programs. Bachelor of Science degrees are awarded in business administration, early childhood education, elementary education, secondary science education, special education, environmental science, and general studies. SBC provides various student services including childcare and tutoring.

#### Turtle Mountain Community College

Turtle Mountain Community College was chartered by the Turtle Mountain Chippewa Tribe in 1972. TMCC initially operated out of two offices of a former Catholic Convent, then moved to a basement of an abandoned Indian Health Service Hospital. In 1999, a new campus was built 3 miles north of Belcourt, overlooking Belcourt Lake, and to date the majority of programs operate out of this facility. The new 123-acre main campus north of Belcourt has classrooms, labs, library, gymnasium, auditorium and other facilities. Currently, TMCC operates three college campuses.

The 102-acre Anishinabe Education and Cultural campus is located 2 miles north of Belcourt and is the primary base for their land grant activities and cultural activities. The Belcourt downtown campus encompasses 5 acres and was the main campus prior to 1999. The downtown campus currently provides a location for the Adult Education Program, the Vocational Rehabilitation Program, the Welding Program, and the Heating, Ventilation, and Air Conditioning Program. TMCC is a commuter college that does not provide residence halls.

TMCC applied for accreditation in 1978 with the North Central Association of Colleges and Schools and in 1984, full accreditation by the Higher Learning Commission was granted. A Bachelor of Science degree in elementary education was granted full accreditation in 2001. TMCC educational programs include 12 Associate of Arts programs, 16 Associate of Science programs, 3 Bachelor of Science programs, 7 Certificate programs, Career and Technical Education, and Native American Career and Technical Education Program. Bachelor of Science degrees are granted for elementary education, early childhood education, and secondary science. The Native American Career and Technical Education Program is directly responsive to and supportive of employment opportunities available to tribal members living on or near the reservation, and includes programs in computer support, building construction, management, health information management, and educational paraprofessional. An Adult and Continuing Education program was established at TMCC in 1976 to increase knowledge and improve skills and to assist adults in obtaining High School Equivalency Diplomas.

TMCC mission statement states that the college is committed to functioning as an autonomous Native American controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, career and technical education, scholarly research, and continuous improvement of student learning. In 2012, TMCC had 1,345 full-time students and 181 part-time students enrolled at the college. TMCC employs 142 full-time and 44 part-time workers.

### United Tribes Technical College

The United Tribes of North Dakota Development Corporation was chartered in 1968 to address the need for training and jobs development for Native Americans. United Tribes consists of the five federally recognized tribes in the state: the Three Affiliated Tribes of the Mandan/Hidasta/Arikara Nation, Spirit Lake Dakota Tribe, Sisseton Wahpeton Oyate, Standing Rock Lakota Tribe, and Turtle Mountain Band of Chippewa. United Tribes of North Dakota Development Corporation purchased Fort Lincoln, a former military post south of Bismarck, from the federal government and converted it into a training facility. The facility was named United Tribes Employment Training Center, and began offering classes in the fall of 1969. The federal government transferred ownership of additional Fort Lincoln buildings and 103 acres to the United Tribes in 1973.

UTTC purchased an additional 132 acres in 2000 where a new campus is currently being built. The new campus includes educational facilities, a gymnasium, a wellness center, and residence halls that include family housing. UTTC student housing consists of 3 residence halls/dormitories, 16 solo parent apartments, and 79 two or three bedroom houses. UTTC also operates a 15-apartment complex located off campus (in Bismarck) and provides transportation to/from campus for all students. The August Little Soldier apartment complex, operated by the Burleigh County Housing Authority (but located on the UTTC Campus), offers an additional housing option for students. Approximately 300 students can reside in UTTC campus housing. UTTC provides on-campus child care at the Infant/Toddler Center (birth to 2 years of age), Arthur Link Child Development Center (2 years to pre-school), and the Theodore Jamerson Elementary School (kindergarten to 8 years old) with after school programming. UTTC also offers adult learning programs to parents of small children who have not completed high school coordinated by the Family and Child Education Program. The mission statement for UTTC states that the college is dedicated to providing Native Americans with post-secondary and technical education in a culturally diverse environment that will provide self-determination and economic development for all tribal nations.

In 1975, the college was renamed United Tribes Educational Technical Center, and in 1982 it was granted accreditation as United Tribes Technical Center. Two vocational programs at the Associate of Applied Science degree level (licensed practical nursing and medical records technology) applied for accreditation in 1987, while at the same time changing its name to United Tribes Technical College. Business clerical and criminal justice programs were added in 1990, and three additional programs (automotive service technology, art/art marketing, and early childhood education) were added in 1993. Currently, UTTC offers 22 Associate of Applied Science Degrees and 7 certificate programs and/or vocational programs. UTTC was accredited in 2011 for Bachelors Degrees in business administration, criminal justice, and elementary

education. In 2012, UTTC had 1,319 full-time and 211 part-time students enrolled and employed 276 full-time and 71 part-time workers.

### Fort Berthold Community College

Fort Berthold Community College was founded by the Three Affiliated Tribes of the Fort Berthold Reservation at New Town, ND. The first classes were offered in 1973 and were on an extension basis with coordinating institutions. The cooperating colleges included University of Mary, Minot State, and the University of North Dakota-Williston. FBCC added academic programs and was granted accreditation in 2006 by the North Central Association of Colleges and Schools. FBCC was one of the 29 Tribal colleges that was designated as a “1994 Tribal Land Grant College”. The mission statement for the college states that the Fort Berthold Community College will provide quality cultural, academic, and vocational education and services for the Mandan, Hidatsa, and Arikara Nation. FBCC is a commuter college which does not provide any on-campus housing, but the Early Childhood Learning Center provides childcare. FBCC offers cafeteria services for the commuter students and a fitness center is located on the campus. Student tutorial services are available to students that request academic assistance.

FBCC offers academic programs that grant Bachelor of Arts Degrees, Bachelor of Science Degrees, Associate of Arts Degrees, Associate of Science Degrees, Associate of Applied Science Degrees and Vocational Certificates of Completion. Bachelor of Science Degrees are available for elementary education and environmental science. A Bachelor of Arts Degree is offered in Native American studies. Eight Associate of Arts Degrees are offered for business administration/management, addictive studies, early childhood education, elementary education, human services, liberal arts, Native American studies, and public/Tribal administration. Five Associate of Science Degrees programs offered are for environmental science, mathematics, pre-engineering, science, and agriculture. FBCC offers Associate of Applied Science Degrees in 10 fields of study and grants Vocational Certificates in 14 fields (e.g., building maintenance, home health care, technician, welding). In 2012, FBCC had 309 full-time and 130 part-time students enrolled in classes and employed 55 full-time and 19 part-time workers.

### **Methods**

In-state expenditures for the five tribal colleges comprise the direct economic impacts, or first-round effects. Data provided by each respective Tribal College were used to estimate the direct impacts. The Tribal Colleges do not subscribe to a common accounting and reporting system, and as a result, the FY2012 data from each college were not available in a standardized format. The data were reconciled and the in-state expenditures were allocated to industrial categories, or sectors, defined by the North Dakota Input-Output Model (Coon et al. 2012b). These expenditures included both outlays for capital improvements and general campus operations. Several of the Tribal Colleges had on-going building projects. The North Dakota Input-Output Model was previously used to estimate the economic impacts for the North Dakota University System (Coon et al. 2012a) and will also be used for this analysis.

The North Dakota Input-Output Model was used to estimate the secondary economic impacts based on the Tribal Colleges' expenditure data. 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., firms engaged in retail trade make up the *Retail Trade* Sector). For a complete description of the input-output model, see Coon et al. (1989). The model estimates the changes in total business activity (gross receipts) for all sectors of the area economy resulting from the direct expenditures associated with the five Tribal Colleges. Increased business volumes are used to estimate secondary employment and tax revenues based on historic relationships. The procedures used in the analysis are similar to those used in estimating the impact of other facilities and activities in the state (Leistritz 1995; Bangsund and Leistritz 2004) and the North Dakota University System (Coon et al. 2012a). Empirical testing has confirmed the model's accuracy in estimating changes in levels of economic activity in North Dakota; over the period 1958-2011, estimates of statewide personal income derived from the model averaged within 10 percent of comparable values reported by the U.S. Department of Commerce (Coon et al. 2012c, Bureau of Economic Analysis 2012).

This analysis will also include the economic impact of student living expenses. Student spending has an economic impact beyond that of the five Tribal Colleges. Estimated student budgets for 2011-2012 academic year were available from the North Dakota Career Resource Network (2012). Total student spending was estimated using enrollment numbers provided by each individual college. Student living expenditures are the direct economic impacts, and provide the data needed to estimate the total economic impact. The direct and total economic impact of student spending will be presented separately from the impacts associated with Tribal Colleges' operations.

## Results

The five Tribal Colleges' expenditures to North Dakota entities for FY2012 totaled more than \$48 million (Table 1). Total expenditures for the Tribal Colleges were obtained by adding the expenditures provided by each of the five individual colleges (Appendix A, Table 1). When expenditures were allocated to the North Dakota Input-Output Model sectors, the largest amount went to the *Households* Sector (e.g., payrolls), followed by outlays to the *Construction and Retail Trade* Sectors. Also, there were significant levels of spending in the *Professional and Social Services, Finance, Insurance, and Real Estate, and Business and Personal Services* Sectors. When the North Dakota Input-Output Model coefficients (multipliers) were applied to the direct impacts, secondary impacts were estimated to be \$93.8 million in FY2012. The largest secondary impacts occurred in the *Households* and *Retail Trade* Sectors. Total (direct plus secondary) economic impacts totaled over \$142 million in FY2012. Total economic impact for the Tribal Colleges would generate business activity in the *Households* Sector (personal income) of \$59.0 million and retail sales of \$35.3 million.

The five Tribal Colleges employed for 815 full-time and 209 part-time workers (Appendix A, Table 2). Levels of business activity resulting from Tribal College spending would support an additional 392 FTE secondary (indirect and induced) jobs in various sectors of the local and state economy. These levels of economic activity would be expected to lead to increased sales and use tax revenues of \$1.6 million, personal income taxes of \$885,000, and corporate income taxes of \$231,000. In FY2012, the five Tribal Colleges had a measurable impact on the local and state economies of North Dakota.

**Table 1. Direct, Secondary, and Total Economic Impacts for the North Dakota Tribal Colleges' Operations, FY2012**

Sector	Direct	Secondary	Total
	-----\$000-----		
Construction	4,935	3,682	8,617
Communication & Public Utilities	1,919	4,731	6,650
Retail Trade	4,884	30,399	35,283
Finance, Insurance, Real Estate	2,659	6,785	9,444
Business & Personal Services	2,199	2,499	4,698
Professional & Social Services	2,683	3,878	6,561
Households	28,696	30,296	58,992
Other <sup>1</sup>	<u>474</u>	<u>11,573</u>	<u>12,047</u>
Total	48,449	93,843	142,292

<sup>1</sup>Other includes agriculture, mining, transportation, manufacturing, and government.

### Student Economic Impact

Student spending also creates an economic impact in addition to that of the Tribal Colleges. Student spending included outlays for personal items, recreation, books, supplies, and room and board. Excluded from student expenditures were outlays for tuition and fees. Estimates of student expenditures for an academic year were available for each of the five Tribal Colleges (North Dakota Career Resources Network 2012). The North Dakota Career Resource Network estimated student spending for personal and recreation to be \$3,400 for the 2011-2012 school year. Total per student living expenses for 2011-2012 school year ranged from \$7,000 per year at United Tribes Technical College to \$9,850 per year at Cankdeska Cikana Community College. Each of the five Tribal Colleges provided full-time and part-time student enrollment numbers for the 2011-2012 academic year, which included the 2011 Summer session, in their American Indian Measures for Success Key Indicator System (AKIS) reports (Appendix A, Table 6). Part-time students numbers were converted to FTE students based on credit hours taken by part-time students. The head count of full-time students and FTE equivalent for part-time students were summed to obtain total 4,252 FTE students at the five Tribal Colleges (Appendix A, Table 5).

Tribal Colleges reported their student enrollment numbers for the 2011-2012 academic year in a standardized format on the AKIS forms. Data reported on the AKIS forms covered student enrollment for the Summer 2011 session, the Fall 2011 semester, and the Spring 2012 semester for full-time and part-time students. Credit hours taken by students were also reported in a similar manner. Part-time students were converted to FTE by dividing total credit hours taken by those students by 12 credit hours, the number of credit hours needed to be classified as a full-

time student. The total FTE students were the sum of the enrolled full-time students (head count) plus the FTE part-time students (calculated using credit hours). The estimate of FTE students (4,252) used to calculate student spending was less than the sum of the total full-time and part-time students (4,792) enrolled at the 5 Tribal Colleges (Appendix A, Table 4).

The 2011 Summer session and the 2011-2012 academic year FTE students were calculated separately (Appendix A, Table 5). The number of students for the academic year represents the sum of students enrolled in the Fall and Spring semesters. Estimated per-student expenditures for the academic year were divided by two to avoid double counting of student spending when using estimates of total students for the academic year. Likewise, Summer session student expenditures were based on a 3-month term, or one-third of the 9-month academic year (i.e., the academic-year student spending was divided by three). The FTE students for the academic year and the Summer session were multiplied by the estimated student living expenses for each of the respective colleges, to obtain total student spending (i.e., direct economic impacts from student expenditures). Appendix A, Table 3 presents the student spending from each college that resulted in a \$16.9 million direct economic impact. Methodology and data sources used to estimate student direct economic impacts in this study were similar to those used in the North Dakota University System study (Coon et al. 2012a).

Multiplying student enrollment for each school by their respective per-student living expenditures provided an estimate of direct impacts or first-round effects associated with student spending. However, using North Dakota Career Resource Network estimates for room and board may overstate the economic effects of student expenditures. Although a large number of students live on-campus or live independently off-campus, some students live at home. Students living at home would likely incur less expense for room and board compared to those living on-campus or independently off-campus. Also complicating estimates of the effects of student spending is that some of the revenues for room and board for students living in college dormitories could be considered double counting with expenditures by the college. Revenues received by colleges for on-campus room and board would likely be dispersed for inputs and services associated with student housing. As such, expenditures for providing student housing are likely to be at least partially captured in the analyses of college spending. Therefore, including room and board expenses for all students might result in some double counting. Data were unavailable to adjust the economic contribution of student spending to account for those students living at home or to adjust for the percentage of room and board expenses already captured in this assessment.

Another area of potential double counting could occur in how expenses are handled for books and other educational materials. Books and educational materials purchased by students through campus-sponsored book stores are likely to be fully or partially captured by college expenditures. Since those facilities are part of the college, expenses for staff, facilities, and materials/inventory would necessarily be included in the college analysis. Further, it is likely that most of college text books would be purchased from publishing entities outside of North Dakota, and accordingly would not represent in-state expenditures by the colleges. However, to the extent that educational materials are purchased by students from off-campus sources, those expenditures would not represent double counting. The degree of overlap between student spending for books and educational supplies and college expenditures associated with book stores is unknown, as is the degree of those supplies purchased from out-of-state entities. Despite these potential problems, the cost of books was included in the student spending analysis for consistency with previous analyses (Coon et al. 2012a). Although the potential for some double counting of spending does

exist, it most likely would be relatively small compared to the total expenditures used for the impact assessment.

For the 2011-2012 academic year, 4,252 FTE students were enrolled in the five Tribal Colleges. Based on expenditures per FTE student, students were estimated to have spent \$16.0 million in North Dakota on books, room and board, personal items, and recreation (Table 2). Of course, students also incur expenses for fees, tuition, and other items not covered in this analysis. Those expenditures were not included in this study and would be captured by the analysis of university expenditures.

A large share of the student spending would occur in the communities where the institutions are located, due to the nature of their purchases (i.e., books, supplies, and room and board). Some of the student expenditures for recreation and personal items will occur in cities and trade areas other than those where the college is located. However for this analysis, all student spending will be assumed to remain in close proximity to the community where the college is located (Appendix A, Table 3).

Student spending was estimated to be \$16.0 million for the 2011-2012 academic year, which most closely approximated the FY2012 used for the Tribal Colleges' expenditures. Student expenditures are in addition to operational expenditures for the five Tribal Colleges, without accounting for potential double counting previously discussed. Student expenditures were 32.9 percent of the Tribal Colleges outlays, slightly lower than the 33.6 percent for the North Dakota University System (Coon et al. 2012a).

Spending by students at the Tribal Colleges was allocated to two sectors of the North Dakota Input-Output Model: *Retail Trade* Sector (75 percent), and *Finance, Insurance, Real Estate* Sector (25 percent). Direct economic impact of student spending was \$16.0 million for academic year 2011-2012 (Table 2). Applying these expenditures to the North Dakota Input-Output Model produces the total (direct and secondary) economic impact. Secondary economic impacts resulting from student spending totaled \$23.7 million, resulting in a total economic impact of \$39.6 million for academic year 2011-2012. The *Retail Trade* Sector received the largest economic impact, with \$17.9 million in retail trade activity. The *Households* Sector (economy-wide personal income) was estimated to be \$9.6 million. Retail purchases result in sales and use tax collections. The total level of retail activity generated by student spending would result in \$830,000 in sales tax revenues, assuming all purchases were made in the North Dakota economy. Personal income tax collections of \$144,000 would result from increased levels of income activity in the *Households* Sector due to student spending. Also, the business activity from student spending would support 83 secondary (indirect and induced) jobs in the state.

**Table 2. Direct, Secondary, and Total Economic Impacts for the North Dakota Tribal Colleges' Student Spending, Academic Year 2011-2012**

Sector	Direct	Secondary	Total
	-----\$000-----		
Construction	--	710	710
Communication & Public Utilities	--	1,160	1,160
Retail Trade	11,966	5,969	17,935
Finance, Insurance, Real Estate	3,988	1,258	5,246
Business & Personal Services	--	538	538
Professional & Social Services	--	656	656
Households	--	9,620	9,620
Other <sup>1</sup>	<u>--</u>	<u>3,776</u>	<u>3,776</u>
Total	15,954	23,687	39,641

<sup>1</sup>Other includes agriculture, mining, transportation, manufacturing, and government.

### Value of A College Education

A college education has both social and economic benefits. A review of published literature indicates that the economic value of a college degree in the United States has been studied extensively. While the monetary value of higher education has been measured by many studies, the social benefits have been acknowledged but are very difficult to quantify. An analysis of the value of a college education at all of the Tribal Colleges in North Dakota was beyond the scope of this study. However, this topic will be discussed to provide some additional insight into how a college education can benefit a community beyond the economic impacts of the Tribal Colleges.

One obvious advantage of a college degree is better wages, but benefits extend beyond increased salaries. Adults with a college degree are healthier, more active citizens, who read to their children more often than those without a college degree (Kyle 2010). Specifically, college graduates are 14 percent less likely to be obese than high school grads and nearly twice as likely to exercise vigorously. Only 9 percent of college graduates smoke compared to 27 percent with a high school diploma. A higher percentage of college-educated parents (68 percent) read to their children daily than do high school graduates (27 percent) (Kyle 2012). People with a college degree donate their time to community organizations at a higher rate than any other group. Rawley and Hurtado (2002) contend that benefits of a college degree are also passed along to succeeding generations. Additionally, "college attendance has been shown to decrease prejudice, enhance

knowledge of world affairs, and enhance social status while increasing economic and job security”.

The Alliance For Excellent Education (2012) published a report stressing the importance of providing a quality education to all children, regardless of their skin color or socioeconomic status. This report states that in order to maintain the United States economic strength, it is imperative to equitably provide all students with a quality education. In addition to the economic benefits individuals receive from increased education, communities, states, and the nation also benefit. For example, if 90 percent of the students in the class of 2011 were to graduate from high school (750,000 additional graduates), an additional \$9 billion could be earned each year. This revenue could increase tax collections by \$2 billion per year at the federal, state, and local levels (Balfanz 2012). Although the study did not report statistics specifically for Native American students, it stated that 31 percent of whites aged twenty five and older held a bachelors degree in 2011, compared to just 20 percent for blacks and 14 percent for Hispanics (Alliance for Excellent Education 2012). Northwest Area Foundation Indicators Website (2006) showed 22 percent of North Dakota’s population had a bachelors degree compared to 4 percent of the Spirit Lake Tribe’s population in 2000. The Northwest Area Foundation Indicators Website has been discontinued, but current census data provides similar statistics. In 2011, 26.3 percent of North Dakota’s population had a bachelors degree or higher and 5.3 percent of the Spirit Lake Tribes population held a bachelors degree or higher for the 2007-2011 period (U.S. Bureau of the Census 2012). Non-white K-12 school enrollment in North Dakota has grown from 8 percent in the 1989-1990 school year to 13 percent in the 2009-2010 school year (Alliance for Excellent Education 2012), indicating the educational disparity is becoming a larger problem. North Dakota Department of Public Instruction (2010) reported high school graduation rates as low as 40 percent at one reservation school. The Alliance for Excellent Education (2012) study concluded that improving education levels in the United States could save tens of billions of taxpayer dollars annually on social costs, such as health care, unemployment, and incarceration. Improving education for traditionally undeserved and under-represented groups is a major factor in breaking the cycle of poverty and disenfranchisement. Low education levels are closely associated with increased rates of homelessness, teen pregnancy, and community violence. These reasons indicate how important a college education is for social and economic welfare of our nation.

Research by Hardy (2010) compiled seven benefits associated with higher education. These seven benefits can be categorized as three being economic and four as social. The economic benefits include: higher earnings potential, employer-provided health care coverage, and job stability. Social benefits were listed as lower stress, healthier lifestyle choices, job satisfaction, and future children benefits. Job satisfaction is a benefit that might be overlooked, but because people spend most of their lives working, how they feel about their work can greatly affect them. Salient observations regarding future children benefits included correlation between mother’s education and the health of her children, child mortality rates decreased as the mother’s education attainment levels increased, and parents with a higher education had higher expectations for their children to earn a college degree. Also, parents with college degrees were more likely to pay for their children’s college education. In a report released by Cankdeska Cikana Community College (2010) the social benefits particular to Native American Reservations were listed as mitigation of social problems; centers for preservation of culture; language and traditions; provision for further educational opportunities; technology transfer; and community programs.

Numerous studies have examined the earnings advantage for a college graduate compared to a high school graduate. However, the lifetime earnings advantage for a college degree varies by

study. Lifetime earnings advantage ranged from a low of \$150,000 (Robinson 2010), to a middle range of \$650,000 (Pew Research Center 2011), with the highest of \$1,000,000 (Longley 2010). The wide range of values for a college degree are due to assumptions regarding unemployment and underemployment. Robinson (2010) assumes that 29 percent of college grads are underemployed (i.e., working at high school-level jobs). Current national unemployment rates remain in the 8 percent range, and many college graduates may be forced to take employment below their educational level. However, these workers will move into jobs in their career field as they become available. This study also acknowledged that the value of a college education could range from \$150,000 to \$500,000 over the course of a lifetime. An estimated \$1 million earnings advantage for a college degree was the highest reported, but is a figure that is often cited. People with less than a high school degree are at a distinct disadvantage. The unemployment rate for individuals with less than a high school diploma was 14.1 percent compared to 4.9 percent for college graduates in 2011 (Figure 1). In 2011, an estimated 40 percent of the population 25 years and older had a two-year or four-year college degree (Department of Treasury and Education 2012). Women in the 25-34 year age cohort are currently more likely to be college-educated than men, with 37 percent having at least a bachelor's degree compared to 29 percent for men in the same age group.

Adults with a high school degree received 60 percent lower mean annual earnings than those with a bachelor's degree (Figure 2). Bachelor's degree holders mean annual earnings were \$54,756 compared to \$33,176 for a high school degree. A comprehensive study (Baum and Ma 2007) on the value of higher education analyzed income earning potential by level of education, race/ethnicity, and gender. This study developed rates of lifetime earnings for all educational levels compared to a high school degree baseline (i.e., a high school degree had a value of 1.00). Figure 3 presents the earnings ratio for various levels of education.

A bachelor's degree has an earnings ratio of 1.61, meaning that over their working life the college graduate will earn 61 percent more than the high school graduate (Baum and Ma 2007). A non-high school graduate will earn 25 percent less than a high school graduate over their working lives. Post-baccalaureate degrees returned even higher lifetime earnings. The ratios presented in Figure 3 provide a graphic representation of the income-earning potential for each level of education. Clearly, education achievement at every level is rewarded with greater lifetime earnings. The value of a college education can be quantified in monetary terms, but the social benefits are also important and should not be overlooked.

Zaback et al. (2012) also developed earnings ratios for education levels relative to a high school degree. This study developed the ratios for different academic areas (i.e., arts and humanities, business) and for each state. This analysis supports the belief that a college degree results in a higher median income, even though the variation across states and disciplines is substantial. Also, the study indicates that almost without exception each successive level of higher education attainment results in additional economic benefits.

The social and economic benefits that result from attainment of college education are important to the five Tribal Colleges and the reservations in North Dakota. Higher education results in increased earnings and improved social conditions. Higher earnings and reduced unemployment also act to strengthen the rural Native communities. Improved economic and social conditions that have occurred because of post-secondary education tend to enhance the quality of life for all. As the social and economic benefits of a college education get passed onto subsequent

generations, the Tribal Colleges serve a role in improving economic and social conditions for people and communities in North Dakota. Although the study was not able to quantify the direct economic benefits of a college education specifically for graduates of the five Tribal Colleges, the social and economic benefits of higher education have a positive economic effect on Native American reservations.

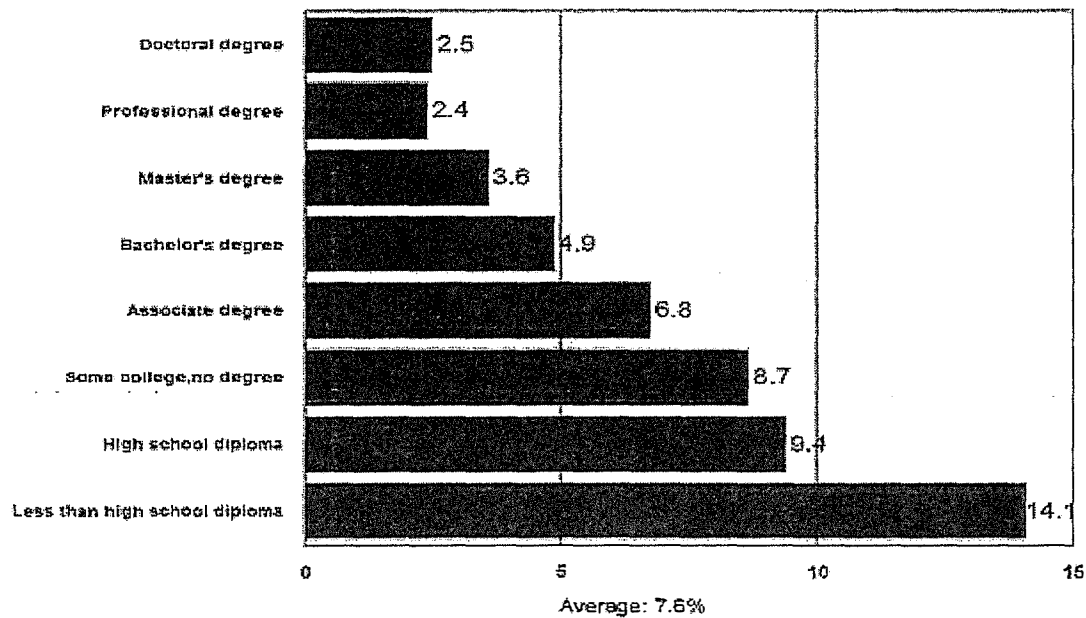


Figure 1. Unemployment Rate by Level of Education in the United States, 2011.  
Source: U.S. Bureau of Labor Statistics 2012.

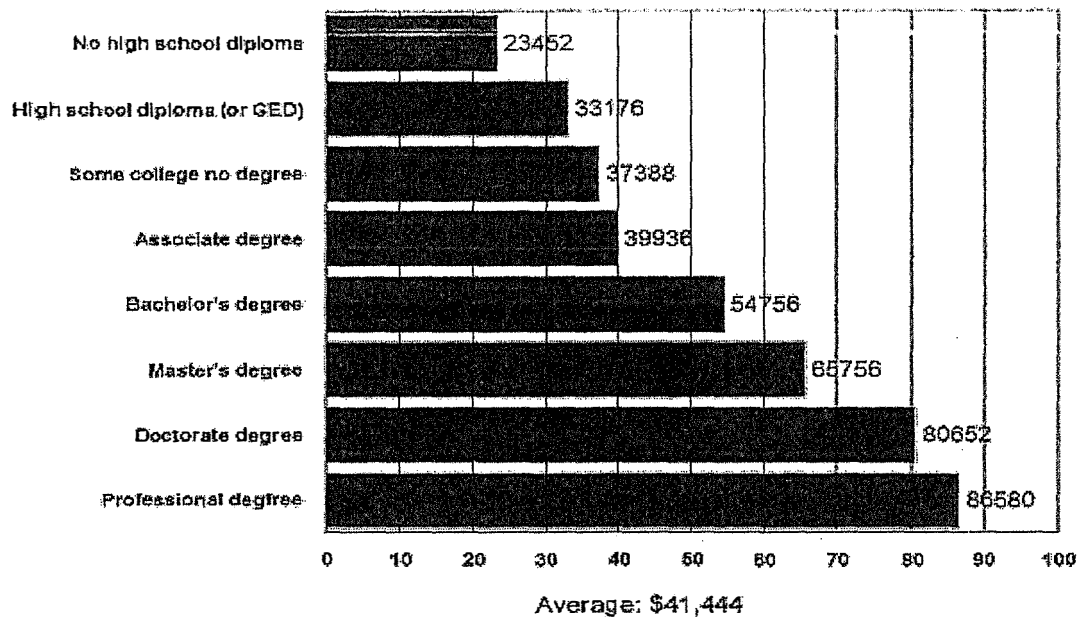


Figure 2. Median Annual Earnings of Adults Age 25 and Older, Full-time Workers in the United States, 2011

Source: U.S. Bureau of Labor Statistics 2012.

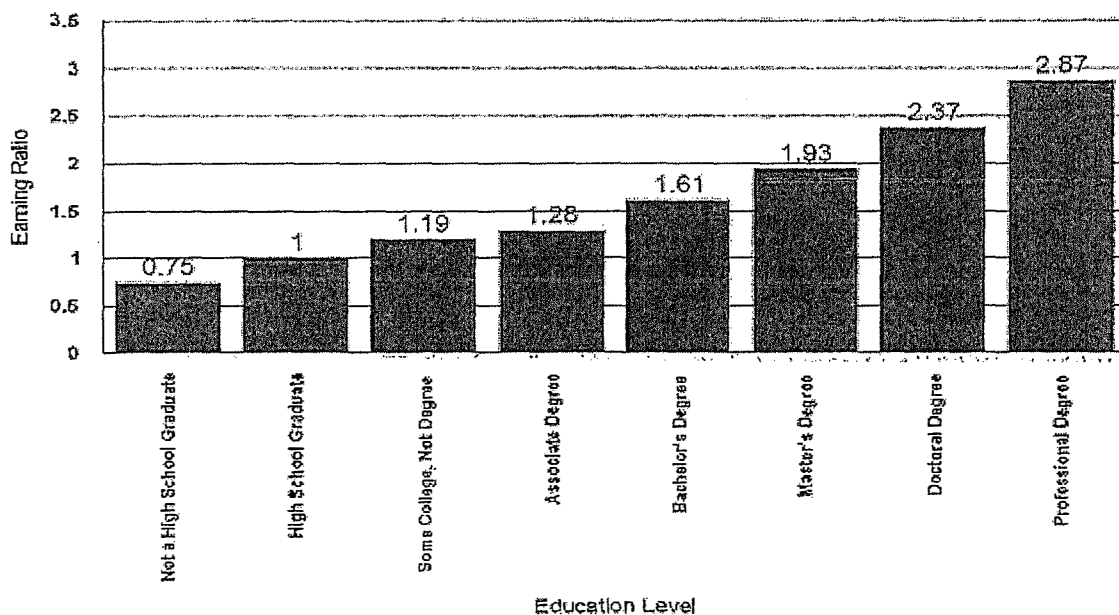


Figure 3. Ratio of Expected Lifetime Earnings Relative to High School Graduates in the United States, by Education Level, 2005.

Source: Baum and Ma 2007.

## Conclusions

The North Dakota Association of Tribal Colleges (NDATC) consists of five colleges located in North Dakota. These colleges have an economic impact through their spending for goods and services and wages and salaries. Expenditures data were provided by each respective college, as were the employment and student enrollments. In addition to the college operational expenditures, student spending also has an economic impact.

Tribal Colleges collectively spent over \$48 million in FY2012 in the North Dakota economy. They employed 815 full-time workers and 209 part-time workers. The over \$48 million in expenditures comprise the direct, or first-round, economic impacts for the Tribal Colleges. The North Dakota Input-Output Model was used to estimate the total economic impact resulting from Tribal College expenditures. Tribal College expenditures, or direct effects, were allocated to various sectors of the North Dakota Input-Output Model. Interdependence coefficients within the model were used to estimate secondary economic effects. Combining direct and secondary economic effects provides an estimate of the total economic impact. Total economic impact of the Tribal colleges was over \$142 million in FY2012, which included nearly \$94 million of secondary impacts. The *Households* Sector (economy-wide personal income) was estimated to be \$59.0 million in FY2012. This was the sector with the highest level of business activity, not uncommon for an industry that has its largest expense for wages and salaries. Retail trade activity attributed to Tribal Colleges expenditures were estimated to be \$35.3 million in FY2012. Business activity generated by Tribal Colleges' expenditures would produce \$1.6 million in sales and use taxes, and \$885,000 in personal income taxes. In addition to the 815 full-time and 209 part-time jobs at the five Tribal Colleges, their expenditures would generate enough business activity to support another 392 secondary (indirect and induced) jobs.

Student expenditures for living expenses also create an economic impact. Expenditures by the 4,252 FTE students at the five Tribal Colleges for personal items, recreation, books, supplies, and room and board amounted to \$16.0 million for the 2011-2012 academic year. These expenditures, or direct economic effects are in addition to those of the five Tribal Colleges. Applying the student spending to the North Dakota Input-Output Model produces estimates of the total economic impact. The *Retail Trade* Sector had the largest economic impact (\$17.9 million) of any sector, largely due to the high percentage of student spending for retail trade items. The next highest level of business activity was in the *Households* Sector (economy-wide personal income) at \$9.6 million. Total economic impact from student spending was \$39.6 million, with the secondary economic effects being \$23.6 million. These levels of business activity from student spending would support 83 secondary workers in various sectors of the North Dakota economy.

Beyond the economic impacts that the Tribal Colleges and their student spending creates, are the social and economic benefits of a post-high school education. Original research on this topic was not possible within the scope of this study, but a review of published literature was conducted to provide validation for the time and expense of obtaining a college degree. Previous studies have determined that college graduates have healthier life style, healthier children, more job satisfaction, have shown decreased prejudice, enhanced knowledge of world affairs, and have enhanced social status. Also, many of these benefits are passed onto succeeding generations. Economic benefits are more easily quantified as college graduates have lower unemployment rates and higher annual incomes. Unemployment for high school graduates was 9.4 percent in 2011,

much higher than the 4.9 percent rate for person with a college bachelors degree. That same year the median annual earnings for a college degree was \$54,756, over 65 percent higher than the median for a high school degree (\$33,176).

The five Tribal Colleges and their students have substantial impacts on North Dakota's economy. These Tribal Colleges collectively employ 815 full-time and 209 part-time workers. A total of 4,792 students were enrolled at the 5 Tribal Colleges on a full-time or part-time basis during the 2011-2012 academic year. The number of students enrolled was converted to an estimated 4,252 FTE students so that the economic impact of student spending could be determined. Expenditures by the colleges and students provide a direct economic effect, that when applied to the multiplier effect, create a secondary impact. The total economic impact resulting from the Tribal Colleges' expenditures affects the state and local economies, and further provides students with an education that has social and economic benefits.

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# APPENDIX A

Table A1. Direct Economic Impact for North Dakota's Five Tribal Colleges, by Input-Output Model Sector, Fiscal Year 2012

Sector	Cankdeska	Sitting Bull	Turtle Mt.	United Tribes	Ft. Berthold	Total
	----- \$000 -----					
Construction	1,915	1,200	925	895	- -	4,935
Transportation	47	28	289	38	72	474
Comm & Public Utilities	166	311	429	787	226	1,919
Retail Trade	1,022	715	869	1,680	598	4,884
Fin, Ins, Real Estate	645	1,039	121	319	535	2,659
Bus & Pers Service	558	237	242	839	323	2,199
Prof & Soc Service	680	323	866	479	335	2,683
Households	<u>4,393</u>	<u>1,441</u>	<u>8,409</u>	<u>12,369</u>	<u>2,084</u>	<u>28,696</u>
Totals	9,426	5,294	12,150	17,406	4,173	48,449

Table A2. Full-time and Part-time Employees at North Dakota's Tribal Colleges, 2011-2012 Academic Year

College	Full-time Employment	Part-time Employment
-----number of workers -----		
Cankdeska Cikana CC	78	6
United Tribes TC	276	71
Sitting Bull CC	264	69
Turtle Mountain CC	142	44
Ft Berthold CC	<u>55</u>	<u>19</u>
Total	815	209

Table A3. Direct Economic Impacts for Student Living Expenses, North Dakota Tribal Colleges, Summer School 2011 and Academic Year 2011-2012

Institution	Term	2011-2012 FTE Students <sup>1</sup>	Student Living Expenses <sup>2</sup>	Total Expenditures
			-----\$-----	
Cankdeska Cikana CC				
	Academic Year	374	4,925	1,841,950
	Summer School	45	3,283	147,735
United Tribes TC				
	Academic Year	1,150	3,500	4,025,000
	Summer School	252	2,333	587,916
Sitting Bull College				
	Academic Year	581	4,900	2,846,900
	Summer School	65	3,267	212,355
Turtle Mountain CC				
	Academic Year	1,059	3,732	3,952,188
	Summer School	361	2,488	898,168
Ft Berthold CC				
	Academic Year	322	4,100	1,324,200
	Summer School	<u>43</u>	2,733	<u>117,519</u>
Total		4,252		15,953,931

Sources: North Dakota Career Resource Network (2012) and AKIS reports from individual colleges.

<sup>1</sup> Full-time equivalent students based on data obtained from AKIS academic reports. AIMS (American Indian Measures for Success) Key Indication System (AKIS) requires colleges to separately report students taking 12 credits or more per semester, and report students taking less than 12 credit hours per semester. Full-time equivalent students were estimated based on a head count of students in fall and spring semesters taking 12 credits or more, and total credit hours for part-time students in fall and spring semesters divided by 12 credit hours. Summer school full-time students also represented those taking 12 credit hours or more, and total credit hours for part-time summer students divided by 12 credit hours.

<sup>2</sup> Student living expenses include room, board, supplies and \$3,400 for personal recreation and miscellaneous spending for the 2011-2012 academic year. North Dakota Career Resource Network academic-year student spending estimates were divided by two because full-time equivalent students were the sum of enrollment in fall and spring semesters. Because the 3 months of summer school represents one-third of an academic year, academic-year student spending was divided by 3 to estimate student spending during summer school.

Table A4. Full-time, Part-time, and Estimated Full-time Equivalent Students Attending North Dakota's Tribal Colleges, 2011-2012 Academic Year

College	Student Head Count		
	Full-time Students	Part-time Students	Estimated Full-time Students <sup>1</sup>
---- number of students ----			
Cankdeska Cikana CC	286	279	419
United Tribes TC	1,319	211	1,402
Sitting Bull College	567	165	646
Turtle Mountain CC	1,345	181	1,420
Ft Berthold CC	<u>309</u>	<u>130</u>	<u>365</u>
Total	3,826	966	4,252

<sup>1</sup> Full-time equivalent students based on data obtained from AKIS academic reports. AIMS (American Indian Measures for Success) Key Indication System (AKIS) requires colleges to separately report students taking 12 credits or more per semester, and report students taking less than 12 credit hours per semester. Full-time equivalent students were estimated based on a head count of students in fall and spring semesters taking 12 credits or more, and total credit hours for part-time students in fall and spring semesters divided by 12 credit hours. Summer school full-time students also represented those taking 12 credit hours or more, and total credit hours for part-time summer students divided by 12 credit hours. The estimated student count of 4,252 was used to estimate student spending impacts.

Table A5. AKIS Data on Student Enrollment and Credit Hours Taken for Full-time and Part-time Students, and Estimated Full-time Equivalent Students, North Dakota Tribal Colleges, Summer School 2011 and Academic Year 2011-2012

College	Full-time Students (Head Count)			Part-time Students					FTE Students <sup>2</sup>		
				Credit Hours		Full-time Equivalents <sup>1</sup>					
	Academic Year	Summer School	Total	Academic Year	Summer School	FTE Academic Year	FTE Summer School	Total	Academic Year	Summer School	Total
Candeska Cikana CC	283	3	286	1,088	511	91	42	133	374	45	419
United Tribes TC	1,081	238	1,319	829	177	69	14	83	1,150	252	1,402
Sitting Bull College	510	57	567	852	101	71	8	79	581	65	646
Turtle Mountain CC	1,003	342	1,345	668	232	56	19	75	1,059	361	1,420
Ft. Berthold CC	279	30	<u>309</u>	514	157	43	13	<u>56</u>	322	43	<u>365</u>
Totals			3,826					426			4,252

<sup>1</sup> Full-time equivalents for part-time students were calculated by dividing total credit hours for part-time students by 12 credit hours.

<sup>2</sup> Full-time equivalent students were estimated based on a head count of students in fall and spring semesters taking 12 credits or more, and total credit hours for part-time students in fall and spring semesters divided by 12 credit hours. Summer school full-time students also represented those taking 12 credit hours or more, and total credit hours for part-time summer students divided by 12 credit hours. The estimated student count of 4,252 was used to estimate student spending impacts.

Table A6. Standardized AKIS<sup>1</sup> Student Enrollment and Credit Hours Reporting Data, North Dakota Tribal Colleges, Summer School 2011 and Academic Year 2011-2012

College/Period	Part-time AI Students	Part-time Non-AI Students	Full-time AI Students	Full-time Non-AI Students	Part-time AI Credits	Part-time Non-AI Credits	Full-time AI Credits	Full-time Non-AI Credits
Candeska Cikana CC								
Summer 2011	89	8	3	0	474	37	36	0
Fall 2011	82	11	121	6	458	51	1,775	80
Spring 2012	<u>78</u>	<u>11</u>	<u>147</u>	<u>9</u>	<u>526</u>	<u>53</u>	<u>2,045</u>	<u>121</u>
Total	249	30	271	15	1,458	141	3,856	201
United Tribes TC								
Summer 2011	25	27	203	35	92	85	1,654	274
Fall 2011	26	36	537	56	160	197	8,256	830
Spring 2012	<u>56</u>	<u>41</u>	<u>435</u>	<u>53</u>	<u>238</u>	<u>234</u>	<u>6,635</u>	<u>768</u>
Total	107	104	1,175	144	490	516	16,545	1,872
Sitting Bull College								
Summer 2011	27	5	55	2	86	15	374	17
Fall 2011	54	11	231	13	357	55	3,246	197
Spring 2012	<u>52</u>	<u>26</u>	<u>253</u>	<u>13</u>	<u>302</u>	<u>138</u>	<u>3,575</u>	<u>186</u>
Total	133	42	539	28	745	208	7,195	400

- continued -

Table A6. Continued

College/Period	Part-time AI Students	Part-time Non-AI Students	Full-time AI Students	Full-time Non-AI Students	Part-time AI Credits	Part-time Non-AI Credits	Full-time AI Credits	Full-time Non-AI Credits
Turtle Mountain CC								
Summer 2011	59	13	334	8	178	54	2,266	34
Fall 2011	41	5	508	24	271	19	7,282	226
Spring 2012	<u>59</u>	<u>4</u>	<u>450</u>	<u>21</u>	<u>359</u>	<u>19</u>	<u>6,446</u>	<u>293</u>
Total	159	22	1,292	53	808	92	15,994	553
Ft. Berthold CC								
Summer 2011	41	5	26	4	138	19	175	30
Fall 2011	36	10	136	2	212	52	1,837	31
Spring 2012	<u>35</u>	<u>3</u>	<u>137</u>	<u>4</u>	<u>230</u>	<u>20</u>	<u>1,959</u>	<u>60</u>
Total	112	18	299	10	580	91	3,971	121

<sup>1</sup> AIMS (American Indian Measures for Success) Key Indication System (AKIS) .

TUESDAY, MARCH 12, 2013

# Opinion

"Seeking to find and publish the truth, that the people of a great state might have a light by which to guide their destiny."

— Stella Mann,  
Tribune publisher, 1939

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## Workforce opportunities for all

Unemployment in North Dakota runs less than 3 percent except on the state's Indian reservations, where the unemployment rate is 55 percent.

It's an economically and socially painful gap that exists, for a lot of complicated reasons. Closing that gap has frustrated tribal and federal governments as well as reservation residents.

It would be good for all North Dakotans if those who live on the Fort Berthold, Standing Rock, Turtle Mountain and Spirit Lake Indian reservations were able to benefit from the state's present economic boom. A good job with a solid paycheck can work wonders for families without either — and it's not just an economic boost.

But how?

A bill in the North Dakota Legis-

lature would provide funding for job training and placement, as well as other related workforce issues on the state's reservations. The vehicle for doing this is to be the state's tribal colleges — Sitting Bull College in Fort Yates, Fort Berthold Community College in New Town, Cankdeska Cikana Community College in Fort Totten, Turtle Mountain Community College in Belcourt and United Tribes Technical College in Bismarck. (The situation on the Sisseton Wahpeton Sioux Reservation, because of its South Dakota orientation, isn't included in the legislation.)

The tribal colleges have the

### Tribal colleges a good vehicle for workforce training

skills, understanding and infrastructure in place to bridge reservation unemployment with non-reservation work opportunities, especially in the Bakken oil fields. Oil companies are crying for good workers and the tribal colleges are best situated on the reservation to provide those workers.

And since each reservation is different, the tribal college that serves a particular reservation best knows what needs to be done. This is a very practical answer to the challenge of unemployment on the state's reservations.

The estimated financial impact of Senate Bill 2218, which is now in the House, is \$5 million, to be

divided among five tribal colleges. It amounts to a two-year program to be administered through the state Commerce Department.

Historically, the state has not funded programs on the reservation. However, in the last several sessions, lawmakers have provided funds for non-Indian students at tribal colleges. About 10 percent of the students at the state tribal colleges are non-Indian students. The workforce training bill now being considered would be the first true investment in the reservations — whose residents are North Dakotans — by state government.

Senate Bill 2218 can make a sensible difference.

SB2218 will be heard at 8 a.m. today by the House Industry, Business and Labor Committee in the Peace Garden Room.

VOICES OF THE PEOPLE

#12

① 3-20-2013  
SB 2218

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[1.] PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2218

Page 1, line 23, after "grant" insert "before July 1, 2014"

Renumber accordingly

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[2.] PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2218

Page 3, line 27, remove "No more than fifty percent of the appropriation may be expended during the first"

Page 3, remove line 28

Renumber accordingly

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[3.] PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2218

Page 3, line 24, replace "\$5,000,000" with "\$3,000,000"

Renumber accordingly

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