

MONTANA SENATE
2005 LEGISLATURE

ROLL CALL

EDUCATION AND CULTURAL RESOURCES

DATE 3-9-05

NAMES	PRESENT	ABSENT	EXCUSED
SEN. DON RYAN, CHAIRMAN	✓		
SEN. GREGORY BARKUS	✓		
SEN. JERRY BLACK	✓		
SEN. JIM ELLIOT			✓
SEN. KIM GILLAN, VICE CHAIRWOMAN	✓		
SEN. BOB HAWKS	✓		
SEN. SAM KITZENBERG	✓		
SEN. JESSE LASLOVICH	✓		
SEN. JEFF MANGAN	✓		
SEN. DAN MCGEE	✓		
SEN. ROBERT STORY	✓		
<i>Christopher LaRose, LSD</i>	✓		
CONNIE ERICKSON, LSD			✓
LOIS O'CONNOR, COMMITTEE SECRETARY	✓		



SENATE STANDING COMMITTEE REPORT

March 10, 2005

Page 1 of 2

Mr. President:

We, your committee on **Education and Cultural Resources** recommend that **Senate Bill 496** (first reading copy -- white) do pass as amended.

Signed: _____

Don Ryan
Senator Don Ryan, Chair

And, that such amendments read:

1. Title, line 7.

Strike: "AND"

2. Title, line 8.

Following: "MCA"

Insert: "; AND PROVIDING A TERMINATION DATE"

3. Page 1, following line 16.

Insert: "(3) Money in the account may include money from grants, gifts, or donations and interest earned on the account."

4. Page 4, line 7.

Strike: "deposited in the account provided in 20-7-504."

Insert: "distributed as follows:

(i) \$4.80 of the fee must be deposited in the state traffic education account provided in 20-7-504; and

(ii) \$1.20 of the fee must be deposited in the state senior traffic education account provided in [section 1]."

5. Page 4, line 19.

Following: "fund"

Insert: "as provided in 61-5-121"

Committee Vote:

Yes 7, No 4.

531053SC.ssc

March 10, 2005

Page 2 of 2

6. Page 5, following line 11.

Insert: "NEW SECTION. Section 7. Termination. [This act]
terminates October 1, 2007."

- END -

531053SC.ssc



SENATE STANDING COMMITTEE REPORT

March 10, 2005

Page 1 of 1

Mr. President:

We, your committee on **Education and Cultural Resources** recommend that **House Bill 20**

(third reading copy -- blue) **be concurred in.**

Signed: _____

A handwritten signature in cursive script, appearing to read "Don Ryan", written over a horizontal line.

Senator Don Ryan, Chair

To be carried by Senator Jeff Mangan

- END -

Committee Vote:
Yes 11, No 0.

531054SC.ssc

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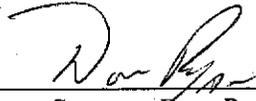
SENATE STANDING COMMITTEE REPORT

March 10, 2005

Page 1 of 2

Mr. President:

We, your committee on **Education and Cultural Resources** recommend that **House Bill 63** (third reading copy -- blue) be concurred in as amended.

Signed: 
Senator Don Ryan, Chair

To be carried by Senator Jesse Laslovich

And, that such amendments read:

1. Title, line 12.

Following: "AN"

Insert: "IMMEDIATE"

2. Page 7, line 22.

Strike: "statewide"

Insert: "facility guaranteed"

3. Page 7, line 24.

Strike: "statewide"

Insert: "facility guaranteed"

4. Page 7, line 25.

Strike: "statewide"

Insert: "facility guaranteed"

5. Page 9, line 7.

Strike: "July 1, 2005"

Insert: "on passage and approval"

Committee Vote:

Yes 11, No 0.

531305SC.ssc

Handwritten initials, possibly "KL", in the bottom right corner.

- END -



SENATE STANDING COMMITTEE REPORT

March 10, 2005

Page 1 of 2

Mr. President:

We, your committee on **Education and Cultural Resources** recommend that **House Bill 83**

(third reading copy -- blue) be concurred in as amended.

Signed: _____

Don Ryan
Senator Don Ryan, Chair

To be carried by Senator Bob Hawks

And, that such amendments read:

1. Title, line 15.

Following: "20-9-212,"

Strike: "AND"

Following: "20-9-335,"

Insert: "AND 20-10-105,"

2. Page 11.

Following: line 21

Insert: "Section 7. Section 20-10-105, MCA, is amended to read:

"20-10-105. **Determination of residence.** When the residence of an eligible transportee is a matter of controversy and is an issue before a board of trustees, a county transportation committee, or the superintendent of public instruction, the residence must be established on the basis of the general state residence law as provided in 1-1-215. Whenever ~~a county~~ the state is determined to be responsible for paying tuition for any pupil in accordance with 20-5-321 through 20-5-323, the residence of the pupil for tuition purposes is the residence of the pupil for transportation purposes."

Renumber: subsequent sections

Committee Vote:

Yes 11, No 0.

531306SC.ssc

Handwritten initials, possibly "KA", in the bottom right corner.

- END -



SENATE STANDING COMMITTEE REPORT

March 10, 2005

Page 1 of 1

Mr. President:

We, your committee on **Education and Cultural Resources** recommend that **House Bill 184** (third reading copy -- blue) be concurred in.

Signed: _____

A handwritten signature in cursive script, appearing to read "Don Ryan".

Senator Don Ryan, Chair

To be carried by Senator Jesse Laslovich

- END -

Committee Vote:
Yes 11, No 0.

531055SC.ssc

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SENATE STANDING COMMITTEE REPORT

March 10, 2005

Page 1 of 1

Mr. President:

We, your committee on **Education and Cultural Resources** recommend that **House Bill 317**

(third reading copy -- blue) be concurred in as amended.

Signed: _____

A handwritten signature in cursive script, appearing to read "Don Ryan".

Senator Don Ryan, Chair

To be carried by Senator Kim Gillan

And, that such amendments read:

1. Title, line 4.

Following: "BUILDING"

Insert: ", EXCEPT A RELIGIOUS BUILDING,"

2. Page 1, line 19.

Following: "building"

Insert: ", excluding a building used primarily for religious purposes,"

- END -

Committee Vote:
Yes 8, No 3.

531307SC.ssc

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SENATE STANDING COMMITTEE REPORT

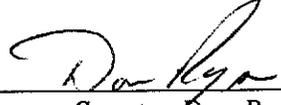
March 10, 2005

Page 1 of 1

Mr. President:

We, your committee on **Education and Cultural Resources** recommend that **House Joint Resolution 17** (third reading copy -- blue) be concurred in as amended.

Signed: _____


Senator Don Ryan, Chair

To be carried by Senator Jesse Laslovich

And, that such amendments read:

1. Page 1, line 14.

Strike: "and lack of adequate community recreational facilities"

- END -

Committee Vote:
Yes 6, No 5.

531057SC.ssc

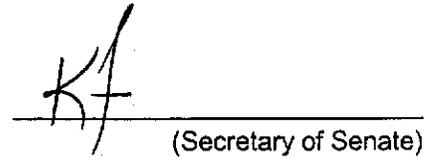


SENATE Secretary of Senate COPY

TABLED BILL

The **SENATE EDUCATION AND CULTURAL RESOURCES COMMITTEE** TABLED **HB 623** by motion,
on **Wednesday, March 9, 2005**.


(For the Committee)


(Secretary of Senate)

8:15 3-10
(Time) (Date)

March 9, 2005

Lois A. O'Connor, Secretary

Phone: 4891

PROXY VOTE

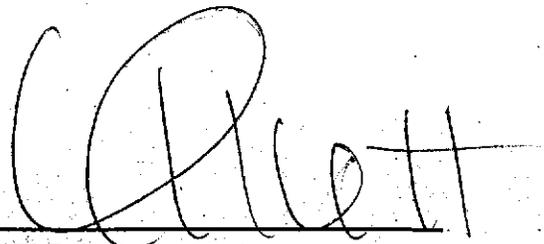
I, the undersigned, hereby authorize Senator Hawthorn to
vote my proxy on any issue before the Senate Ryan

Committee held on 3-9-05, 2005.

Sam Kutzbach
SENATOR
STATE OF MONTANA

PROXY VOTE

I, the undersigned, hereby authorize Senator Mangan to
vote my proxy on any issue before the Senate Education
Committee held on March 9, 2005.



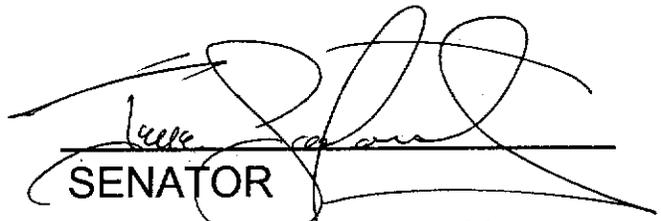
SENATOR
STATE OF MONTANA

PROXY VOTE

I, the undersigned, hereby authorize Senator Coillon to

vote my proxy on any issue before the Senate Education

Committee held on 3.9, 2005.



SENATOR
STATE OF MONTANA

**MONTANA STATE SENATE
2005 LEGISLATURE**

VISITOR REGISTER

DATE March 9, 2005

SENATE COMMITTEE ON Education

BILLS BEING HEARD TODAY: HB-16; HB-310

PLEASE PRINT

NAME	PHONE	REPRESENTING	BILL #	SUPPORT	OPPOSE
Melody Henry	395-4313	StoneChild College	16	✓	
marcie Butte	888-5988	Salish Kootenai College	16	✓	
Susan Woods	883-1474	Salish Kootenai College	16	✓	
Alice Chumrau	275-4972	" " "	"	"	
David Yarbott, Jr.	638-3107	Little Big Horn College	16	✓	
Kathie Maiers	275-4887	Salish Kootenai College	16	✓	
Melanie Strong	676-3673	Salish Kootenai College	16	✓	
Tracy Mackenzie	338-3706	Blackfeet Community College	16	✓	
Belinda Bullshoe	338-3698	Blackfeet Community College	16	✓	
Mr. Ryan	2-2629	MTSR			
Sheela Stearns	444-6570	MT Univ System		✓	
Carol Juneau	338-5689	HD 16	16	✓	
GEORGE OCHENSKI	442-9151	MTSR Salish-Kootenai College	16	✓	

LANCEMELTON

MTSBA

HB310

PLEASE LEAVE PREPARED STATEMENT WITH COMMITTEE SECRETARY

STEVE MELOY 444-0300 BPE

RICK CHIOTTI 444-1983 OPE

Rodney Lue 247-3780 Billings Public School

HB 310

HB310

✓
✓
✓
✓

Fiscal Note Request SB0496, As Introduced

(continued)

14. One time start up operating costs for the Department of Justice would be \$1,960 for computer programming, requirements analysis and design, testing and implementation (an estimated 16 hours), and computer time usage (equivalent to an estimate 2 days).

FISCAL IMPACT:

	<u>FY 2006</u> <u>Difference</u>	<u>FY 2007</u> <u>Difference</u>
<u>Expenditures:</u>		
Operating Expenses	\$1,960	\$0
<u>Funding of Expenditures:</u>		
General Fund (01)	\$60,085	\$77,500
State Special Revenue (02)		
Highway Patrol Retirement SSR account	<u>(\$58,125)</u>	<u>(\$77,500)</u>
TOTAL	\$1,960	\$0
<u>Revenues:</u>		
General Fund (01)	\$78,469	\$104,625
State Special Revenue (02)		
Traffic Education account	\$759,656	\$1,012,875
Senior Traffic Education account	\$60,000	\$80,000
Highway Patrol Retirement SSR account	<u>(\$58,125)</u>	<u>(\$77,500)</u>
<u>Net Impact to Fund Balance (Revenue minus Funding of Expenditures):</u>		
General Fund (01)	\$18,384	\$27,125
State Special Revenue (02)		
Traffic Education account	\$759,656	\$1,012,875
Senior Traffic Education account	\$60,000	\$80,000
Highway Patrol Retirement SSR account	\$0	\$0

EFFECT ON COUNTY OR OTHER LOCAL REVENUES OR EXPENDITURES:

Counties could lose a very small amount of revenue from duplicate driver's licenses processed by the counties.

LONG-RANGE IMPACTS:

The additional revenue from this bill would continue in future biennia.

TECHNICAL NOTES:

1. Revenue from duplicate driver's license fees is allocated by 61-5-121(1)(a), MCA. Section 4 of this bill provides a new allocation formula for duplicate driver's license fees. This bill does not amend or repeal 61-5-121(1)(a). If this bill were to be passed and approved in its current form, there would be two conflicting formulas for allocating duplicate driver's license fees. If the intent is to replace the existing allocation formula, the references to duplicate driver's license fees in 61-5-121, MCA could be struck or the new language beginning on page 4, line 17 could be moved to 61-5-121, MCA to replace the existing language allocating duplicate driver's license fees.

FISCAL NOTE

Bill #: HB0016

Title: Funding for certain nonbeneficiary students

Primary Sponsor: Ripley, R

Status: As Introduced

Sponsor signature	Date	 David Ewert, Budget Director	 Date
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Fiscal Summary

	<u>FY 2006 Difference</u>	<u>FY 2007 Difference</u>
Expenditures:		
General Fund	\$0	\$0
Revenue:		
General Fund	\$0	\$0
Net Impact on General Fund Balance:	(\$0)	(\$0)

- | | |
|--|---|
| <input type="checkbox"/> Significant Local Gov. Impact
<input checked="" type="checkbox"/> Included in the Executive Budget
<input type="checkbox"/> Dedicated Revenue Form Attached | <input type="checkbox"/> Technical Concerns
<input type="checkbox"/> Significant Long-Term Impacts
<input checked="" type="checkbox"/> Needs to be included in HB 2 |
|--|---|

Fiscal Analysis

ASSUMPTIONS:

1. There were 375 qualifying nonbeneficiary students reported to the Commissioner of Higher Education in FY 2004.
2. If the Board of Regents are fully appropriated a line item appropriation in the general appropriations act, the total cost would be \$1,134,000 of general fund per year.
 - a. \$3,024 for each full-time equivalent *375 qualifying students = \$1,134,000 per year.
3. Governor Martz's budget contained a \$96,500 biennial appropriation for nonbeneficiary students for the 2007 biennium.
4. Governor Schweitzer's budget augmented the \$96,500 biennial appropriation to \$400,000.
5. If the appropriation is less than the maximum amount per year (\$1,134,000) the financial assistance to tribal colleges will be distributed on a prorated basis.

Fiscal Note Request SB0496, As Introduced
(continued)

- d. and 62.5% to the state general fund.
5. Almost all duplicate licenses are issued by the state rather than the county. Under current law, annual duplicate license fee revenue will be
 - a. \$77,500 to the account for transfer to the highway patrol retirement fund (25% x \$310,000)
 - b. \$27,125 to the traffic education account (8.75% x \$310,000), and
 - c. \$205,375 to the general fund (66.25% x \$310,000).
6. This bill amends 61-5-114, MCA, to create a new allocation for duplicate license fees but does not amend or repeal the existing allocation percentages in 61-5-121 MCA. This fiscal note assumes that the intent is to replace the existing allocation percentages. (See Technical Note #1)
7. Section 4 of this bill allocates the fee for a duplicate license as follows:
 - a. \$10 to the general fund,
 - b. \$8 to the traffic education account, and
 - c. \$2 to the new senior traffic education account.
8. With the increased fee and new allocation beginning October 1, 2005, the account for transfer to the highway patrol retirement fund would receive \$19,375 in FY 2006 ($\frac{1}{4}$ x \$77,500) and \$0 in FY 2007. The traffic education account would receive \$192,781 in FY 2006 ($\frac{1}{4}$ x \$27,125 + $\frac{3}{4}$ x \$8 x 31,000) and \$248,000 in FY 2007 (\$8 x 31,000). The general fund would receive \$283,844 in FY 2006 ($\frac{1}{4}$ x \$205,375 + $\frac{3}{4}$ x \$310,000) and \$310,000 in FY 2007. The new senior traffic education account would receive \$46,500 in FY 2006 ($\frac{3}{4}$ x \$2 x 31,000) and \$62,000 in FY 2007 (\$2 x 31,000).
9. An average of 15,000 identification cards are issued each year. Under current law, 100% of the \$8 fee is deposited in the general fund. This bill would allocate \$8 for each card to the general fund, \$4.80 to the traffic education account and \$1.20 to the new senior traffic education account.
10. General fund revenue from identification cards would be the same as under current law. Revenue to the traffic education account would be \$54,000 in FY 2006 ($\frac{3}{4}$ x \$4.80 x 15,000) and \$72,000 in FY 2007 (\$4.80 x 15,000). Revenue to the new senior traffic education account would be \$13,500 in FY 2006 ($\frac{3}{4}$ x \$1.20 x 15,000) and \$18,000 in FY 2007 (\$1.20 x 15,000).
11. In FY 2006, the net changes in revenue are as follows:
 - a. general fund, an increase of \$78,469 (\$283,844 - \$205,375),
 - b. account for transfer to the highway patrol retirement fund, a *decrease* of \$58,125 (19,375 - \$77,500),
 - c. traffic education account, an increase of \$759,656 (\$540,000 + (\$192,781 - \$27,125) + \$54,000), and
 - d. new senior traffic education account, an increase of \$60,000 (\$46,500 + \$13,500).
12. In FY 2007, the net changes in revenue are as follows:
 - a. general fund, an increase of \$104,625 (\$310,000 - \$205,375),
 - b. account for transfer to the highway patrol retirement fund, a *decrease* of \$77,500,
 - c. traffic education account, \$1,012,875 (\$720,000 + (\$248,000 - \$27,125) + \$72,000), and
 - d. new senior traffic education account \$80,000 (\$62,000 + \$18,000).
13. The state's contribution to the highway patrol retirement fund is determined by total salaries paid to highway patrol officers. Revenue from several sources is allocated to the highway patrol retirement fund. If dedicated revenue is less than the state's contribution, the difference comes from the general fund. If dedicated revenue is more than the state's contribution, the excess eventually reverts to the general fund. Decreases in driver's license revenue going to the highway patrol retirement fund will either increase expenditures from the general fund or reduce reversions to the general fund by the same amount. This fiscal note assumes that the impact will be an increase in general fund expenditures. This fund switch is shown in the funding of expenditures below.

OTHER

DOCUMENTS

ATTN .CONGRESSMAN

This is in support of house bill #16 concerning non beneficiary student attending a Tribal College. I Dorrina Ojeda attended Stone Child College and graduated in the year 2003 as a non-tribal member, and with my AA degree in education I now employed at the Rocky Boy School Dist.

Thank You,

A handwritten signature in cursive script, appearing to read "Dorrina Ojeda".

Dorrina Ojeda

Kathryn R Stahl
P O Box 584
Big Sandy, MT
59520
March 7, 2005

Re House Bill 16

Dear Sir or Madam

I am writing this letter in favor of House Bill 16, I think that this bill is for the greater good of the education in Native Communities.

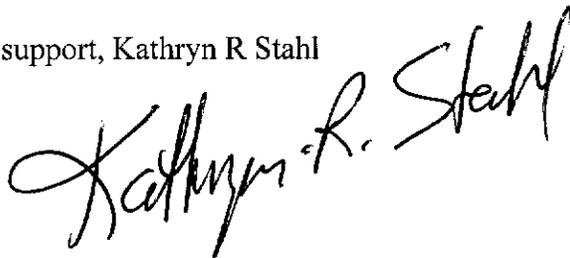
I am a Non Native student who has chosen to further my education in a Native American College. I believe that I should be treated with the same financial and educational benefits that any other student who attends this institution, and that the facility I chose to attend should be treated as any other such institution.

My reasons for choosing to attend Stone Child College are numerous, but the most important ones are these; Native colleges has a unique way of teaching those who wish to work with ethnic groups to look at their world through a different color lens. I firmly believe that I will graduate from Stone Child College with an understanding that I did not have when I started classes here.

The other important reason is that the teaching faculty is the best there is to be had; they are all unique individuals from all walks of life, and very accessible to their students. For me as a returning adult this factor was of tremendous importance, I wish to be a success and these teachers have sent me on my quest, with the knowledge that I can do whatever I chose. Thank you for your support in this matter.

This letter is in full support of House Bill 16.

Sincerely in support, Kathryn R Stahl

A handwritten signature in black ink that reads "Kathryn R. Stahl". The signature is written in a cursive style with a large, sweeping initial 'K'.

C.Felton

1245 11th Street West

Havre, MT 59501

March 9, 2005

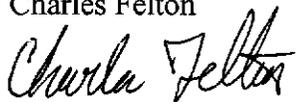
Re: House Bill 16

To Whom It May Concern:

I am writing this letter in favor of House Bill 16, I think that this bill will work for the greater good of the Native American Communities. As a non-native student who had chosen to further their education at a Native American College I should be given the same financial benefits and opportunity as my fellow Native students have when they go to college. My reasons for attend classes at Stone Child College are numerous, but the most imported ones to me are as fellows; metrology and style of teaching is unique and gave me an opportune to look at the world from a different point of view. Because of this I now have an understanding that I would not receive any where else. Another reason is the resources made available to me by the faculty which is second to none; by having a unique group of individuals from all walks of life made readily accessible to the student body. Also as a non-traditional student I found Stone Child College to be very helpful with the process of returning back to school and reaching my educational goals. Therefore I'm a strong supporter of House Bill 16 and ask the committee members to approve it as soon as possible. I thank each and every one of you for taking the time to read my letter concerning House Bill 16.

Sincerely yours,

Charles Felton

A handwritten signature in cursive script that reads "Charles Felton". The signature is written in dark ink and is positioned below the typed name.

Memo

To: Sen. Don Ryan
From: Sheila Stearns, Commissioner of Higher Education
CC: Rep. Rick Ripley, sponsor, HB 16
Rep. Carol Juneau
Date: 3/10/2005
Re: HB 16 information

Based on good questions asked by members of the Senate Education Committee on Wednesday, March 9, I would like to provide you additional information. I asked Rod Sundsted to analyze some of the language that Sen. Mangan asked about. Rod's answer, which is similar to (but better than) mine, is attached below.

I am also attaching up-to-date enrollment data for the tribal colleges, taken from reports to the U.S. Department of Education, to provide more complete answers to questions from Sen. Barkus. I ask that, if it is appropriate, these materials be provided to members of the committee and entered into the record.

Thank you!

Cc: Rep. Rick Ripley, sponsor, HB 16
C: Rep. Carol Juneau

From Deputy Commissioner Rod Sundsted:

Sheila,

I have reviewed the amendments to HB016 and my understanding is summarized below:

The amendments to the introduced bill limit the financial assistance to courses "for which credit is transferable to another Montana college or university". The amendments including this requirement are found in three places in the bill. On page one they are found on lines 20-21 and again on lines 26-27. On page two they are found on lines 7-8. In all three places this transferability requirement includes the language "except as provided in subsection (8)".

Subsection (8) of the bill reads as follows:

"The limit of financial assistance to nonbeneficiary students enrolled in courses for which credit is transferable to another Montana college or university does not apply to a nonbeneficiary student enrolled in a course directly related to a vocational degree program or to a 2- or 4-year degree program or certificate."

My reading of the amendments is that to be eligible for the financial assistance the credits must be transferable to a Montana college or university. However, credits earned by a nonbeneficiary student that is enrolled in a self-contained course of study at the tribal college (vocational degree program or 2- or 4-year degree program or certificate program) are eligible for financial assistance without meeting the transferability requirements in the bill.

Senator Ryan, I believe that the intent of the language is to ensure that funds used for nonbeneficiary students will be for credits and programs that are clearly transferable to units of the Montana University System. I responded in the hearing that all of the tribal colleges have excellent articulation/transfer agreements in place with the units of the University System. In addition, the System is making a concerted effort to ease the transfer process for all students in Montana.

Second, I believe the intention of the language in section 8 of the bill is to ensure that the tribal colleges can use funds for nonbeneficiary students for programs that are self-contained within the colleges, for vocational or other purposes, and not be withheld if those courses have value but may never have been offered or created with the intention of transferability. In short, this provision allows flexibility for the tribal colleges to receive funds for programs, courses and students even if transferability is a question. I interpret the language as further guidance to all of us in post-secondary education to take very seriously the transfer issues faced by students in the two-year colleges. We are making every effort to do so. If I am interpreting the language correctly, I anticipate that when we transfer the funds to the tribal colleges, both parties will sign letters or affidavits of compliance with the intent of the bill.

Montana Tribal College Enrollment

Source: IPEDS

Fall Headcount Enrollment					
	1999	2000	2001	2002	2003
Blackfeet Community College	291	299	341	418	546
Chief Dull Knife College		461	442	268	442
Fort Belknap College	266	295	170	158	215
Fort Peck Community College	370	400	419	443	419
Little Big Horn College	207	320	203	275	394
Salish Kootenai College	1,075	1,042	976	1,109	1,100
Stone Child College	188	38	242	83	434
Total Tribal College enrollment	2,397	2,855	2,793	2,754	3,550

Full Time Equivalent Enrollment					
		2000	2001	2002	2003
Blackfeet Community College		261.0	304.0	365.0	138.5
Chief Dull Knife College		230.0	239.0	156.0	154.5
Fort Belknap College		179.0	120.0	126.0	265.9
Fort Peck Community College		297.0	331.0	343.0	360.8
Little Big Horn College		228.0	155.0	232.0	295.2
Salish Kootenai College		746.0	705.0	790.0	864.6
Stone Child College		29.0	168.0	62.0	87.8
Total Tribal College enrollment		1,970.0	2,022.0	2,074.0	2,167.3

Federal Reserve Bank of Minneapolis

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CommunityDividend

2005 Issue No. 1
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Tribal colleges can be a key to Native entrepreneurship

By Brad Bly

American Indian tribes choose various paths for promoting economic development in reservation communities. Some opt to focus tribal resources mainly on tribally owned enterprises, such as casinos. Others place a prominent focus on the development of small, privately owned businesses. Tribes that follow this strategy seek ways to promote entrepreneurship, defined here as the practice of developing, organizing, operating and assuming the risks of a business. For many, tribal colleges are becoming a vital tool for promoting Native entrepreneurship. Through their curricula, community services and business development initiatives, these tribally chartered academic institutions can play a key role in promoting entrepreneurial ideas and practices.

A dual mission

Over the past three decades, tribal colleges have developed into the main post-secondary educator of Native Americans. They were created to fulfill a dual mission, outlined by the American Indian Higher Education Consortium, a tribal college network: to rebuild, reinforce and explore traditional tribal cultures, using uniquely designed curricula and institutional settings; and to address mainstream models of learning by providing traditional disciplinary courses that are transferable to four-year institutions. ^{1/} The Navajo Nation founded the first tribal college in 1968. Today, there are 31 tribal colleges in 12 different states, and three federally chartered American Indian colleges. Twenty-two are located in the Ninth Federal Reserve District (see the [sidebar](#) below for more information).

Course and degree offerings at tribal colleges are similar to those at any community college. In many other respects, tribal colleges are unique. They address the cultural and spiritual health of their students, fostering a familylike atmosphere and providing personalized attention. Instruction is delivered in culturally sensitive ways. Native languages might be used in the classroom, or the curriculum might highlight examples and case studies that are drawn from Native customs. On many reservations, tribal colleges

double as cultural and community centers. They serve as gathering spots and offer services such as counseling, day care and high school equivalency preparation.

The right mix

Tribal colleges are also unique in having a mix of features that support entrepreneurship. In a 2003 study on Native American entrepreneurship, the Corporation for Enterprise Development (CED) identified several important elements that are necessary to ensure a climate that allows entrepreneurship to flourish in Native communities. They include an information infrastructure, community-driven supports, training, the existence of anchor institutions, and continuous learning.

In their position as academic, cultural and community centers, tribal colleges provide most or all of the elements the CED study identified. Although they are chartered by one or more tribes, tribal colleges try to maintain autonomy from tribal governments and are often among the most stable and politically independent institutions on reservations. They are truly anchors in their communities, providing education, services and access to information technology and other resources.

Building on their strengths as community centers and support institutions, tribal colleges actively promote entrepreneurship in a number of ways. On the academic front, every tribal college offers at least one program of study in business, business administration or business management, with offerings that range from classes to associate and four-year degree programs. The programs cover a range of business topics, from budgeting and accounting to marketing and online sales. Many tribal colleges match their business curricula to existing local economic needs. In doing so, they link entrepreneurship with housing, the environment, health and culture. 21

Beyond education and training, tribal colleges promote entrepreneurship and small business growth in their communities through workshops and leadership development. They deliver technical assistance via small business centers and other outlets. Many of the tribal colleges in the Ninth District maintain community entrepreneurship initiatives that reach beyond their core education programs. A sampling of these initiatives reveals the breadth of entrepreneurship development approaches that tribal colleges pursue.

Ninth District initiatives

A number of Ninth District tribal colleges function as reservation-based business centers, offering students and tribal members access to a variety of resources and technical services that promote entrepreneurship. They also help sponsor the production of business information and technical assistance materials. Blackfeet

Community College in Browning, Montana, houses a Tribal Business Information Center (TBIC). The TBIC provides technical assistance and training to enhance businesses and industries on the Blackfeet Indian Reservation. The center offers counseling and training in general management skills, accounting, marketing, and other areas.

Some TBICs offer support systems and detailed technical assistance to students, alumni and community members who are interested in starting their own businesses. The TBIC at Sitting Bull College in Fort Yates, North Dakota, offers all-inclusive small business support; consultation and mentorship with existing business owners; assistance with preparing business plans and finding appropriate financing, including non-traditional financing; resource manuals and "how-to" books; market research and opportunities to network with business resource providers.

Many tribal colleges sponsor business incubators or small business development centers (SBDC), which hold introductory seminars on starting a business. They also offer valuable small business resources and technical seminars to the surrounding community. Fort Belknap College in Harlem, Montana, hosts an SBDC that provides education, training and technical assistance to community members in order to encourage self-sufficient lifestyles on the Fort Belknap Reservation. Recent events sponsored at the center range from grant writing and strategic business planning workshops to information sessions on software applications and funding. Fort Peck Community College in Poplar, Montana, offers a community business assistance center that is open to the public and provides "one-stop shopping" for the small business in need of help.

On many reservations, the tribal college provides the readiest Internet access. Fort Belknap College's SBDC contains a computer resource library that offers Internet access to tribal members, who can use the technology while learning accounting programs that help their businesses run more efficiently. Similarly, Oglala Lakota College in Kyle, South Dakota, maintains a community library providing business materials, resources and Internet facilities.

In their role as community centers, some tribal colleges host youth activities related to financial education and entrepreneurship. The Lac Courte Oreilles Ojibwa Community College in Hayward, Wisconsin, partners with the reservation's Boys and Girls Club to conduct various asset-building and cultural workshops. These meetings include topics related to entrepreneurship. United Tribes Technical College in Bismarck, North Dakota, offers community financial education programs to both adults and youths to build a foundation of interest in entrepreneurship.

Some colleges have implemented a "hands-on learning" approach to entrepreneurship. Sitting Bull College operates construction and communications supply companies, providing students with hands-on business experience. Tribal colleges also work to build community awareness about entrepreneurship and instill a positive environment for entrepreneurial growth. Turtle Mountain

Community College in Belcourt, North Dakota, hosts an annual small business expo to encourage tribal members to take pride in showcasing their small businesses.

In keeping with their mission of promoting Native American culture, Ninth District tribal colleges educate students on how free market economic principles can coexist with Native traditions and heritage. Salish Kootenai College in Pablo, Montana, and Sinte Gleska University in Rosebud, South Dakota, jointly established the *American Indian Entrepreneurs Case Studies and Curriculum*, featuring materials structured around traditional tribal values. Leech Lake Tribal College in Cass Lake, Minnesota, offers an educational program that combines entrepreneurship with sustainable living. The classes blend traditional and modern activities with holistic ideals that focus on community, family and cooperation.

Banding together

Tribal colleges also recognize the importance of sharing resources and banding together with other tribal colleges and community organizations. In the Ninth District, the majority of tribal colleges are members of the national American Indian Business Leaders program, which provides role models and mentors for future entrepreneurs. One participating college, Fond du Lac Tribal and Community College in Cloquet, Minnesota, sponsors a student business group. Member students learn how to design their own businesses and have opportunities to network with successful American Indian business people and attend national conferences.

Leech Lake Tribal College sponsors an entrepreneurship program that has formed beneficial collaborations with the Minnesota Women's Business Center, Native American Business Development Center, and Leech Lake Economic Development. Eighteen current or potential business owners have received comprehensive training in business planning through this entrepreneurship project, and dozens more have participated in related educational seminars.

A natural fit

As examples from the Ninth District illustrate, tribal colleges use creative means to promote entrepreneurship. Many of their initiatives reach out to the whole reservation community, offering information and resources to all. The inclusiveness of their efforts results from the unique position that tribal colleges hold in many reservation communities. They are often the only local institutions with the independence and capacity to deliver entrepreneurship education and initiatives that meet the needs of a broad population of families, youths, college students, founders of start-up enterprises and owners of established businesses. For tribes that strive to create a community of entrepreneurs, the efforts of tribal colleges are often an essential and natural fit.

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- 1/ *Tribal Colleges: An introduction*, American Indian Higher Education Consortium, 1999, p. A-3.
- 2/ *Tribal College Contributions to Local Economic Development*, AIHEC, 2000, p. 20.

Funding limitations challenge tribal colleges

Tribal colleges are a vital part of many Native communities, but the education, programs and services they offer can only stretch as far as available funds will allow. Tribes are recognized as sovereign nations that fall under federal jurisdiction. As such, states have no obligation to fund tribal colleges that are located on federal trust territory, and the colleges therefore receive virtually no aid from state or institutional sources. These two sources account for 25 percent of aid provided to all U.S. college students. Tribal college students must rely on private and federal sources of aid, which also fund mainstream colleges and favor the institutions that have participated in aid programs the longest. That leaves tribal colleges with a disproportionately small share. Underfunding results in increased tuition costs, making the average tribal college tuition about 30 percent higher than the average tuition at other U.S. community colleges. Funding has been recognized in many recent studies as the biggest obstacle tribal colleges face in ensuring their success and future growth.

Ninth District tribal colleges

Bay Mills Community College
Brimley, Michigan

Blackfeet Community College
Browning, Montana

Cankdeska Cikana Community College
Fort Totten, North Dakota

Chief Dull Knife College
Lame Deer, Montana

Fond du Lac Tribal and Community College
Cloquet, Minnesota

Fort Belknap College
Harlem, Montana

Fort Berthold Community College
New Town, North Dakota

Fort Peck Community College
Poplar, Montana

Keweenaw Bay Ojibwa Community College
Baraga, Michigan

Lac Courte Oreilles Ojibwa Community College
Hayward, Wisconsin

Leech Lake Tribal College
Cass Lake, Minnesota

Little Big Horn College
Crow Agency, Montana

Oglala Lakota College
Kyle, South Dakota

Salish Kootenai College
Pablo, Montana

Si Tanka University
Eagle Butte, South Dakota

Sinte Gleska University
Mission, South Dakota

Sisseton Wahpeton College
Sisseton, South Dakota

Sitting Bull College
Fort Yates, North Dakota

Stone Child College
Box Elder, Montana

Turtle Mountain Community College
Belcourt, North Dakota

United Tribes Technical College
Bismarck, North Dakota

White Earth Tribal and Community College
Mahnommen, Minnesota

