

Native Policy Roundtable

State-Tribal Relations Roundtable Series
North Dakota 2010



North Dakota State-Tribal Relations Roundtable Series

Report & Recommendations

Sponsored by the North Dakota Indian Affairs Commission, Al Nygard Consulting, and the Northern Plains Initiative

Northern Plains Initiative

We are creating a region where people have the opportunity to thrive in the community they choose, where diversity is cherished, the environment is respected, and community pride leads to rooted generations.

The Northern Plains Initiative (NPI) is a regional collaborative housed at Rural Dynamics, Incorporated in Great Falls, Montana. Working in North Dakota, South Dakota, Montana, and Wyoming, NPI seeks to empower a collective voice of hope for the region by cultivating sustainable relationships across borders by cultivating program and policy resources, orchestrating policy roundtables and communications campaigns, as well as providing technical assistance. NPI assumes the role of connector, informer, and advocate for rural and native communities across the region. To learn more, contact NPI@RuralDynamics.org. Visit www.PlainsTalk.org to view our library of work, view other roundtable documents, and learn more about our work across the region.

Al Nygard Consulting/Empowerment First

Al Nygard Consulting (ANC) is a management consulting firm that specializes in culturally sensitive approaches to management, planning, and development. ANC was founded to provide management improvement and specialized analytical services to customers and organizations that wish to improve their operational efficiency and to better understand their customers and how to more effectively embrace them. Additionally, ANC assists non-Native organizations to better understand Native organizations and vice versa. ANC has worked with and/or consulted to nearly 60 Tribal or Native concerns located on 13 reservations in 5 states. ANC has developed a process that empowers Native communities toward action and reducing the effects of poverty with remarkable results. To learn more about the services provided by ANC, visit www.alnygardconsulting.com.

North Dakota Indian Affairs Commission

Created by the North Dakota Legislature in 1949, the North Dakota Indian Affairs Commission (NDIAC) was one of the first such commissions established in the United States. The main goal of the Commission is to improve tribal/state relations and better understanding between American Indian and non-Indian people. Over the years, the NDIAC has tackled many issues including jurisdiction, assimilation, employment, economic development, welfare, discrimination, research, self-determination for tribes and, most recently, gaming. The Commission has evolved as a vital link between the state and tribal nations. The NDIAC continues to address tough issues and to serve as a facilitator for building a better North Dakota through cooperation, understanding, and mutual respect. To learn more about the Commission, please visit www.nd.gov/indianaffairs/.

RDI (Rural Dynamics, Inc.)

RDI has been providing free financial consultations across Montana since 1968. While still providing credit counseling, debt management plans, and financial education services, the organization has expanded partnerships and programs to offer free tax preparation services; Individual Development Account (IDA), matched savings for school or homeownership, programs; policy advocacy work; Bridge to Benefits, on-line and anonymous work support screening tool; and other strategies to help move families to financial security.

Rural Dynamics Incorporated, RDI, works to achieve a vision for our region. This vision was created in partnership with organizations and individuals across the Northern Plains region and reflects our values.

Executive Summaries

Al Nygard, Al Nygard Consulting

Many times human beings have a tendency to take the easiest path. Sometimes that path is not the best path. In our efforts to facilitate these discussions, we shined a light on those paths – state and tribal relationship paths. In some instances we found a path that was unclear. In others we found no path at all. But most frequently we found a single path that was expected to get to all places. In reality, that one size-fits-all approach to Native American issues has hindered efforts on both sides of the issue.

What we illuminated in our four roundtable discussions is the deep need for and desire to understand. State programs and elected leaders need to and desire to understand Native issues and processes. The widespread misunderstanding of Native issues is alarming. On the other hand, Native programs and elected leaders need to and desire to understand Non-Native issues and processes. Communication, understanding, collaboration, and trust are more than just words. Communicating in a way that is meaningful to both sides leads to a deeper understanding; an understanding that broadens our abilities to collaborate and solve complex issues together. Collaborations that; through their sharing and mutual positive impact, generate trust on both sides. A trust developed and maintained that is so respectful that communication is candid and meaningful to both sides.

In the pages that follow, you will find many opportunities to communicate, understand, collaborate and trust. Some of the issues are complex and some are not. But the opportunities are there if we only begin. We also try to identify the best practices that are making a positive impact. They are important in that they allow us to see and embrace innovation. There is no one-size-fits-all with regard to state and tribal relations. All there is are ample opportunities – opportunities for communication, understanding, collaboration and building trust.

Scott Davis, North Dakota Indian Affairs Commission

The North Dakota Indian Affairs Commission, in partnership with ANC/EF and NPI, held a series of statewide round table discussions. Topics of discussion were the basic everyday issues we all face as tribal members and citizens of North Dakota. Issues of economic development, health services, education, social services, youth, elderly, veteran's programs, tourism, foundations, urban and rural issues and so forth.

What I found the most intriguing is that we still have some misconceptions about each other. We assume or pretend we know about each other or when we don't we develop empathy. North Dakota and the Tribes have never had a venue or diplomatic facilitation when it comes to educating each other of who we are. I think the roundtable discussion was a beginning of what needs to happen. A continuance of the open and honest dialogue. Some say North Dakota is not ready for these discussions, I say when or how will we know until we try? The only way we are to understand each other is to simply ask. And I think these roundtables proved to be a playing field for that open dialogue.

Once we begin to understand the "basics," we then build trust with each other and soon find we do indeed have some commonalities and of course differences. But overall we've established a foundation that we continually build upon and share with future generations. I think it's very important to note that the Governor and his administration fully support these roundtables and have allowed my office to engage and continually strategize on how we can strengthen tribal-state relations. We as a state are far ahead in the relations we've established compared to other states, because our Governor believes in creating and sustaining those opportunities.

Christina Barsky, Program Director of the Northern Plains Initiative

In 2009 the Northern Plains Initiative embarked on a series of roundtable discussions throughout North Dakota, South Dakota, Montana, and Wyoming. With the goal to bring together state and Tribal leaders, nonprofit workers, business owners, and stakeholders, this series of conversations framed an agenda for policy makers to take forward into their respective legislative sessions.

As a result of the 2009 roundtable series, the Northern Plains Initiative produced a document outlining the goals and policy prescriptions arrived at by participants. It was always the hope of the organizers that the conversation would not stop there. It was with great honor that the Initiative joined partners Al Nygard of Al Nygard Consulting/Empowerment First and Scott Davis of the North Dakota Indian Affairs Commission to continue the conversation and delve deeper into issues of American Indian policy in the state of North Dakota throughout the summer of 2010. This document is the result of conversations hosted in Bismarck, Minot, and Devils Lake; four separate events at which difficult conversations concerning justice and safety, education, health, transportation, and many others were addressed.

Participants were candid and open to discuss deep and historic issues. One conclusion boiled to the surface—the answer to issues of policy and state-tribal relations can be found within us, and within our people.

It has been with great privilege we have participated in these conversations; ready to understand the unique circumstances that guide tribal policy and mitigate relationships between state governments and our first peoples.

Setting the Stage

Introduction, Al Nygard

“Our purpose in holding these roundtables is to revisit the first American Indian Policy Roundtable held in Bismarck in 2008, which centered on state-tribal relations. Then, we posed the same question we will pose today: What we can achieve better together? And how are we dependent on each other’s success?

For various reasons, we were unable to gain traction on some of the issues—but now is the time to come back and see what can be done now. We are returning with renewed energy and determination—in a more diffuse process—seeking to identify what has improved, what continues to require our attention, and what new areas must be addressed.

Looking to the 2008 American Indian Policy Roundtable publication, we have even more than what we came here with. There, we find discussions on education, health, economic development, the environment, education, and so on.”

Updates on the policy recommendations outlined in 2008:

- Uniform Commercial Codes have been passed on Spirit Lake, and others, and New Market Tax Credits are happening;
- The discussion surrounding a Tribal Liaison position within state agencies was deepened and broadened. As a result of the last legislative session, it was highly encouraged that there be a liaison position within all areas of state government to mediate state-tribal government relations;
- Environmental regulations are being revised and deepened to protect tribal lands;
- There is broader cell phone coverage in more areas, and more attention is being paid to the telecommunications in rural and tribal areas of the state;
- Emergency service capacity continues to be an issue;
- Increased support for rural healthcare providers is also an ongoing target;
- First responder training for state and tribal police officers is occurring more and more;
- In the realm of agriculture and natural resources, technical assistance to tribal and small farmers is growing, although more resources are needed;
- More attention and innovation is being given to developing cooperative models on reservations; and
- Memorandums of Understanding (MOUs) on how to develop and utilize tribal land and resources—parks, agriculture, and natural resources—have been developed. There are a number of MOUs in place between the state and tribes. Among them are:
 - The state has various tax agreements with Three Affiliated Tribes, Spirit Lake, and Standing Rock Sioux tribal governments
 - North Dakota has gaming compacts with Sisseton Wahpeton Oyate, Spirit Lake, Standing Rock Sioux, Three Affiliated Tribes, and Turtle Mountain Band of Chippewa tribal governments.
 - There are Tribal-State Foster Care Agreements with Three Affiliated Tribes , Spirit Lake Tribe, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Tribe.

- The Department of Transportation has an MOU with Spirit Lake Nation regarding funding for highways within the reservation.

Coming back to these discussions in 2010, the following issue areas were selected:

1. Law and Justice
2. Health and Human Services
3. Transportation
4. Agriculture, Fish & Game, Tourism, Parks & Recreation
5. Urban/Off-Reservation Indian Issues
6. Education
7. Economic Development

Looking to the 2009 report from North Dakota KIDS COUNT, we can glean from the definitions and data provided precisely why these issues are of importance. Among the first things established in the report is the political status of American Indians.

“Every American Indian in North Dakota is a citizen of the state, of the United States, and of his/her tribe, which is considered a sovereign nation. The U.S. federal government currently recognizes over 500 tribes. Tribes have unique status by virtue of the treaties they have with the U.S. federal government, as well as laws, Supreme Court decisions, and Executive Orders that have been created. Each tribe’s history, culture and tribal governance is unique.”¹

Dividing North Dakota into three geographic areas, we find metropolitan (population of 50,000+), micropolitan (population ranging 10,000-49,999), and noncore (less than 10,000) areas. Given these parameters, according to a 2004 report from the Rural Policy Research Institute, Native Americans in North Dakota represented 2.3 percent of the metropolitan population, 2.2 percent of the micropolitan population, and 11.7 percent of the noncore population. In the four counties of Sioux, Mountrail, Rolette, and Benson (which largely contain the four reservations), Native Americans accounted for over 30 percent of total population. In Sioux and Rolette Counties, Native Americans make up more than 70 percent of total population.

In 2009 American Indians and Alaska Natives (AIAN) were reported to constitute 5.6% of the total population in North Dakota.²

To gain even clearer, more current, demographic information, the following enrollment figures were compiled:

Mandan, Hidatsa, & Arikara Nation (Three Affiliated Tribes)

11,991 - Enrolled members (MHA Enrollment Office, November 2010)

Spirit Lake Tribe

6,650 - Enrolled members (Spirit Lake Enrollment Office, 2009)

Standing Rock Sioux Tribe

14,913 - Enrolled members (Standing Rock Enrollment Office, November 2010)

8,654 - Total population on Standing Rock Reservation (ND & SD) (Enrollment Office, Nov 2010)
 3,503 – Total reported off-Reservation (Enrollment Office- Nov 2010)

Turtle Mountain Band of Chippewa Tribe

30,981 - Enrolled members (Turtle Mt Enrollment Office, November 2010)
 12,518 - Total population on Turtle Mountain Reservation (Enrollment Office, Nov 2010)
 18,463 – Total reported off-Reservation (Enrollment Office, Nov 2010)

Trenton Indian Service Area

Serves 3,200 people (TISA, November 2010)
 864- Enrolled Turtle Mountain Chippewa members (TISA, 2010)
 18,463 – Total reported off-Reservation (Enrollment Office, Nov 2010)

Sisseton-Wahpeton Oyate Tribe

12,852- Enrolled members (Sisseton-Wahpeton Oyate Tribe, Feb 2011)
 5,454- Total population on reservation (Sisseton-Wahpeton Oyate Tribe, Feb 2011)

These figures help convey the true size of the Tribal Nations in North Dakota, as well as how many live on or off the reservations, where tracked.

Looking at age demographics, more than two in five American Indians (41.4%) in North Dakota were younger than age 20 in 2004.³ Further findings reveal that **three in seven American Indian children reside with a single parent**, and that **those of age 18 and younger have poverty rates more than four times as high as non-Native children in North Dakota.**⁴ Although the youth were not isolated as a category for discussion at the roundtables, concern for their needs and their engagement was present throughout.

In educational attainment, American Community Survey data from 2005 demonstrate the following for American Indian/Alaskan Natives ages 25 and older by gender, in North Dakota and the U.S. as a whole.

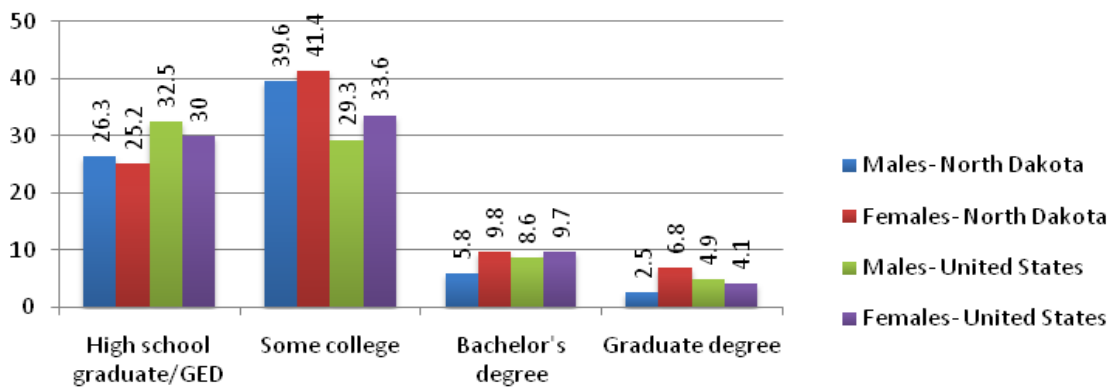


Figure 1. Native American Educational Attainment, State & National (% of Total Population), 2005

North Dakota (Total Population)	High school graduate/GED	Bachelor's Degree or higher
Males & Females Age 25 and older	89%	26%

Table 1. Educational Attainment in North Dakota (% of Total Population), 2006-2008⁶

Among male and female Native Americans in North Dakota, an average of 25% graduated high school or obtained a GED (89% statewide) and 6% obtained a Bachelor's degree or higher (26% statewide).

Unfortunately, such gaps in education between American Indians and the total population (both in North Dakota and nationally) have contributed directly to their decreased economic opportunity.

In 2003, the highest poverty rates in the state (reporting over 20 percent in poverty) were in three of the four counties containing reservations: Rolette, Benson, and Sioux. The overall poverty rate in North Dakota that year was 10.5 percent. Moreover, these same three counties have been classified as “Persistent Poverty Counties” by the Economic Research Service, as measured by their poverty rates over last four censuses in 1970, 1980, 1990, and 2000.⁷

With regards to income, Benson and Sioux Counties' incomes were less than \$20,000 per capita in 2004—with Sioux County's average being the least in the state, at \$16,448 per capita.⁸ The statewide per capita income in 2004 was \$29,494 (\$31,648 per capita in metro portions / \$27,651 in nonmetro portions).⁹

It is precisely such socioeconomic disparities between North Dakotans and their American Indian counterparts that prompted our policy roundtable in 2008—and now again in 2010. **With the continual growth of Native American populations in North Dakota, it is imperative that the State and Tribes work together in mutual advancement.** As Nygard shared at each meeting, “It takes a lot of partners to do this work, and there are a lot of issues.” And countless partners came to the table—from state agencies such as the Department of Human Services, Corrections, Tourism; from Tribal Councils and programs such as Tribal Employment Rights Office; from federal agencies; from the North Dakota university system; and more. It was evident that each group in each setting across North Dakota was eager to effect positive change for Native people through increased communication, cooperation and trust between the state and tribes.

Having completed the four roundtables, and profiting from the combined presence of over 80 participants in Bismarck, Minot and Devils Lake, this document has been compiled to share the learning, to continually engage people in the conversation on state-tribal relations, and to keep us on task with the recommendations herein.

Recommendations at a Glance

Law and Justice

1. State-Tribal collaboration to implement an extradition system for apprehending fugitives on or off-reservation.
2. Utilize schools as juvenile service hubs.
3. Have training and professional development to aid tribal court functioning.
4. Return to a “Cultural Court”-type system to mediate civil issues among Natives—emphasis on requiring service rather than sentencing jail time.
5. Change the fear of asking the “dumb” questions. Through silence, we will never gain cultural understanding between the state and tribes.
6. Establish Memorandums of Understanding (MOUs) and contingency plans regarding natural disasters (e.g. the flooding of Missouri River or Devils Lake) and resource use.

Health and Human Services

1. Have a Bureau of Indian Affairs (BIA) and Indian Health Services (IHS) Training with Tribal, State and County employees.
2. Place tribal liaisons in federal and state agencies, and on behalf of tribal agencies
 - a. Approach legislation together, synchronize efforts;
 - b. Foster consistent communications; and
 - c. Reinforce sustainable relations through a jointly shared strategic plan that will withstand administrative turnover.
3. Work with Housing and Urban Development (HUD) and other state agencies to fund the development of safe and affordable housing on reservations.
4. Raise awareness of health disparities through media campaigns and local initiatives aimed to reverse negative trends.
5. Promote telemedicine through dental buses and the expansion of broadband access on reservations.
6. Expand Medicaid enrolment through greater outreach and education.
7. Bring the Department of Human Services (DHS) and Indian Health Services (IHS) into greater communication with one another.
8. Devolve more control of IHS to local stakeholders, as well as pursue 638- Self-Determination to establish tribally-owned health clinics.

Transportation

1. Develop and implement mechanisms for crash reporting.
2. Create cooperative agreements and MOUs between state and tribes for cross-deputization and other matters of law enforcement.
3. Have the state, county and tribes collaborate on busing/transit systems between rural and urban centers.
4. Institute a regional dispatching system.



Agriculture, Fish & Game, Tourism, Parks & Recreation

1. Produce a matrix or more MOUs and compacts to clarify roles, responsibilities, and opportunities for the state and tribes in these industries.
2. Have clearinghouses and points of contact for both parties, such as Scott Davis with the North Dakota Indian Affairs Commission (NDIAC).
3. Build capacity for enforcement of regulatory laws on reservations.
4. Increase investment in tourism, as it is the 3rd highest grossing economic activity in the state.
5. Tribes should partner with the state through Advisory Councils and/or coalitions to maximize opportunities in tourism.
6. Incentivize internship opportunities in the tourism and natural resource industries by offering college credit.

Urban/Off-Reservation Indian Issues

1. Secure greater Native representation in state government.
2. Locate more sites of interaction between White and Native populations (Powwows, festivals, cultural events) as a means of bridging cultural understanding.

Education

1. With almost 90% of teachers being non-Native, there is a need for more Native representation, cultural understanding, and engagement in the community.
2. Increase scholarship amounts for Native students in proportion to the rise in tuition costs.
3. Create a Native liaison position in the education system.
 - a. Language preservation as a key component of their work.
4. Revive organizational involvement in the North Dakota Indian Education Association.
5. Recognize that boilerplate, one-size-fits-all approaches to learning are a huge disservice to Native and non-Native children across the state, and modify accordingly.
6. Create local Advisory Councils to communicate opportunities in rural and Native communities—aligned with the desire to “grow our own” leaders.
7. Strengthen curriculum and develop a tribal reading list.



Economic Development

1. Create banker and investor relationships to ease access to capital loans.
2. Connect entrepreneurs with business incubators, plan development, and start-up curriculum for management skills, financing, communication skills, investment knowledge, and ethics.
3. Utilize the Tribal Employment Rights Offices (TERO).
4. Ensure the provision of affordable rental housing when attracting professionals to (or developing professionals within) a community.
5. Adopt and implement Uniform Commercial Codes (UCC) for North Dakota's tribes.
6. Host quarterly summits for tribal economic development planners.
7. Secure long-term funding for job program sustainability.
8. Have Big Brothers & Sisters Clubs on reservations to focus efforts on youth mentorship.
9. Arrange State visits to each individual reservation for cultural learning and relationship building with the tribes.
10. Assess the cooperative framework and its utility for North Dakota's reservations.
11. Assemble Consortiums to fill in the gaps. Tribal Councils cannot do everything, and a Consortium may prove a more consistent liaison with state agencies, working to the side of tribal governments.
12. Work to bring Community Development Financial Institutions to reservation communities.

Seven Issue Areas

Law and Justice

Overview

As was the case in many of the issue areas, among the first barriers cited by participants was geographic—and for U.S. Probation and Parole, this relates their difficulties transporting clients to treatment and having service offices operating widespread across the reservations. The second greatest barrier involved jurisdiction. For both state and tribal courts, apprehending offenders when they escape *to* the reservation or *off* the reservation for protection from the law is a constant challenge. As nearly 46% of the caseload for State Probation is Native (according to representatives), communication and collaboration between the state and tribes is essential for effective law enforcement.

While constituting little over 5% of the total population, Natives represent 20% of those incarcerated.¹⁰

“Our mission is community safety—and that includes all communities.” Lack of consistent enforcement has lent itself to crime surges—both violent and drug/addiction-related. On the Standing Rock Reservation, which spans 2.8 million acres, there are only 12 officers and oftentimes, only 2 are on duty. To coordinate efforts, consistent communication is essential. However, turnover of tribal governments every 2 years or so has been a continual source of frustration.

In Devils Lake, the discussion focused on tribal courts and perceptions of their efficacy. **The tribal court system is 30-35 years old and is in the process of maturing.** Not only must the system bear the burden of growing pains, but also issues of sovereignty, jurisdiction, and trust. NDIAC Director Scott Davis raised the importance of the new Tribal Law and Order Act that was recently signed, and questioned whether tribal courts are prepared for this new level of authority and the influx of new cases? ***“Are we ready to exercise our sovereignty?”*** Recognizing the ebbs and flows of consistent law enforcement, Davis further asked, “Can we tax ourselves to create our own standing law enforcement base so we can police ourselves?”

Discussion on “exercising sovereignty” touched on the historic tension between collaboration versus insulation, and it was emphasized that connectivity and a systems approach to change is imperative. It is not a lack of willingness, but a lack of knowledge. **The Tribes say, “They don’t understand us, and they don’t even try” –whereas the State says, “We want to understand, but no one will help us.”**

Across the state, the recurrent themes discussed in this issue area centered on: trust, communication, education, enforcement (jurisdiction, consistency), capacity (overwhelmed), sovereignty and plenary power, reciprocity and respect, and collaboration (locally, and between tribes & states).

Best Practices

- The Parshall Resource Center is accomplishing great work in treatment services despite struggles with secure funding.
- State and Federal Probation are moving towards “evidence-based practices” to elevate what is working in Indian Country.
- As a component of the recent Tribal Law and Order Act, there will be recruitment of locals to steer and engage in law enforcement.
- When Native foster children have been placed with Caucasian families because no Native families were available, there has been a good deal of success in educating the families about the needs of Native children.
- Although the rates of recidivism among juvenile offenders are high, a new re-entry program at Devils Lake is providing a structured environment and is showing good promise.
- State Probation is developing a program to work alongside and better prepare Native families for re-entry. PRIDE Program: a child support initiative for fathers.

- As a part of the Sentencing Disparity work undertaken by the Commission led by Judge Foughty, they are assessing the needs of people who are exiting the court system and re-entering.
- Several MOUs/MOAs/Signed Agreements between the State and Tribes puts North Dakota ahead of most of the Nation.

Recommendations

1. State-Tribal collaboration to implement an extradition system for apprehending fugitives on or off-reservation.



2. Utilize schools as service hubs. The Rolette County Alternative School Consortium created a truancy network, gave immunizations, provided a day treatment program, and became the funding agent for Healthy Steps (Children’s Health Insurance) and Head Start Programs.
3. Have training and professional development to aid tribal court functioning.
4. Return to a “Cultural Court”-type system to mediate civil issues among Natives—emphasis on requiring services rather than sentencing jail time.
5. Change the fear of asking the “dumb” questions. Through silence, we will never gain cultural understanding between the state and tribes.
6. Establish MOUs and contingency plans regarding natural disasters (flooding of Missouri or Devils Lake) and resource use.

Health and Human Services

Overview

Due to the geographic remoteness of reservation communities, access and transportation to health care proves a continual challenge. Moreover, there is immense difficulty in recruiting and retaining providers on reservations.

Health Insurance Status by Race in North Dakota: “Native Americans (31.7 percent) are far more likely to be uninsured than Whites (6.9 percent).”¹¹

However, many of those who constitute this statistic for Native Americans are eligible for Medicaid enrolment. According to representatives from the DHS, North Dakota’s Medicaid program will expand anywhere from 30-50% as a result of national reform.

Lack of clarity in navigating the health system and understanding the “processes” of the BIA, state, county, and federal “hoops” only serve to hinder the delivery and attainment of services. As such, health care is namely sought in emergencies rather than in a preventative manner—translating to a higher cost burden. **Given that federal rules do not fit the needs or desires of tribal communities, and as there is a vocal frustration with the complexities of Indian Health Services, it was advised that North Dakota Tribes move towards Self-Determination (638) in the provision of health services.**

When looking at National Health Statistics Reports, demonstrably high rates of obesity, diabetes, and heart disease among American Indian/Alaskan Native (AIAN) populations reveal a need for sustained focus on prevention education and care in these areas.¹²



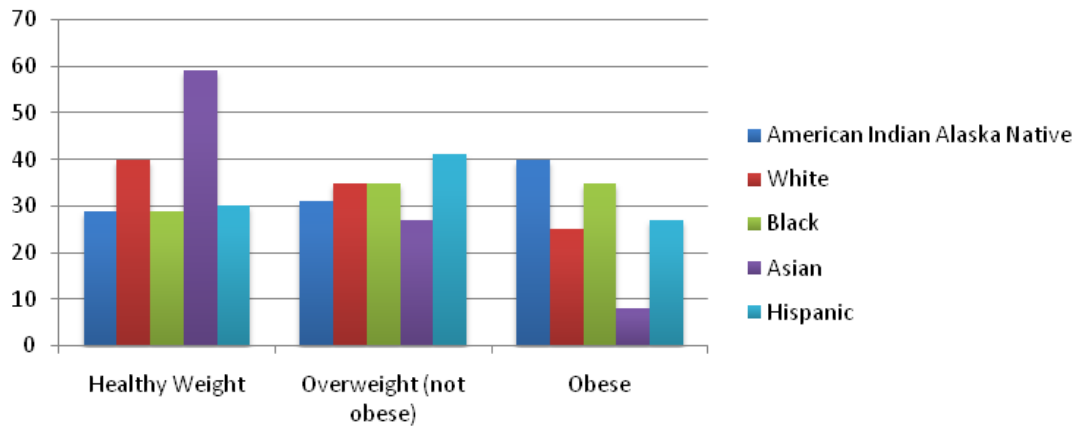


Figure 3. Percent distribution of body weight status for adults aged 18 years and over, by race and ethnicity: United States, 2004-2008.

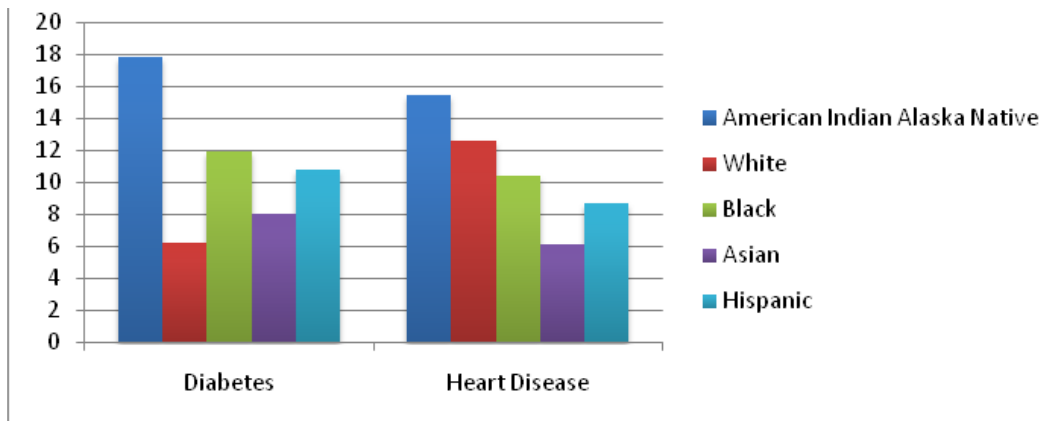


Figure 4. Percentage of adults aged 18 years and over who have ever been diagnosed with diabetes, and percentage of adults aged 18 years and over who have ever been diagnosed with heart disease, by race and ethnicity: United States, 2004-2008.

Among the greatest concerns was the growing rate of youth suicides. Real statistics are not known or shared, and as one participant asserted, “In the Native world, we have the propensity to cover things up, but at home we know what is going on.” **The tide must turn towards raising awareness about health disparities and locating means to heal communities.** Telemedicine was perceived to have great potential for facilitating outreach and awareness, but broadband is sparse among reservations due to barriers related to access, infrastructure, and accessibility.

Homelessness and foster care were also addressed, as 37% of caseloads in the foster system are Native children (according to representatives). Participants spoke of the informal network of foster care and homelessness in Native communities, where children that go to a house every night that is not their home—6 weeks with grandma, 3 weeks with an older sibling, 5 weeks with an aunt, etc. “We are very strong in family but our families are broken,” as one participant expressed. **The availability of tribal housing is a growing concern, as waitlists now easily exceed 300 people.** With existing housing deteriorating, the unfortunate reality is that the cost to build new housing often supersedes the land’s appraisal, resulting in an equity gap.

With an aging Baby Boomer generation, several participants expressed concern for the state of in-home care programs. There needs to be a concerted effort to develop a system of services for this generation of elders so that they may receive appropriate care and age with dignity.

Best Practices

- On Standing Rock, there are suicide prevention wristbands (like Livestrong) with hotline numbers for increased awareness of the epidemic and means to combat it.
- Spirit Lake has an in-home care program whereby CNAs are self-employed and receive reimbursements from the State. "A model program for other rural and Native communities."
- The Department of Health Services has undertaken a study of health disparities.
- There is an InMed program at the University of North Dakota, but in-state students are underrepresented.

Recommendations

1. Have BIA/Indian Health Services (IHS) Training with tribes, state and county.
2. Gain greater understanding of 638- Self Determination and how to maximize its use in the area of health care delivery.
3. Need outreach and education to expand Medicaid enrollment on reservations.
4. Place tribal liaisons in federal and state agencies, and on behalf of tribal agencies
 - a. Approach legislation together-synchronize efforts;
 - b. Foster consistent communications; and
 - c. Reinforce sustainable relations through a jointly shared strategic plan that will withstand administrative turnover.
5. Work with Housing and Urban Development (HUD) and other state agencies to fund the development of safe and affordable housing on reservations.
6. Raise awareness of health disparities through media campaigns and local initiatives aimed to reverse negative trends.
7. Promote telemedicine through dental buses and the expansion of broadband access on reservations.
8. Expand Medicaid enrollment (through one stop shops).
9. Bring DHS and IHS into greater communication with one another.
10. Devolve more control of IHS to local stakeholders, as well as pursue 638- Self-Determination to establish tribal-owned health clinics.

Transportation

Overview

Transportation remains an issue for rural and reservation communities as much now as it did a decade ago. In a survey of more than 1,200 households (including seven tribes in North Dakota, Minnesota, Wyoming, Utah and Colorado) undertaken by the University of Minnesota in the early 1990s, results revealed that:

- 25% of respondents had lost a job because of a transportation problem

- 36% of respondents had turned down a job because of a transportation barrier
- 29% of respondents claimed that a health crisis requiring medical attention had created a transportation problem; and
- 27% of respondents indicated they had lost an opportunity for education because of a transportation problem.¹³

Maintenance and improvement of roads is also a major concern, as it is a matter of safety. **Native Americans particularly have the highest risk of motor-vehicle related death of all ethnic groups; for this group with ages between 4 and 44, motor-vehicle related injuries are the leading cause of death.**¹⁴ Among the tribes in neighboring South Dakota, only 52 crashes out of 737 crashes were reported to the state in 2005. The largest number of crashes reported included fatalities.

Thanks to a series of Road Safety Audits performed by the Federal Highway Administration, the Standing Rock Sioux Tribe identified three necessary improvements for the safety of drivers:

1. Reducing the speed limit from 65mph to 55mph;
2. Adding turning and acceleration lanes; and
3. Installing roadway lighting.

The tribe now participates in meetings with the state to ensure that tribal considerations are factored into State Transportation Improvement Programs. Another safety improvement that has resulted from better communication between North Dakota and the Standing Rock Sioux Tribe is the installation of centerline rumble stripes and shoulder rumble strips on Highway 1806, south of the community of Mandan, ND.¹⁵

When it comes to these infrastructural needs, these jurisdictional challenges between the State, Bureau of Indian Affairs (BIA), the county, and tribes can only be facilitated through increased communication and collaboration between the parties involved.

Best Practices

- Former Governor, now U.S. Senator, John Hoeven and former Three Affiliated Tribes Chairman Marcus D. Levings signed a continuation agreement of the State-Tribal Oil and Gas Tax Agreement—the revenue from which has assisted with funding the improvement of the TAT Roads System.
- Partnerships between the Tribal Technical Assistance Program and the North Dakota Department of Transportation
- Programmatic Agreement between the North Dakota Department of Transportation and nine tribes in eastern Montana and North Dakota regarding implementation of Tribal consultation requirements of the National Historic Preservation Act for the Federal Transportation Program in North Dakota.¹⁶

Recommendations

1. Create and implement mechanisms for crash reporting.
2. Create cooperative agreements and MOUs between state and tribes for cross-deputization and other matters of law enforcement.



3. Have the state, county and tribes collaborate on busing/transit systems between rural and urban centers.
4. Institute a regional dispatching system.

Agriculture, Fish & Game, Parks and Recreation, Tourism

Overview

Agricultural programs in North Dakota are incredibly diverse. At the first roundtable in Bismarck, it was discussed how there is a need to maintain the quality of lands, Native grass, and plants, and to retain acres for non-development. Participants expressed a desire for more cooperatives—as this would have not only the benefit of marketing opportunities, but it would also help to decrease competition and volatility over land management. There were explicit concerns about degradation of natural resources (e.g. overgrazing, erosion) and desires to promote non-consumptive uses (e.g. birding and eco-tourism).

With tourism, it was noted that there is immense opportunity for every tribe, especially with vacationing Europeans, to maximize on the Cowboy and Indian fascinations. **In 2009, Standing Rock hosted 380 European tourists.** In the interest of maximizing this opportunity, it was recommended that each tribe have a Tourism Liaison so that cultural events such as Powwows and other ceremonies are marketed adequately and appropriately.

Tourism: The Bottom Line

Measurement	2008	2006	% Growth	Perspective
Economic Value				6.1 million overnight visitors and 9.2 million day trips to North Dakota generated <i>\$1.27 billion in economic value</i> for the state in 2008
• Core Tourism*	\$939 M	\$848 M	10.7%	
• Total Impact	\$1.27 B	\$ 1.23 B	3.4%	
Wages and Salaries				Average Annual Tourism Wages are about \$23,000.
• Core Tourism*	\$552 M	\$498 M	10.9%	
• Total Impact	\$760 M	\$750 M	1.4%	
Employment				<i>1 out of every 12 North Dakotan worker owes his/her job to tourism.</i>
• Core Tourism*	24.9	23.6	5.8%	
• Total Impact	31.2	31.2	0.1%	
Taxes- Total Impact	\$370M	\$374M	-1.1%	If tourism didn't exist, each household would pay <i>an additional \$646 in taxes</i> to maintain the current level of tax receipts.

Table 2. Source: *IHS Global insight*, visitation totals provided by Longwoods International¹⁷

*Core Tourism is defined as the industries directly providing goods & services to the visitor, such as restaurants. Non-core tourism represents those industries that supply goods & services to the core tourism providers.

By and large, participants embraced tourism as “an opportunity for education that interfaces with every aspect of reservation life. We are educating our own about cultural history just as much as the visitors. Moreover, it is economic development.” As participants asserted, **with tourism as the 3rd highest grossing economic activity in North Dakota (above even the energy industry), there is a need to look at how the State and Tribes are investing in it.** According to Phil Baird of the Cowboy Hall of Fame, there are “pockets of passion” within the industry, but there is a need for consistent interest and

investment in a fuller variety of tourist opportunities.

The North Dakota Historical Society is currently working with NDIAC to form an Advisory Council to ensure accurate and appropriate information at their new Heritage Center. As Al Nygard noted, if there is a desire for “Our story, from our perspective, in words that we use,” then Native people must get involved and deepen cultural and historical understanding.

Best Practices

- Cowboy Hall of Fame, with its encouragement of Native contributions, has received great recognition and success as a tourist attraction.
- The state has invested millions in the development of the North Dakota Heritage Center.
- The increased number of Europeans visiting North Dakota’s reservations, e.g. Standing Rock hosting 380 tourists in 2009.
- Tourism Alliance Partnership (TAP), headed up by Dana Bond of Clearwater Communications
- The Historical Society’s formation of an Advisory Council to ensure accurate and appropriate information at their new Heritage Center. They also actively raise awareness of their programs in schools, K-12.

Recommendations

1. Produce a matrix or more MOUs and compacts to clarify roles, responsibilities, and opportunities for the state and tribes in these industries.
2. Have clearinghouses and points of contact for both parties, such as Scott Davis with the North Dakota Indian Affairs Commission (NDIAC).
3. Build capacity for enforcement of regulatory laws on reservations.
4. Community guidance and ownership of tourist opportunities on reservations.
5. Increase investment in tourism, as it is the 3rd highest grossing economic activity in the state.
6. Tribes should partner with the State through Advisory Councils and/or coalitions to maximize opportunities in tourism.
7. Incentivize internship opportunities in the tourism and natural resource industries by offering college credit.

Urban/Off-Reservation Native Issues

Overview

The overriding issue perceived as a barrier to urban Indians is discrimination based on hardened stereotypes. These prevailing biases have affected education and employment opportunities, law enforcement, and community relations. To lay the foundation for change, there needs to be more venues for interaction between cultures; Native Americans and Whites need to be visibly working together, celebrating together.

To encourage Native leadership there is a need for mentors, or “Dream Leaders.” In 2009, of the total population of 646,844 in North Dakota, 36,223 (5.6%) are Native American (one race or in combination), and yet there is only one Native representative in state government.¹⁸

In the past, there have also been concerns with the ways in which off-reservation Indians are represented by their respective reservation-based governments. The most prominent example of this was in 2002, when sixty members of the Black Hills Coalition of Standing Rock Enrollees filed a class action lawsuit against the Standing Rock Sioux Tribal Chairman and Tribal Council alleging that the Tribe had denied its urban-based members access to federal funds as well as revenues from the Tribe's two casinos.¹⁹

The transient nature of Native Americans in the state poses a unique challenge in areas of employment, education, health care, housing, and the ability of Tribes to “connect” with an ever shifting population.

Best Practices

- The Three Affiliated Tribes Business Council planned informational meetings in three North Dakota cities and the Minneapolis area for tribal members living off the Fort Berthold Reservation in March of 2010.²⁰
- The Three Affiliated Tribes are establishing tribal satellite offices in Fargo and Bismarck to assist tribal member in those cities.
- The State-Tribal Relations Committee convenes their meetings on each reservation.

Recommendations

1. Secure greater Native representation in state government.
2. Locate more sites of interaction between White and Native populations (Powwows, festivals, cultural events) as a means of bridging cultural understanding
3. Expanding the visibility of Native Americans as an in-state tourist opportunity.

Education

Overview

In the area of education, participants grappled with questions as to why reservation-based schools consistently struggle to meet the standards of the Average Yearly Progress (AYP) report are on reservations. Among the answers supplied were: staff turnover, uncompetitive teacher salaries, and a need for culturally-based teaching (more hands-on, experiential). One of the greatest setbacks



to education on the reservations was its hidden cost. On reservations, many schools bear the costs of late buses, food services, etc. Perhaps the most startling statistic shared was that **it costs over \$10,000 to educate a child on the reservation— as opposed to an average of \$5,000 per child statewide.**

One of the recurrent concerns across the state was truancy. **It was shared that in 2008-2009, the non-Native high school graduation was 90% and the Native rate was 58%.** At the university level, there is no data collected to demonstrate the issue of Native retention; currently, these students fall through the cracks untracked. It was recognized, however, that more than an

issue of adaptation to a new environment, difficulties retaining Native students in the university system is symptomatic of the barriers of daily life challenges - a car breaking down, child care expenses, juggling work schedules, etc.

Despite any scholarships available, these are solely for the cost of tuition, books and housing - not to help weather life's crises. Moreover, scholarship amounts that currently exist have not increased in accordance with inflationary tuition rates. Participants discussed the need for increased tuition waivers, the extension of in-state tuition to Standing Rock tribal members living in South Dakota, and maintaining adequate budgetary resources so that innovative programs and initiatives are not lost.

The University system acknowledges the need to highlight innovative means for incorporating Native Studies into existing curriculum (e.g. reading works of Native American author and filmmaker Sherman Alexie in Bismarck schools). Currently, Education majors are not required to take any Native Studies courses—and therefore feel unprepared when working in a multicultural classroom setting. There is only one 3-credit course of Native diversity, which attempts to teach the history of every tribe in North Dakota—and other cultures from around the world—over the span of one semester. For Native students, it is especially important to integrate cultural learning, as studies have shown that **when people have a strong sense of community, history, and identity, they are more likely to succeed academically.**

Participants also looked at ways to engage students at a younger age—working with high school sophomores and juniors to prepare them for university and scholarship applications. At the same time, once higher education is gained, there needs to be effort on the other end, post-graduation, to secure career placement. As one participant shared, “Even when students get to school, and finish, students go to the unemployment line. We need to give students the tools. How do you teach a person to be more outgoing when the culture says to be humble? You have to go with them on the journey so they know how to go and step out and be assertive and get the tools for themselves. I believe the answer is in the people.”

Instilling this belief in success was discussed at length. With regards to the tools needed for success in the professional world, Al Nygard shared his concept of masks. “We aren't changing ourselves fundamentally; masks are simply how we protect ourselves as human beings. They are the facades we wear to be successful in the non-Native world. What we need to do is find those Natives who wear masks effectively and hold them up as role models to our communities and demonstrate how they are successful in navigating that world.”

At the final roundtable in Bismarck, the group highlighted resources available to Native students in urban settings—namely Bismarck. The Bismarck school system has Native-specific counseling for its students. There is also a training offered by the United Tribes Technical College (UTTC), but beyond the teachers who attend, the administrators need the benefit of this cultural understanding course. Through the Bismarck Public Schools, there is a Sheltered Journey Program, which is a federally-funded grant program aimed at improving academic proficiency for eligible American Indian students. It works in collaboration with the Bismarck Public Schools' Indian Education Program and ASSIST Program. The ASSIST Program, or the American Indian Student Special Issues Strategic Team, is an ad hoc task force developed to address the various needs of American Indian students, whether it is academic, social/behavioral, cultural, or other. The Essential Understandings Training provides basic knowledge for all learners so that they might be able to critically address issues about and with Native Americans. In the training, participants learn of the diversity of language, cultural ways, history, government, and approach to the future that exist among the five Tribes and Indian reservations of North Dakota, how this diversity parallels that of the non-Indian population of the state, and represents an asset for the future of the North Dakota as a whole.

Best Practices

- Standing Rock Education Consortium
 - All education interests on Standing Rock (meets 3 times a year).
 - Common curriculum between ND & SD on Standing Rock
- Prisons to Communities Program: creates a plan for each prisoner and has them work to achieve those goals while they are in prison with their parole officer and to achieve those goals after they leave prison.
- The Read Right Program on the Standing Rock Reservation produces an improvement of 2 grade levels in reading in the course of 8-13 months.
- Minot State’s Center for Engaging Students in Learning – engaging first generation students, students who scored low in certain areas of ACT, support services, helping retention. Get students all the information that is available to them, information on scholarships, learning how to write letters, information to parents.
- College for Every Student: Standing Rock is the only tribe involved in the country. Goal to increase the number of high school students that go on to college or vocational study.
- The North Dakota Indian Education Association is a coalition that emphasizes sustainability, partnerships, and wise stewardship of public resources.
- The aforementioned Sheltered Journey Program, ASSIST Program and Essential Understandings Training offered through UTTC and the Bismarck public school system.
- The “Native” Higher Learning Commission Accreditation for higher education institutions is moving forward with the American Indian Higher Education Consortium (AIHEC)—and this recognition of equivalent status and quality is critical for tribal colleges.

Recommendations

1. With almost 90% of teachers being Caucasian, there is a need for greater Native representation, cultural understanding and engagement in the community.
2. Increase scholarship amounts for Native students in accordance with the rise in tuition costs.
3. Create a Native liaison position in the education system.
 - a. Have language preservation as a key component of their work.
4. Recognize that boilerplate, one-size-fits-all approaches to learning are a huge disservice to Native and non-Native children across the state, and modify accordingly.
5. Create local Advisory Councils to communicate opportunities in rural and Native communities—aligned with the desire to “grow our own” leaders.
6. Strengthen curriculum and develop a Tribal reading list.

Economic Development

Overview

As Nygard and other participants suggested, there is a need to *show* entrepreneurial, political, and professional success on the reservations. If you keep the idea of success inside the reservation walls, they will think inside that box. What about taking that idea outside the reservation box? “It is not about being inside the box, or being outside the box, it is about being the fiber that creates the box.” We need to think about showing the success, showing the rules, and showing the paradigm shift. As former Representative Merle Boucher elaborated, “They’ve told me my whole life what the rules for compliance are, but they’ve never told me what the rules for *opportunity* are.”

When participants discussed the barriers and differences between non-Native and Native modes of business, they shared that:

- Person-to-person interaction is essential to building trust in Native communities. Personal connections are made first, stories are shared, and then business can take place.
- There are often conflicts between tribal communities and their leadership, and this can have negative impacts on economic activity on the reservation.
- Every business must typically go through Tribal Employment Rights Office to be established on the reservation. However, there are issues of security and expedience that make the process unappealing.
- The Native view of the bottom line needs balance between making a profit and creating jobs—businesses can no longer run their budgets to a zero balance.
- There are negative perceptions with competition between start-ups and established businesses that sometimes thwart entrepreneurship.

When looking at career opportunities on the reservations, the picture was rather bleak. Anecdotally, participants shared that **despite 4% unemployment statewide, on North Dakota’s reservations the rate is easily 65-70%**. Career services offered were often viewed as band-aid approaches, whose sustainability were completely dependent on short-term grant cycles. *So how are jobs created?* There is immense entrepreneurial spirit that can be capitalized on, but in order to support the many first generation business start-ups, there is a need for mentorship.

Once again, emphasis was placed on starting young—mentoring the leaders of tomorrow. Historically, all North Dakota tribes had age-based and gender-based societies that taught skills and values to the youth. It is about returning to this social model and being able to teach young people good economics, how to properly steward monetary resources. As Robert Grey Eagle of the Transportation Security Administration asserted, “Reservations are not mature—it’s like how you see young people moving back home more and more these days, they are not mature, they rely on their parents.” This issue of *dependence* was a systemic theme.

Among the most poignant statements:

- “We are not pitiful, we are not in poverty—we are dependent.” –Al Nygard
- “We have developed a custodial existence”—Merle Boucher
- “We shall remain. We live in the Plains—we’ve lived all over the place—but we have remained. Younger generations can look back and learn from our successes and mistakes.” –Robert Grey Eagle

Above all, was a strong feeling of hope that “the answer is within our people.” Education was seen as the crux for change, for **“If we change our communities we won’t be seen as risks. Education brings health and nutrition, fiscal responsibility, confidence, and self-control.”** Education also dispels prejudice—beyond Indian and non-Indian, to urban and rural, east and west, etc. Finally, education and communication is critical in building trust between the state and tribes. Currently, it is observed that State leadership does not take time to come to the local tribes. They go to United Tribes, but they do not go to the individual reservations to learn about each tribe. As such, they are missing a huge opportunity to engage younger generations and to change perceptions of state-tribal relations.

Best Practices

- United Tribes Tribal Leaders Summit and International Powwow as a key convener.
- The Pathways to Prosperity Enterprise Center on the Turtle Mountain Indian Reservation, which began in 2003 through the Northwest Area Foundation, was highlighted. Through the three pathways of Inclusion, Economic Development, and Infrastructure, a variety of poverty reduction projects are undertaken, including: small business incubation, green housing, the creation of an industrial park, etc.
- The creation of Tribal Business Information Centers. The creation of Native Community Development Financial Development Institutions (CDFIs).
- The Turtle Mountain CDFI is an emerging Native CDFI, created under the Turtle Mountain Housing Authority in September 2006.
- The Standing Rock Business Equity Loan Fund has applied for technical assistance grants to establish an Oyate Community Development Corporation, 2010.

Recommendations

1. Create banker and investor relationships to ease access to capital loans.
2. Connect entrepreneurs with business incubators, plan development, start-up knowledge, ethics.
3. Utilize the Tribal Employment Rights Offices (TERO).
4. Ensure the provision of affordable rental housing when attracting professionals to (or developing professionals within) a community.
5. Adopt and enforce Uniform Commercial Codes (UCC) for North Dakota’s Tribes.
6. Host quarterly summits for Tribal economic development planners and statewide economic development professionals.
7. Secure long-term funding for job program sustainability
8. Have Big Brothers & Sisters Clubs on reservations to focus efforts on youth mentorship.
9. Arrange State visits to the individual reservations for cultural learning and relationship building with the tribes.
10. Assess the cooperative framework and its utility for North Dakota’s reservations. “We did it with bison, art, why not with local food and businesses?”- Phil Baird, Cowboy Hall of Fame

11. Assemble Consortiums to fill in the gaps. Tribal Councils cannot do everything, and a Consortium may prove a more consistent liaison with state agencies, working at the side of tribal governments.
12. Work to bring Community Development Financial Institutions to North Dakota's reservations.

Synopsis & Next Steps

Authored by Al Nygard

“We can solve all of our problems, we just need a redesign.”

In many of the sessions, discussions focused on creating understanding of the situation on reservations and with Native people from both perspectives – tribal and state. As these perspectives were understood, solutions became apparent. Some were simple, some more complex. Some required legislation; still others merely policy modifications. The clear lesson learned was that *there can not be enough communication and understanding between tribal and state interests.*

Collaboration opportunities abound. What is unclear is why those collaborations have not occurred. Part of the issue revolves around a mutual trust. Another part revolves around seizing the opportunity. And still another part centers on awareness and the desire to move forward – *together*. Regardless of the issue, it is in all our interests to seek innovative and effective ways to redesign and design processes to serve both our interests.

We have much in common as North Dakotans regardless of whether we are Native or non-Native. Many state programs and tribal programs share issues in reaching constituencies and providing meaningful, effective, and efficient service. Much of the funding for many of these programs comes from a common source – the federal government. In those areas where collaboration has occurred, there is ample evidence that the collaboration has yielded mutually beneficial results both in impact to constituencies and budgets and resources.

As a result of these discussions, several goals and objectives were brought forth. As we orient ourselves toward this redesign, we can look to the following recommendations for systemic implementation:

- Cultural awareness training and liaisons within state agencies.
- Tribal efforts to stabilize personnel in key liaison positions to maintain cohesive interaction with state interests.
- Wider development and application of MOU's and MOA's between the state and tribes.
- Joint training between state and tribal personnel in key areas.
- Joint strategic planning annually between state and tribal programs.
- Pooling of dollars and resources.
- Jointly developing departmental agendas to include tribal collaborations.
- Tribal resolutions to include mandated collaborations with state interests.
- Regular invitations by both state and tribal programs to visit and share information locally on site.

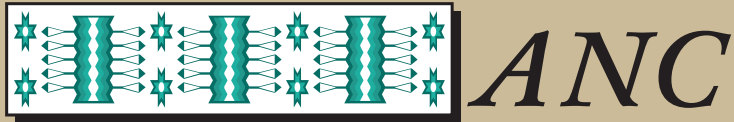
Participant Lists

<u>First Name</u>	<u>Last Name</u>	<u>Organization</u>	<u>Meeting</u>
Leann	Bertsch	ND Department of Corrections & Rehabilitation	Bismarck
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Lisa	Jahner	ND Association of Counties	Bismarck
Cindy	Malaterre	Turtle Mountain Tribal Council	Bismarck
Wayne	Trottier, Jr	Spirit Lake	Bismarck
Sacheen	Whitetail Cross	Bismarck State College	Bismarck
Michael	Hillman	ND University System	Bismarck
Chris	Wise Spirit	Marketplace/Marketplace For Kids	Bismarck
William	Bohrer	Marketplace/Marketplace For Kids	Bismarck
Chris	McLaughlin	SWCA Environmental Consultants	Bismarck
Jason	Two Crow	MHA Nation Planning Department	Bismarck
Erich	Longie	Spirit Lake Consulting	Bismarck
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Bruce	Benson	United Tribes Technical College	Bismarck
Stephanie	Foote	Four Bears Casino	Bismarck
Phyllis	Howard	ND Department of Health	Bismarck
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Kimberly	Jondahl	Charles Hall Youth Services	Bismarck
Gayla	Sherman	Charles Hall Youth Services	Bismarck
Gayle	Klopp	Charles Hall Youth Services	Bismarck
Phil	Baird	United Tribes Technical College	Bismarck
Bill	Condon	Rock Industries Corporation	Bismarck
Terry	Steinwand	ND Game & Fish Department	Bismarck
Tom	Claeys	ND Forest Service	Bismarck
Faron	Krueger	ND Forest Service	Bismarck
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Tom	Regan	KAT Communications	Bismarck
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Joe	Cichy	ND Dental Association	Bismarck
Gail	Erickson	ND Department of Health	Bismarck
Al	Nygaard	Al Nygaard Consulting	Bismarck
Scott	Davis	ND Indian Affairs Commission	Bismarck
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Robert	Grey Eagle	US Transportation Security Administration	Minot
Dennis	Parisien	MSU Native American Cultural Center	Minot
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Wade	Warren	US Probation	Minot
Julie	Hoffman	ND Department of Human Services/CFS	Minot
Merle	Boucher	State Legislator	Minot

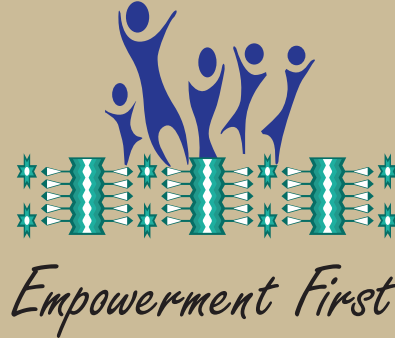
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Donovan	Foughty	District Court of North Dakota	Devils Lake
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Bill	Krivarchka	ND Area Health Education Center	Bismarck
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Scott	Davis	ND Indian Affairs Commission	Bismarck
Richard	Marcellais	Turtle Mountain Band of Chippewa Indians	Bismarck
Delvin	Cree	Dunseith Horizons	Bismarck

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