

CANKDESKA CIKANA COMMUNITY COLLEGE

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Development Plan December 21, 2005

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Summary

CCCC Development Plan

November 28, 2005

Faculty:

7 full time, 1 ¾ time \$427,750

Staff:

10 full time \$474,500

Classroom Equipment:

\$193,400

Facility:

Day Care \$357,000

Gym 476,240

Student Union 375,000

Utility Upgrade 226,840

Tech Center 1,304,584

Fine Arts Center 359,652

Voc Center 3,163,860

Library 250,000

6,531,176

Total Development Needs

\$7,626,826

Section I: Academic Faculty

Current Status

CCCC operates one-person departments or programs with the exception of the Technology Program. The college has 9 full-time academic instructors including: English; Math; Science, Early Childhood; Carpentry; Agricultural/Natural Resources; and three Technology instructors.

Four of the nine full-time faculty positions are funded by federal grants with the other five positions funded by the College general fund. Two of the nine are women. Three are American Indian, with 2 of the 3 Spirit Lake Dakota members. The Early Childhood instructor and the Science instructor have a Masters degree. Three of the instructors have less than three years of experience at CCCC. However, two of these have prior teaching experience at the secondary level.

Faculty Needs – Identified faculty expansion includes two areas. In the first area, it is those instructors necessary to strengthen existing academic services. In the second area, the college has identified instructional positions necessary to expand the basic curriculum offerings of the college.

In the first area, the college's instructional needs are directly related to identified student needs. Since the advent of academic education on the reservation, the people of Spirit Lake have experienced limited success. First the boarding schools and then Federal local schools developed an educational system separated from the home and families. In both cases, outside agencies dictated how the system operated. Not only was family involvement not sought, it was actively discouraged. In particular, the boarding schools forced children to abandon their language and culture, creating a lasting impression that educational pursuits were not compatible with Indian life. For a people who historically relied on oral tradition to convey knowledge and culture, the overall effect was devastating.

The negative effects are still in evidence today. Thirty four percent of adults 25 and older have not attained a high school diploma or equivalency. Only four percent of all Native Americans residing on the Spirit Lake Reservation have bachelor's degrees compared to six percent of all Native Americans, 22% of North Dakotans, and 24% of Americans.

Census data indicates almost half of the reservation's children (47.7%) fail to graduate from high school. For those attending Four Winds, the graduation rate was 40.7% in 2000, 46.7% in 2001 and 52.3% in 2002. The North Dakota Department of Public Instruction identified the state wide high school graduation rate for 2001 to 2003 as an average of 89.3%. The graduation rate for Four Winds is significantly lower than the 66% of Native American students who graduate nationwide. (DOEd, No Child Left Behind). Only 4.3% of Four Winds graduates attend a four year college as compared to 47% of graduates statewide (ND Dept. of Public Instruction.).

Most elementary and secondary students are enrolled in either the Fort Totten or Warwick school systems. The Tate Topa elementary and Four Winds High School are located in Fort Totten. The elementary is a federally funded contract school and the High School is a public school. The other system is the Warwick Public School system located in Warwick. The enrollment at the Fort Totten schools is almost exclusively Indian whereas, the enrollment at Warwick has a significantly higher percentage of non-Indian students.

Reservation school age students perform significantly below their state counterparts. Standardized test scores show 4th graders average a year below State averages. Deficiencies in the early years increase as children move through school. By the twelfth grade, students frequently have deficiencies of four or more years on the achievement scale. (ND Department of Public Instruction)

Students entering college have serious academic weaknesses. During the 2002 Fall semester, 106 students completed entry basic skills testing. On the TABE test, these students had an average grade level score of 8.4 in Math, 8.3 in Language and 10.7 in reading. Seventy eight students were assigned to remedial math courses based on entry level.

To allow the college to meet the needs of incoming students while maintaining academic quality, a college preparatory instructor would provide the means to place students with academic deficiencies in preparatory basic skills courses. This placement would allow the student the means to develop basic skills consistent with college coursework. Priority areas for the college prep instructor would be the development of strong writing and oral communication skills.

In the same area, math continues to be a major barrier to student success. An analysis of student transcripts over the last thirty years has consistently shown students delay taking upper level math courses. This delay impacts graduation and often has resulted in students changing majors to avoid the upper level math classes. In reality, many careers beyond entry level technicians including medical, science, engineering and technology are closed to students because of math classes. In part, student resistance comes from weak backgrounds in math and science at the elementary and secondary level. More importantly, prior non achievement creates a mind set in which students do not believe they can succeed at math courses. The addition of a second math instructor will allow the college to increase the number of math courses available each semester and still maintain small class size found to be critical to student success.

Although the college currently budgets for one math instructor, its institutional resources do not allow the college to add the second instructor. Likewise, institutional funding is not available for the college preparatory instructor. In the second area, the college recognizes this position must come from outside of established funding as the courses would not be transferable and as pre-college level, the credits would not be eligible for reimbursement under the TCCU funding.

Because of the core importance of these positions, the ideal candidate would have a Masters degree. For the college preparatory instructor, the college would seek an individual with prior experience at the secondary level or in an adult education program. Projected costs for these positions are based on the institutions faculty scale.

(1) College Preparatory Instructor (12 month)	\$40,000
Fringe Benefits @25%	\$10,000
(1) Math Instructor (9 month)	\$38,000
Fringe Benefits @ 25%	<u>\$ 9,500</u>
	\$97,500

To expand the college curriculum, three key positions have been identified. Two of these, a Sociology/Psychology instructor and a Fine Arts instructor will allow the college to expand its core transfer offerings. These courses would provide additional opportunities for general education requirements and electives. The courses would facilitate opportunities for students to develop their own talents and explore new areas of study within the supportive atmosphere of a tribal college.

The third position, an Elementary Education instructor, will allow the college to develop a two plus two transfer option with four year programs. This program is a priority because of future impact on the community. Education remains one of the largest employers on the reservation and there will be a continuing number of jobs in the elementary school systems. More importantly, by providing opportunities for Native American students, the college also will impact future learning. Students who complete an elementary education program will have strong ties to the local community. As community members, these teachers will provide an ongoing example to young students that educational success is possible for Native Americans.

The ideal candidates for the Elementary Education and Sociology/Psychology instructors would have a Masters degree in the specific area. The Fine Arts instructor would ideally be an instructor who has completed a college program and/or currently works in at least one medium as an artist.

(1) Elementary Education instructor	\$40,000
Fringe Benefits @25%	\$10,000
(1)Sociology/Psychology instructor	\$40,000
Fringe Benefits @ 25%	\$10,000
(1)Fine Arts Instructor	\$35,000
Fringe Benefits @ 25%	<u>\$ 8,250</u>
	\$143,250

Section II: Vocational Programs and Faculty

Current Status

The college currently has three vocational programs. The Carpentry program has only vocational certificate and degree options. The Technology and Natural Resources programs offer both vocational and four year transfer options.

Vocational Faculty Needs

Cell phone technology -- The Tribe recently opened a new cell phone refurbishing business. The company, Golden Eagle Wireless, reconditions and repairs cell phone. As a tier one company, it provides complete refurbishing and repair of cell phones for two major carriers and is currently in negotiations with two others. It is the only Native American company of its kind. The target production level of the plant is to complete 60,000 phones per month. The company plans to move from a Tier 1 to a Tier 2 company in the next year. Tier 2 operations will require more extensive repair and reconditioning. The company has 52 current employees with the work force expecting to triple within two years. The company is a technology driven firm which will use new developments as the base of its expansion. As part of the ownership agreement, the company controls rights to 16 patents ranging from the biodegradable housings to electromagnetic shielding. This group of patents will provide the core expansion focus for the company to grow beyond its current focus. Company management has stated continued growth of this business will be dependent upon meeting its skilled workforce needs.

There is an identified need for training in workplace safety, basic electronics including soldering, basic tool usage, volt meter usage, and schematics readings. In addition, there is a need for staff trained in Java Script, and C++ certification including spreadsheet, word and D Base. The college would be able to integrate this program with its existing technology capabilities to meet the computer programming needs. However, to meet the needs for assembly and testing, the college needs to provide a facility which duplicates the stations used by the company to create an industry compatible learning environment. Specific environmental factors and tools must be used to train for this industry. Beyond the tooling, the college also needs to hire instructors who have the capability to train in the electronics repair area. As the company uses proprietary software, the software developer will need to train the technology instructors in the proprietary software.

To implement this program, one instructor needs to be hired with expertise in electronics. This individual would provide classroom training in the repair area. In addition, training would be provided to one of technology instructors in proprietary software being used by the company. Projected costs include both start-up and continuing costs.

Start-up costs:

Electronics Lab- 4 student areas	
Receiving Station	\$ 2,000
Quality Pretest Station	9,000
Program Clearing Station	12,000
Disassembly and Cleaning Station	20,000
Reassembly, Testing, Quality Control Station	20,000
Reload and Phone Parameter Station	6,000
Final Quality Control, Packing & Shipping Station	6,000
Tier 2 Station	<u>30,000</u>
	\$105,000
Computer Programming Lab	
12 Computers	12,000
Wireless Cards for Computers	1,200
Laser Jet Printer	1,000
6 Double User Work Stations	1,800
Software & Licenses	14,400
Proprietary software training	<u>10,000</u>
	\$40,400

Annual costs:

(1) Electronics Instructor (12 month)	\$60,000
Fringe Benefits @ 25%	\$15,000
Instructional Materials and Supplies	<u>\$ 7,500</u>
	\$82,500

Nursing/CNA -- Indian Health Service reports under-representation of Native Americans in all health careers. At Spirit Lake, there is a lack of Native American professionals. Only two of the nursing staff are Native Americans and of these only one is a member of the Spirit Lake Tribe. Only four individuals from the Spirit Lake community have successfully pursued nursing degrees.

The lack of nursing and other health career degrees significantly undermines efforts of the Tribe to become fully self-sufficient. At the present time, the Tribe is dependent upon Indian Health Service (federal agency) to recruit off-reservation staff since there are no tribal individuals with the degrees and/or qualifications. Since these people do not live on the reservation, salaries from the highest paying jobs move directly off the reservation. More importantly, the overall health care provided suffers. Without a connection to the local community, health care professionals do not remain for long periods leading to a lack of continuity of care.

In the preliminary planning stages, the college conducted a community survey. One hundred fifteen (115) individuals indicated they were interested in pursuing programs in nursing or certified nurse assistant.

Costs for this program will include both start-up and continuing annual costs.

Start-up costs will include:

Establishing a lab with patient care stations	\$40,000
Books and instructional materials	<u>\$ 8,000</u>
	\$48,000

Annual costs include

(2) Instructors (12 month contracts)	\$80,000
Fringe benefits @ 25%	\$20,000
Disposable patient care supplies for 30 students	<u>\$ 4,500</u>
	\$104,500

Section III: Support Staff

Support Staff Needs

Support Staff – The College has, over the last thirty years, developed support staff to carry on critical functions including admissions, financial aid, library, GED and technology. Although these programs are comprehensive, they are one person departments. If the staff member is out of the office, only a secretarial level staff person is available to assist students.

Beyond immediate service to students, the college is fully aware there is no backup system currently in place for long term stability. In the case of the librarian and GED instructor, both staff members are nearing retirement age. Although this is not the case for the Admissions and Financial Aids positions, the one person department means the college is unable to offer these staff extended sabbaticals for educational advancement. These offices also have high work loads at the beginning of the semester, during mid-term and financial aid disbursement dates. To meet the needs of their offices, these staff members work evenings and weekends during critical periods. Both positions are also areas in which extensive training in federal procedures has been necessary.

In the technology area, the college currently relies on its instructional staff to install and maintain the systems. Technology systems include the staff computer network, student computing, e-mail, classroom wireless, the Interactive Video classroom, and facility controls. When an equipment breakdown or malfunction occurs, the college must wait for an instructor to be out of class. The time devoted to the system means a decreased amount of time available to assist technology students. Two of the four technology staff are nearing retirement. Because of the college's reliance on computers and to ensure maintenance of the system, a technician needs to be hired and trained in the specific systems used by the college.

To meet the long term needs of the college, an additional staff person is needed in each of these areas. Not only will they reduce current overloads, but it will also provide an opportunity to begin training other individuals to assume these positions later. By training an additional staff member, there will be decreased disruptions if one of the key personnel leaves.

(1) Financial Aid Assistant	\$30,000
Fringe Benefits @ 25%	\$ 7,500
(1) Admissions Assistant	\$30,000
Fringe Benefits @ 25%	\$ 7,500
(1) Assistant Librarian	\$30,000
Fringe Benefits @ 25%	\$ 7,500
(1) GED Assistant	\$30,000
Fringe Benefits @ 25%	\$ 7,500
(1) Technology technician	\$40,000
Fringe Benefits @ 25%	<u>\$10,000</u>
	\$200,000

Development Officer -- The College continues to be reliant on base funding from P.L. 95-471, the Tribally Controlled Community College Act, which funds tribal colleges based on a per FTE basis for Indian students. Although this funding has historically provide the central funding for the institution, the per FTE payment can fluctuate significantly depending on local enrollment, the level of appropriated funding and enrollment at all Tribal colleges. This insecurity makes it difficult for the college to project long-term spending of the institution. Funding from the Tribally Controlled Community College Act provides base funding for the institution's core academic services. It is not at a level sufficient to implement new programs or, for that matter, provide expansions for existing services.

Until now, the development efforts of the college have been informal processes largely relying on the personal motivation of one or more staff members. As a problem was identified, an individual or group would begin to examine the issue and seek alternative courses of action. In some cases, resources were reprogrammed and in others, an application for external assistance was developed. Although the informal process generated notable successes, in other cases, the problem languished for lack of identified staff responsibility to address it or failing to identify an appropriate funding source.

Under the current system, institutional development is driven by the availability of grant funds as opposed to priorities within the institution. Although the college does make use of all grant programs some programs may not be the most effective for the college because programs may use up institutional staff time and resources which may be better spent on an institutional priority.

Projected costs for the implementation of this activity will include:

(1) Development Officer	\$50,000
Fringe Benefits @25%	\$12,500
Travel for Development Activities	<u>\$12,000</u>
	\$74,500

Grants management -- The College has expanded its fiscal resources by aggressively seeking to expand its ability to access other funds. From its initial single funding, the college has expanded its funding base to include Federal, State, Tribal and private sector funds. In the last year, grant funding accounted for 57% of the total budget. Despite the obvious benefit of new institutional

growth, the expansion to multiple areas of funding has created new needs in institutional management.

In the first area, the college lacks the ability to track funding opportunities and assess them based on critical questions such as:

- ❑ Is it compatible with the college's mission
- ❑ Does it strengthen the college's primary functions and,
- ❑ Does the funding respond to an identified need?

Further, each funding agency has specific accountability requirements. At present, the College's resources dictate new programs are managed with the existing structure which may or may not be compatible with the funding agency. More importantly, the placement of the grant may also dictate the effectiveness of administration and grant evaluations. Not only does the supervisor monitor the grant, but he/she is also charged with the ongoing internal evaluation. As the capabilities of supervisors vary widely, the quality of grant management also can vary widely. In the evaluation function, an effective internal evaluation requires the supervisor not only understand the program, but also have the knowledge necessary to assess the impact on the college and the target group.

Because the college lacks a central grant administration, it also lacks a means to track the ongoing progress of special projects. With limited administrative staff, placement within the institution is often contingent upon who has time available. If the institutional supervisor does not carry through in administrative monitoring, the college's president must usually intervene. In effect, there is an increasing potential for crisis management of grants.

Funds necessary to implement this activity will include:

(1) Grants Management Officer	\$40,000
Fringe Benefits @ 25%	\$10,000
(1) Data Collection Technician	\$30,000
Fringe Benefits @ 25%	<u>\$ 7,500</u>
	\$87,500

Counseling – Counseling services currently available at the college are largely in the area of the academic counseling. Students who are eligible for the Student Support Services program also are provided limited personal counseling with referrals for in-depth services being made to other providers.

Students who enter the college do not fit the norm for college students at larger institutions. They are largely female, older than average, low- income and have dependent children. While they demonstrate personal and social issues consistent with other college students, they have a higher need for personal and social counseling to effectively address problems at home while continuing their education. The referral system currently in place works for some students. However, the college lacks the means to follow-up on referrals. Further, as these agencies have their own schedules, help is often not immediately available.

Generally, the college provides limited academic guidance counseling. Selection of majors is usually made based on personal experience with careers chosen by family and friends. As no comprehensive system to allow students to explore their own strengths and examine the range of careers available to them, most students drift into a major. Because of this, they lack commitment to their program of study and may not have taken the right courses to allow them to easily change majors.

During the college's early years, the student body was small and the staff knew each student and their personal situation. With a small number of students, it was relatively easy to monitor student progress and work one-on-one with students. With an increasing enrollment, some students slip through the cracks and problems are not identified until a crisis is reached.

(1) Guidance counselor (12 month)	\$40,000
Fringe benefits @ 25%	\$10,000
(1) Personal/social counselor	\$50,000
Fringe Benefits @ 25%	<u>\$12,500</u>
	\$112,500

Section IV: Facility

Current Status

Cankdeska Cikana Community College occupies a concrete block facility located in Fort Totten. The main facility was constructed in the 1956 as a Bureau of Indian Affairs elementary school. When the student body outgrew the facility, a new school was constructed. The college was granted an indefinite lease from the Bureau of Indian Affairs in 1984.

The central building is a 32,500 square foot facility which includes classrooms, administrative and faculty offices, a small gymnasium and a student lounge. When the college assumed control of the building, there were 11 classrooms in two wings—eight in the north wing and three in the east wing. The administrative and reception area encompassed 1800 square feet. Because the facility was originally an elementary school, the only administrative offices were for the superintendent, principal and secretary. Teachers had assigned classrooms and no offices.

The building was constructed using heavy timber construction which consists of exposed laminated beams and a heavy timber deck system for the ceiling/roof and concrete block for the interior and exterior walls. In the 1950s, the electrical usage in classrooms was minimal and the building was wired to meet those needs. Most rooms have one outlet per wall.

In 2000, the college secured funding to provide administrative and faculty office space. The east wing was converted into office space. New faculty space was added on the north end of the classroom wing for seven faculty offices and a small printer room. Faculty offices provide for regular office hours independent of the class schedule. They also provide private areas for student advisement. This project included updating lavatory facilities.

Beyond the central building, the college has added and/or renovated additional space. The Valerie Merrick Library which is connected to the main campus by an enclosed walkway was constructed in 1986. The concrete and brick library is 3,600 square feet. The library includes public restrooms and direct access. Designated as a joint use facility by the Spirit Lake Tribal Council, the library serves as both the college library and the public library. An upgrade was done to the library during the summer of 2005 with new flooring installed, base board, paint, cleaning, and materials acquisitions.

In 2002, a steel building was constructed south of the main building to provide vocational classroom and lab facilities for the carpentry program. This facility has 5,211 square feet and includes two offices for faculty.

At the north end of the campus, the college has a two level log building which provides space for independent study and small group activities. The building houses the cultural activities of the campus. It has 900 square feet on the upper level and 2200 square feet on the lower level. This facility was constructed in 2001. The log cabin was renovated during 2005 with a new roof installed, windows for natural sky-lighting, and ceiling for the main floor.

A small day care is located on the south side of the campus. The day care is housed in a wood frame building with a square footage of 764 square feet.

A 2005 addition to the east of the classroom wing added 4 classrooms including a combination IVN/science laboratory classroom. This wing has 3,677 square feet. It is connected to the main building by a ramped hallway.

The college has a \$600,000 HUD grant for the construction of an administrative addition. This project also included upgrading the main electrical service to the college. Increases in construction costs have driven the cost for construction of this facility to an estimated \$780,000 which does not include the electrical service.

The college was gifted with an additional piece of property located approximately one quarter mile from the college. This property, known as the Johnson House, includes a small wood frame older house and a thirty acre lot with a number of large trees.

Facility Needs

Day care – The current day care is in a poor state of repair. It is also located in an area which does not allow for addition to the facility. Although the current space and fenced yard allows for the care of 21 children, the facility should be more than doubled to allow for care of at least 50 children. Any space increase also dictates the expansion of the outdoor play yard to meet licensing requirement.

The need for the day care is of critical importance to the college. Historically, the college's student body has been mostly female with dependent children. In the current year, the average student is likely to be female (69%), 28 years of age, and have dependent children (61%). Overall, on the reservation, there are two day care centers including the college day care and 8 licensed home day cares. To qualify for Child Care Assistance from the Tribe, children must be in a licensed facility. All licensed options currently have waiting lists.

The college day care should be expanded to 2,000 square feet. The most reasonable option is to move the day care to the Johnson property. This site offers several advantages including 1) the site is out of traffic flow providing increased safety for children; 2) the property has adequate space to allow not only the 2,000 square foot facility, but also future expansion; and 3) the property provides a physical space which would provide an ideal outdoor play area for children. Since the house currently on the site has a limited usable life due to existing deterioration, placing the day care on this property would not negatively impact the college's other space needs.

The currently identified costs for the new facility would be as follows:

❑ Demolition of the existing house	\$ 5,000
❑ Construction of a 2,000 square foot facility	\$360,000
❑ Fencing of the property	\$ 4,200
❑ Equipment/Furnishing for additional 29 children	<u>\$ 5,800</u>
	\$375,000

Gymnasium Expansion – An expansion of the gymnasium is critical to the college’s ability to not only provide physical education courses, but also to encourage the development of healthier lifestyles for its students and staff. The development of healthy lifestyles will not only aid students while in college, but also establish patterns of behavior which will affect future health of students and their families.

To assess the need for health curriculum and physical education, the college recently completed a health survey of its students. Respondents included 160 of the college’s 220 students and 42 of the 47 staff. Women represented a two to one majority. The average age overall was 33.9 years with the average age for students being 30.9 years. More than 80% of the student respondents and almost 70% of staff respondents were Native Americans.

Key findings from the survey relative to chronic diseases indicate:

- ❑ 9.4% are diabetic with an additional 3% having gestational diabetes
- ❑ 41.6 years was the average age at the time diabetes was diagnosed
- ❑ 27.3% report high cholesterol
- ❑ 19.3% have high blood pressure

The survey also examined risk behaviors. The average consumption of fruits and vegetable consumption (excluding potatoes) per day was 3.27 servings (recommended daily consumption is 5 servings). The average Body Mass Index was high at 30.2 (meaning the average was at the obese level). In addition, 25% of the youngest group, age 17 to 24 had BMIs over 30. A third of the respondents were daily smokers with an additional 24% who smoked occasionally. In the area of alcohol use, the average number of days each month when alcohol was consumed was 3.7 days.

Clearly, the pattern that emerged is one of a generally unhealthy lifestyle. The lack of physical activity coupled with dietary imbalance and risk behaviors places students at high risk for diabetes and heart disease. The extreme winter weather of the northern places precludes outdoor physical activity for the major part of the year and increases the need to provide an appropriate indoor facility.

The current gymnasium occupies the area at the junction of the college’s two wings. The gymnasium itself is 46 x 66 feet with an additional 35 x 39 feet currently an outdated kitchen, a vending room, storage and maintenance areas. This area was the last of the facility to be released to the college. Until the mid-90s it continued to be used by the Tribe to house the commodity food program.

The existing gymnasium is used for college gatherings and some health related classes. The college is unable to offer a full range of physical fitness due to a lack of space and shower facilities. The kitchen area adjacent to the gym served as the cafeteria for the elementary school and most equipment is outdated or unusable. No food service is available to the college students or staff.

On the west exterior wall of the gym, there is space to expand the gym by an additional 42 feet. This expansion would provide a gym area of 88 x 66 feet which would be sufficient to

allow the college to implement physical education courses, a health center and collegiate sports. This expansion is projected to include the following costs:

Demolition of the existing external wall	\$ 5,000
Construction of 42 x 66 foot addition with 20 foot ceiling	\$471,240

Kitchen/Food Service – Adjacent to the gymnasium is the old kitchen area of the elementary school. Beyond the kitchen itself, the area includes small office and storage rooms. The college proposes renovating this facility to develop a 2,088 square foot facility which will include both a food preparation and eating area. Access to this area would be through the gym with an additional exterior entrance located on the south side.

The college currently has no food service capabilities beyond vending machines which provide pop, juice and snacks. All food for college functions is catered from off the reservation. The student lounge area which is located in the core of the building presently serves as a dual purpose area including students who are studying as well as those socializing. The combination of functions is distractive to students who are in need of a place to study.

Students attending the college are drawn from all communities of the reservation. The 95% Pell grant eligibility clearly documents a student body that faces extreme poverty issues. More than half of the students do not have dependable personal transportation. These students are frequently dropped off by family or friends and remain at the college throughout the day. As the college is located on the east side of Fort Totten, the local grocery store is more than a half mile away. Without food service options, most students bring or purchase snack foods. With the documented health issues of the students the lack of access to appropriate food during the day is of great concern.

Beyond the daily food needs of both students and staff, the provision of meals is strongly interwoven in the Dakota culture. Due to a combination of cultural appropriateness and lack of local access, the college provides food at major student activities including graduation, for student and staff recognition days, for workshops, for summer/Saturday enrichment activities, and for training activities. Currently the food for these events is catered from businesses off the reservation.

The proposed food service enhancement will include the renovation of the unused kitchen and adjacent area. It will provide a 2,088 square foot facility divided between food preparation and an eating area with an external access. The renovation will include removing partitions to storage areas, rewiring the area, and installing new food preparation equipment.

Projected food service renovation cost	\$375,000
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Utility Upgrade -- When the building was originally constructed, it used heavy timber construction which consists of exposed laminated beams and a heavy timber deck system for the ceiling/roof and concrete block for the interior walls. In the 1950s, the electrical usage in classrooms was minimal-- essentially for lights and audiovisual connections-- and the building

was wired to meet those needs. Most rooms have one outlet per wall. For the average classroom today, this level of power does not meet the needs.

The incoming electric service boxes are located in the furnace room. The building's heating system utilizes a boiler which creates a hot, high humidity atmosphere. On occasion, there have been water leaks on the floor. Over time, the college has significantly expanded the electrical capacity of the building. The greatest power need increase has been in the area of computers. All rooms now have computers wired to the network. Seven servers provide the networking capabilities of the building. Two computer labs house 38 computers. Staff areas have computers. The classrooms have wireless computer projection systems. The electrical load usage of the college is beyond the service capability of the existing system.

In combination, the location of the incoming boxes and the load on the main electrical services creates an environment that is dangerous. The additional load impact has a negative effect on electrical efficiency.

In order to supply the power needs for classrooms, the college has had no option but to place new wiring outside the walls and on the ceiling. Overall the existing condition is that wiring is exposed which creates a dangerous situation and is obstructive to view. The lighting is the original fluorescent fixtures installed when the building was constructed. These do not provide illumination appropriate to study or computer usage.

The heating system for the main building is the boiler system installed when the facility was constructed. This system heats water in a central boiler and transfers it to the building using pipes in an underground tunnel. The system's major deficiency is the overall age of the system. Parts availability for repair of a nearly fifty year old system is becoming increasingly rare. The system does not allow for easy heating adjustments in individual rooms. Originally the building had no air conditioning system. The college has installed roof mounted units to provide cooling. These units are designed to be dual use units. Beyond cooling the units can be converted to also provide heating for the facility.

The proposed facility renovation includes upgrade the incoming electrical service; modifying the air conditioning system to provide heat; placing studs on the interior walls; installing gypsum board; replacing the electrical connections; placing new electrical service boxes on each side of the north classroom wing; installing new lighting and a suspended ceiling; and upgrading the heating/ac systems. These renovations will provide an atmosphere conducive to learning and ensure the college has electrical capabilities to meet both existing and future needs.

Projected costs for the electrical upgrade component have been estimated by an electrical engineer. The engineer examined the overall load usage and condition of the college's electrical service. The projected costs include:

New incoming service/rerouting electrical service	\$13,000
Two new service boxes for classroom wing	6,000
Rewiring of classrooms	<u>95,100</u>
Total	\$114,100

Modification of the air conditioning system to also provide heating will include unit modification and the installation of pipes to provide gas to the units. The individual thermostat system which is controlled by the main computer system would also serve the heating. Projected costs for the modification of the air conditioners and new gas delivery lines have been estimated by an external engineer.

Modification of the system	\$20,000
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Projected costs for the classrooms include placing studs, installing gypsum board, painting the walls, replacing the lighting and installing a suspended ceiling were developed with the college's architect. The project will include the nearly 7,000 square feet of classroom space in the original north wing.

Renovation of north wing classrooms	\$92,740
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Technology center – In the second area, the college's technology program has outgrown the space available to it. Currently there is a 24 student computer lab (28 feet by 30 feet) and a 10 student computer lab (14 x 28 feet). When both of these are in use, the only computers available for general student use are those in the library. Because the second lab is so small, it is only usable for very limited classes. In the 2004-05 academic year, the information technology staff generated 1543 credits.

Two factors dictate the need for a new technology facility. These are issues related to the current building and location of the computer facilities. The original electrical system in the main building was one considered suitable for a 1950s school. Most rooms originally had four outlets (one on each wall). The building has concrete block walls and sits on a concrete slab. The ceiling is a timbered wood one. This construction has allowed no option but to string wires along the ceiling and down the walls with connections to individual computers being placed along tables. This type connection dictates how computers can be placed and requires one end of each row to abut a wall.

The other issue is one of location. Currently, the college's servers, staff offices and the IVN room occupy space on the northern end of the main classroom area. There is a general classroom between this area and the main computer lab. There is another general classroom between this lab and the small lab which is located at the south end of the classroom wing. Obviously the spread out location dictates more overhead wires. It also means when staff members are repairing computers in the staff area, they are too far from the labs to be able to effectively control usage.

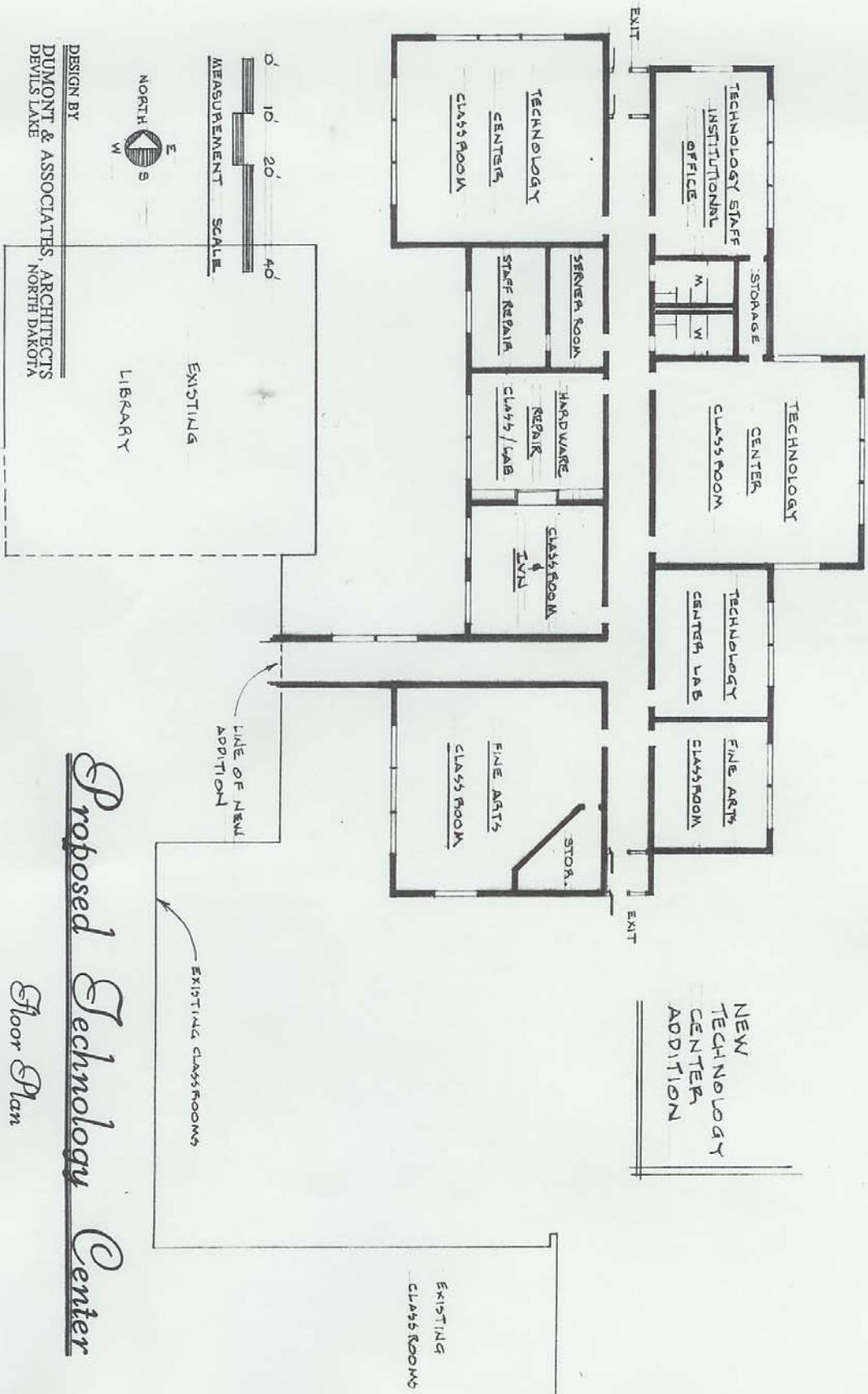
With technology classes accounting for half of the credits generated at the college, the space available in the two computer labs is insufficient for the demand. Because of the demand

for classes, there is limited free time for students to use the computers for other classes or out of class projects. A small number of student use computers are available in the library, but these are shared with the public. Expansion of the technology offerings to include hardware and maintenance is difficult. To offer a hardware class, the instructor currently must move computers off the table and replace them with hardware components. When class is over, the hardware units are removed. Not only does this put the computers at risk of damage when being moved, it also means students have access to the hardware only during the specific classroom hours.

The technology expansion needs to include two 36 seat computer labs and one 20 seat lab. Additionally a new classroom needs to be added for the hardware repair classroom where computers do not have to be moved off the tables to make room for units being repaired. The center would include a climate controlled room for the servers and office space for five technology staff.

This project is expected to be linked with the fine arts addition as both projects require specially designed space with different electrical, space and lighting needs than what is found in other classroom areas. The proposed design for the combined technology, fine arts project follows this section.

❑ Construction of technology component (7,500 sq. ft)	\$1,275,000
❑ Classroom furniture for 58 additional seats	\$ 14,036
❑ Furniture for hardware classroom	\$ 2,700
❑ Wireless overhead for 2 additional classrooms	\$ 12,848
	<u>\$1,304,584</u>



Proposed Technology Center

Floor Plan

Fine arts classrooms – The College lacks a facility suitable to offer Fine Arts electives in drawing, painting and sculpture. The lighting of the current facility is inadequate for courses in these areas. More importantly, most of the classes require students have work space where works in progress can be left to dry and be available for student work outside of class. With the exception of the science classroom and computer labs, all other classrooms are multiple use rooms. Currently the college has 7 large and 3 small lecture classrooms. All classrooms are equipped with tables and chairs. To use an existing classroom for art coursework, the tables and chairs would need to be moved to accommodate easels. At the end of class, easels would need to be removed to ready the room for other classes. Using a classroom for painting will also affect other classes as fumes from the paint will occur. With no ventilation system, those fumes will remain in the room causing a potential for discomfort of the students who may use the room in the next hour.

Fine Arts are considered to be a priority addition to the course offerings of the college. Not only will this add core general education curriculum currently not being met, but it will also provide the means for students to choose a course of study compatible with their own talents. In the reservation community, there are several self-taught artists who are successful in creating and selling art. In student surveys, one in six request art classes.

The fine arts expansion would include two classrooms with raised ceilings which would allow for large projects particularly in the area of sculpture. The expansion is projected to include two classrooms in 2,000 square feet. Although this expansion is currently planned as part of a joint project with the technology center, costs are identified for the fine arts area separately.

Projected costs for the fine arts expansion will include:

❑ Construction of a 2,000 square foot facility	\$340,000
❑ Wireless overhead for two classrooms	\$ 3,452
❑ Classroom furniture (easels, storage, tables, seating)	<u>\$ 16,200</u>
	\$359,652

Faculty and administrative offices – In keeping with the 1950s design for an elementary school, the original building included only 1,800 square feet for administrative offices. No faculty offices were provided as each teacher had an assigned room.

Today, the provision of faculty offices is a critical component of the college. By having independent faculty offices, the college has increased flexibility in the use of its classrooms. Additionally, separate offices provide for security in student progress and personal data as well as providing private space to advise students.

The development of seven faculty offices was included in earlier modifications to the main facility. These offices are occupied by existing faculty members. For continued expansion of degree programs, the college needs to include additional office space. Ideally faculty offices are 60 square feet per office. With an expected renovation cost of \$60.00 per square foot, each

additional faculty office would cost approximately \$3,800. It is noted, faculty office expansion will be contingent upon developing additional facilities to allow renovation of faculty space. Completing the technology/fine arts project would allow the college to use the area currently occupied by the technology offices and college servers to be converted into an additional 600 square feet of faculty offices.

Vocational Center – Throughout the college’s thirty year history, it has provided a combination of vocational and academic education. In the case of academic programs, the college’s two year offerings serve as a gateway for students seeking to pursue four year programs. Vocational programs, on the other hand, allow the college to offer training compatible with the skilled workforce needs of the college. Vocational training programs provide skilled technicians necessary for the growth of the tribal economy. In keeping with this, the college frequently incorporates two year options in its transfer programs.

The college currently offers vocational programs in information technology, carpentry, and natural resources. When space was available it has offered vocational programs compatible with the Tribes casino/resort operations.

Unlike the academic programs and coursework, many vocational education programs dictate the development of dedicated classroom space. As a general rule, classrooms are specifically equipped for a vocational program. The ability to share vocational classroom space is limited to programs of similar nature.

In the college’s discussions with the Tribe and community coupled with community surveys, the college has identified a group of core vocational programs whose implementation requires being able to provide dedicated classroom space. Current vocational projections include the development of a cell phone technology program; a health career ladder program including nurse assistant and nursing; a medical transcription program (in partnership with another tribal college); an expansion of the carpentry program to include electrical and plumbing; and a casino program.

The development of a vocational facility is seen as a multi-stage project. In Phase I, the college would construct space for the cell phone and health programs. In Phase two, the college would add an expanded building technologies space. In Phase III, facilities for casino operations would be added. The human resources necessary are discussed in the latter vocational section

Phase I (3,667 sq. ft.)	\$ 661,860
Phase II (10,500 sq. ft.)	\$1,890,000
Phase III (3,400 sq. ft.)	\$ 612,000

Library Expansion – The Valerie Merrick Memorial Library occupies a brick building attached to the north end of the main college building. The facility has 3,600 square feet of space. The library’s holding includes approximately 12,000 volumes which includes general circulation materials and reference materials. A medical library section was recently added with funding from National Institute of Health, National Library of Medicine.

Unlike most college libraries, the VMML is a joint use facility. By Tribal Council resolution, the library was designated as the public library facility for the Spirit Lake reservation. As a joint use facility, the library's holdings include preschool to college level materials. To serve younger patrons, a small area with children's materials and furniture was developed.

As most reservation homes do not have computers or access to the Internet, the college provides 14 public access computers used by both college students and general public.

The library has currently reached facility capacity. Any new developments in library services will be dependent upon finding or constructing additional space. Critical space needs for the library include the development of an enclosed study area; an expanded reference area to include archive space; and additional space for book shelving. To promote reading and library usage, the college would like to increase the space available for young children.

Library expansion (2,400 sq. ft.)	\$250,000
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