

**2013 SENATE APPROPRIATIONS**

**SB 2019**

# 2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee  
Harvest Room, State Capitol

SB 2019  
01-24-2013  
Job # 17660

Conference Committee

Committee Clerk Signature

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

A Bill for an appropriation for the Department of Career and Technical Education

## Minutes:

See attached testimony

**Chairman Holmberg** called the committee to order on Thursday, January 24, 2013 at 8:30 am in regards to SB 2019. Roll call was taken. All committee members were present. Joe Morrissette, OMB and Brittani Reim, Legislative Council were also present.

**Chairman Holmberg:** On Feb.12, we will be having the new budget projection at 10:00 in the Brynhold Haugland room. There will be blocks of time for subcommittee work next week. Make sure someone from your caucus sits in. Opened the hearing on 2019. Subcommittee is Vice Chairman Grindberg , Senator Erbele and Senator Warner .

**Wayne Kutzer**, Director of the Department of Career and Technical Education. I will be using power point and a copy is also in the materials. Testimony attached # 1; and testified in favor of SB 2019. He went through his testimony, which gives an overview of the success of his program. I would like to introduce you to Morgan Thompson

**Morgan Thompson** presented Testimony attached # 2. (6.05) A graduate of Fargo North High school and currently the National President of DECA. DECA is an organization that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges. By applying what I learned in CTE classes. it made it possible, it's really unique when high school students want to learn. It took what I learned in the classroom and applied it to real life. It made me seek information on my own and pay attention more in class. Little did I know, my journey with Career and Technical Education would have a much more challenging but rewarding path for me.(She spoke from memory.) There is no way I could have enhanced my future to the high level I have if I had not received the education I did from the North Dakota CTE classes.

**Chairman Holmberg:** If you could give us a headline of what you learned about China, by being their last summer as a student, tell us where were you in China and what was the big take home that you had from the Chinese people?

**Morgan Thompson:** I was in 4 different cities, mostly in Shanghai and that was just a real cool opportunity. We went on a trip with DECA to learn about international business but the headline would be pretty short and sweet. China is huge.

**Chairman Holmberg** 40% of world's concrete and 40% of the worlds' steel is consumed in China.

**Morgan Thompson** replied it was like New York, but on steroids. It just went forever.

**Chairman Holmberg** Thank you for coming in (10.45)

**Wayne Kutzer:** (10:51-23:05) Continued reading his testimony on page 3. The challenge that faces CTE is how do we provide the CTE opportunities to all students? There are areas in the state that do not have access to CTE or a variety of CTE programs that build so many of the skills that students need today to be successful. Low class sizes, high cost equipment needs of CT courses are a distinct fiscal barrier for many high schools to offer the additional courses. He also stated we have a good college rate in ND but we can't forget those who drop out. The budget is the yellow hand out; 2013-2015 Biennium Budget. He handed out a blue handout that lists all schools and CTE courses that are being delivered by distance. The first few pages are interactive video, (16.31) he referred back to the yellow sheet. Our funding is 70% state and 30% federal fund split. The third column is the funding requests.

**Chairman Holmberg** My sheet has 5 columns; you left off the additional request. You left off the additional request to Executive Budget. If you are following down on the yellow sheet which is where I am at. Am I missing something here?

**Wayne Kutzer:** The 2013 budget, I'm counting it as 4 because the first column is names. He continued his testimony on page 8 and the yellow sheet. The back of the yellow sheet lists priorities. Top is cost to continue funding. Next, increase access to CTE. Page 9, 4<sup>th</sup> one is Expand Emerging Technology consortiums. The executive budget also included funding for a proposed Area Center. Our request would be to fund these two activities and provide \$500,000 instead of \$1,000,000 for the Area Center. The reason for this level of request is that it would follow our Boards priority and after an initial request for funding of the Area Center. Lastly, the Executive Recommendation removed a half FTE. We have no intention of returning it to full time.

He then read testimony concerning Area Centers. (23:10) the benefit of CTE programming is that it keeps students engaged in their learning, for some it keeps them in school, and provides a foundation for their future career and educational goals. I believe this budget request (26.24) before you will help us get there.

**Chairman Holmberg** to Joe, look at yellow sheet, their request was to eliminate number 5 on the priorities which was the New Virtual Area Center, and reinstate the \$350 and \$320 plus the additional money to have a \$570 net increase. Which are one time funding and which of these would be one going funding?

**Joe Morrisette** replied I believe they would all be ongoing. **Chairman Holmberg** asked the million would be ongoing? Joe replied they would be on going As Mr. Kutzer said the reimbursement percentage that the state pays declines over time. A part of that could be not needed in the future but most of it would continue if the Senate was approved and funded on an ongoing basis.

**Chairman Holmberg** That is a key element when we look at funding. Are we trading one time funding for ongoing funding and it would appear that this is trading apples for apples?

**Joe Morrisette** In the past the amounts that have been appropriated for the area centers has been added to their base and continued. So it has not been considered a one time in the past.

**Senator Gary Lee** Your new expanding programs the \$500. The expanding programs that I wanted to grow some of those programs probably, in different schools, but the new ones, did you list those here that you're talking about within that line item? (28.38)

**Mr. Kutzer:** I didn't list the specific programs. A new program would be if a school wants to start a brand new agricultural education program or a new auto tech program. That is where the funding is. What we denied this time, of the \$200,000 approximately \$140,000 of that was for new program starts. Expanded programs are where they already have the program but they want to add another three periods to it for example.

**Senator Gary Lee** So it's not something new and exciting and innovative. It's maybe just an expansion of an ag management program to a different school, a different area or increasing number of participants in it.

**Mr. Kutzer:** It is putting another CTE program in a school that wasn't there before.

**Senator Kilzer:** This question is about granting the grants. In your biennium you have \$29 or \$30M grants that are given out, we deal with a lot of agencies that have grants. Within your department do you have certain people that go over the grants, how are they reimbursed, in other budgets I am concerned about the granting process. I would like to hear a little bit about yours because you obviously deal with it every biennium.

**Mr. Kutzer:** We have 27 staff on our floor, and we specialize in certain areas. So when we say we are providing grants to schools, a grant maybe part of the funding that we provide to a school for an agricultural ag program so that 27% of the costs is the grant. We have two supervisors in AG; they review every school application that comes in. We actually get a copy of the teacher contract and if their teaching five or seven periods a day that is how we allocate the dollars. So we approve the total overall budget for that school for all their career tech education programs. We then apply the appropriate level of reimbursement. So if its 27% that gets applied. Our staff reviews all of the grants that go out to every school. What they do the other part of the year, is that they provide technical assistance at schools. So right now, we are evaluating Bismarck Public Schools, and all of their career tech ed programs. We evaluate about 15 schools a year, where we actually go on site; every school gets evaluated by us, once every 5 years. Some of them are desk audits where we look and make sure some things are going on. The biggest thing that we

do is provide schools the technical assistance, the piece ware, if there is a new instructor, our staff will go out and work with that new instructor. If they want to put in curriculum, if they want to look at how to do things better that's what our staff does (32:08). We provide a lot of professional development.

**Chairman Holmberg** We want to make sure today if we have folks from out of Bismarck come forward. Let's hear from Grand Forks. Mr. Holmberg was not a student at Central when Andy Dollin was there, I was a teacher there.

**Eric Ripley**, Director of the Grand Forks Area Career and Technology Center, Testimony attached # 3 and testified in favor of SB 2019. (34.00-40:31) As the Director, I support SB 2019 and CTE's request for funding to increase testified in favor of SB 2019 accessibility of CTE curriculum so students have the ability of select courses and which align with their career interests.

**Edith Armey**, Chair of the four Train ND Regions and Director of the Northeast region based at Lake Region State College. Testimony attached # 4. Testified in favor of SB 2019. TrainND has accomplished great things. We work together to provide training for virtually every industry, in every corner of North Dakota. There are comments about our trainers in her testimony. We will work with the tribal businesses, government and colleges, each region has a tribal representative on their Advisory Board, we attend tribal planning meeting when invited, and we have long-term relationships with the tribal colleges. Our four colleges, WSC< LRSC< SCS< BSC are here for the long haul. We are in the business of life-long learning available to provide skills training to any business or industry in our state. We, the directors of support this bill and thank all the parties that had the vision to support the ND Workforce Training System for the last 13 years. (40:52-48:08)

**Chairman Holmberg** if you recall the legislative leader in this whole initiative sits up here as Vice Chairman Grindberg helped put together what we have; we all recognize that and I am sure you do too. I was on the sub-committee to.

**Vice Chairman Grindberg** The subcommittee will want to spend one meeting on getting a little deeper on the numbers and things that are going on. Everybody I talked to you says you're doing great work so we're just to want to understand it. (49.06) The person that gets credit for this is Representative John Dorso. Under his leadership in the 1990's created a task force, a few trips to Iowa to model this program after Iowa's program and its rewarding to put in motion certain initiatives to see how well they progress over decades.

**Edith Armey** replied we would be happy to provide more information. In fact, we did spend quite a bit of time gathering our data from all of the past years. We reflected it in summary in this handout that is in your packet that was compiled by Laurie at Bismarck.

**Kyle Davison**, Executive Director of the South East Education-Cooperative (SEC) here in support of SB 2019 and provided Testimony attached # 5. Specifically here to support within the bill additional funding included by the governor's office for a Career and Technical Education Virtual Center. The funding would be used in SE North Dakota to form a career and technical education virtual center. A lot of times for students, it's really the opportunities that go on outside the class room. We want to be more involved in education,

a research university, a strong two year technical college precedence in Wahpeton and now expanding now into Fargo. Those kinds of collaborations would form well with the ability to create a Career and Technical Education Virtual Center. I did hand out the information regarding the ESTEEM Consortium (handout #2) ESTEEM stands for Encouraging Science, Technology, Engineering, Entrepreneurships and Math is a partnership between area schools both secondary and post-secondary, economic development and Sanford Health. The partnership is a catalyst for advancing educational opportunities just not for students but for teachers. These opportunities will leverage our community and private sector resources to their full potential (49:59- 56:01)

**Senator Wanzek:** Since you represent the Southeast, I often hear about the Spiritwood Project, the fertilizer plant that is being proposed there and breaking ground soon, also the the Great River Energy, and looking at an ethanol plant. I can't remember the exact numbers but I hear numbers like 200-300 workers, are you focused on specific projects like that, or it is more general in sense in trying to address work force issues?

**Mr. Davison:** As supporting secondary schools, look at ESTEEM consortium and the concept of working with university systems, working with K-12 education and working with businesses and community leaders. I think its' important trying to focus on those kinds of opportunities. There will be need for welders and construction people. We can't train those as secondary education people, that can be a Workforce Training thing, but long term we need to be able to create that pipe line, and begin to have students understand what those local opportunities are within their communities, so when they go off to get an education from a standpoint of a Jamestown, North Dakota, how do we get those students back so that they have the proper technical skills and education. I think that is where that virtual center ties into to how do we get kids outside the classroom, to see what's out there and understand the types of opportunities and careers they are and what types of education in North Dakota will fit with that to best help meet their goals. Because I don't think people in South Dakota, Nebraska and Minnesota are telling them about all the opportunities in North Dakota. So if we don't do that, I think we're going to have a workforce challenge as we head forward into the next 20 years.

**Chairman Holmberg;** Anyone else from out of town.

**Chairman Holmberg** closed the hearing on 2019.

# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee Harvest Room, State Capitol

SB 2019 Subcommittee Hearing  
01-30-13  
JOB # 17960

Conference Committee

Committee Clerk Signature

*Rose Lansing*

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

A Subcommittee hearing for Career and Technical Education

### Minutes:

See attached testimony

Chairman Grindberg called the subcommittee hearing to order in regards to SB 2019. Committee members present were Senator O'Connell and Senator Erbele. Brittani Reim from Legislative Council and Joe Morrissette from OMB were also present.

**Chairman Grindberg** - We will start off by having Wayne give a highlight. Another thing worthy of discussion, whether or not we try and wrap all the STEM legislation into the Career and Vocational Education budget. There seems to be a lot of bills with STEM and how do we track them all.

**Wayne Kutzer, Director Career & Technical Education** - (Using the yellow sheet) The first one is the cost to continue reimbursement to schools, \$500,000. That is what, when we reimburse schools for career and tech ed programs we fund a percentage of an instructor salary. Number 2 is increase access to tech ed programming and that is the large amount, that's the \$1,005,000 and it's broken down in 4 different areas, new and expanding programs to schools, and currently we have about \$220,000 of new programs and expanded programs that weren't funded this year because we didn't have the dollars to do it plus we anticipate more.

**Wayne** - The next one on that list is the ITV and Online Distance Delivery of CTE. In testimony I had given you a blue sheet that highlighted all of the distance delivery of career tech ed programs. We provide incentive funding to schools to offer career tech ed. What happens is a school will provide it to a neighboring school and we provide them incentives to doing that. So that \$150,000 will add to that amount that we are able to provide to schools for delivery of those online courses. The next one on that list is the Pilot Distance Delivery, and it says of intense hands on programs and what we are trying to do is figure out how can we deliver programs like construction or auto tech or welding, on a distance basis. The last one in that list is \$205,000, that is for an additional high tech consortium. Right now we have 8 of them across the state involving about 90 schools. (5:51) Those 4 things would be the \$1,005,000. (6:50) If you look to the column just to the right of that where it says agency request, we looked at other ways of funding those dollars. What we

are asking for, this would be over and above what the governor's budget recommended. (7:23)

**Vice Chairman Grindberg** - That new and expanding program line involves STEM?

**Wayne** - Potentially, the biggest area that involves STEM is actually priority #3. It's really a STEM based Engineering by Design is one concept, the other one is project Lead the Way. What use to be called Industrial Arts is now called Technology and Engineering Education, but, those are both really STEM based delivery, pre-engineering is really what they are. (8:31) Number 4 is equity funding for Family and Consumer Sciences. It wasn't included in the governor's budget. Family and Consumer Sciences are funded at 15%. We classify it as an exploratory program where all of our other programs are funded at 27%. (9:22) The last one, #5, the New Virtual Area Center, the original request was for \$1 million. We had anticipated that we would get a proposal in from them but they don't have a proposal and at this point I'm going to say they won't have something ready to start by this coming school year but the last year of the biennium so we cut those dollar amounts in half. (10:08) It gives kind of a good representation of where the area centers are. There are now 10 of them operating in the state. But the gray areas don't have an area center, now that doesn't mean they don't have any career tech ed. Every school in the state has to offer at least 2 credits of career tech ed. It doesn't mean students have to take it, but they do have to offer it. (11:28)

**Senator O'Connell** - On the half time FTE...

**Wayne** - It is a half time position that we had, an administrative assistant position that we no longer use and don't intend to use it again. (12:48)

**Beth Thompson** - I couldn't account for you all of the bills that are out there but as you said we are seeing a number of STEM bills. I feel we need some sort of core. It seems logical that that would be a state agency and I think Wayne's entity is a great opportunity for that. There is a North Dakota STEM network that has done some work out of Valley City largely Fargo area, but it is a state wide effort. They need some core; they are a bunch of well-intended people who all have a day job. It needs that backbone. I think your idea of combining all of these efforts and giving some structure to the effort is really important in North Dakota. Because we don't have that I'm assuming that's why an email came to me asking if I could be the contact for sort of a regional effort. It's being centered out of Iowa and they are trying to get sort of a regional conference going so I was made the contact. They've got councils in other states, certainly people with much more wear with all than I, a lot of people at the higher education level and the workforce level, really I think, something that is lacking in North Dakota. Does it have to be a council, no, but we need some kind of core.

**Vice Chairman Grindberg** - I did request with Council an inventory of all the bills and activities. Who is the organizer?

**Wayne** - Dr. David Dyuluth that is involved with it but there is also individuals. The North Dakota STEM Network is a lot of individuals. There is a bill on the House side that is asking for \$400,000 and that bill is designed to hire someone like an executive director to head up

the group. The intent is to have representation from K-12 and higher ed and importantly from business and industry on that core group.

**Vice Chairman Grindberg** - Can you check if that person can be at the next subcommittee hearing?

**Wayne** - I can check, I don't know that there's any one person leading it. Don Ugan was at one time. I think there is kind of a void right now in terms of that leadership. Another person would probably be Paul Keidel who works with Bismarck schools.

**Vice Chairman Grindberg** - Could one assume they have a master plan?

**Wayne** - Yes, they do have a strategic plan that I can get you a copy of.

**Senator O'Connell** - Also, how many other states have gotten involved and what are they doing.

**Vice Chairman Grindberg** - Any other thoughts, suggestions, or requests?

**Wayne** - A person out of Devils Lake is the chairman, but I also know we can get someone from BSC to talk about it too.

**Vice Chairman Grindberg** - Maybe the following meeting we can sit down and have a discussion about TrainND and I specifically would like to know over the last 2 fiscal years, so not this current fiscal year but the prior 2, what was the income by quadrant and expense.

**Wayne** - In my testimony that I gave, I talked about the scores, how career tech ed students are doing on the state assessment. We are outscoring; more of our students are proficient in the state assessment. This is 11<sup>th</sup> grade state assessment. The point being career tech ed has great possibilities.

**Vice Chairman Grindberg** - We will adjourn.

# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee Harvest Room, State Capitol

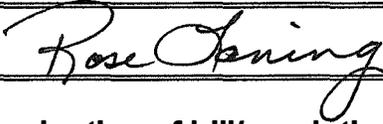
SB 2019 subcommittee

February 8, 2013

Job # 18599

Conference Committee

Committee Clerk Signature



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

This is a subcommittee of Career and Tech Ed.

### Minutes:

Testimony attached # 1-2.

Legislative Council - Brittani Reim  
OMB - Joe Morrissette

**Senator Grindberg** opened the hearing on SB 2019. **Senator Erbele** and **Senator Warner** were present.

**Senator Grindberg** requested to visit with Workforce training experts. Perhaps someone can give a brief overview of the history and provide committee with the history A-Z and how it works.

He asked them to imagine if they woke up tomorrow and could have anything you wanted to improve Workforce Training in the state, what would it be? Give me two or three items.

The second thing he'd like to cover is STEM. Wayne Kutzer and he met to put a hand around STEM. How would all this look like.

### Workforce Training -

#### **Edie Arney, Workforce Training, Lake Region State College**

In 1999, HB 1443 introduced Workforce training system and it allowed to put the mission in at four of the two year colleges - Williston, Lake Region, Wahpeton and Bismarck. The mission was put there and the appropriated funds to help with the infrastructure were put with Dept. of Career and Tech Education. The mission is to serve business and industry. Smaller businesses and rural areas could be helped. The colleges are to give us space and that's part of their share for having us housed there and providing resources to run the departments. In 2004, there was another planning committee to see how Workforce training should move ahead in the future. Out of that came that we needed more awareness of what we can offer to the industries and businesses. So there was more dollars appropriated for that purpose that were not ongoing. Out of that arose the name TrainND.

**Senator Warner:** What do the colleges provide?

**Edie Armev:** They provide us space. For my department at Lake Region, we have 4 offices and a conference room. We don't pay anything for that. We can use any of the rooms on the college for training. They dedicate one room for us to use as a computer room. Administrative services helps us with all our accounts payable and accounts receivable. I report directly to the president and most others report to a vice president.

**Senator Grindberg:** Is each of the centers in it's own profit center - sources of income, earned income, private support, and tuition and fees for training. If at the end of the year, if you have X amount that you've earned, is that stayed and retained within your division?

**Edie Armev:** Our college has never touched that. We're allowed to use it for more Workforce Development. Our advisory board meets and approves the planned budget for the upcoming year. It helps us decide what need there is for development in our region.

**Dannette Piesek,TrainND:** At Williston they needed some money in 2011. The college has plans to give the money back. We were building some dorms and it's really that the money is not gone, but had to be secured in bank of ND.

**Edie Armev** - described color on the Budget and also handed out a business plan.  
Testimony attached # 1 - Budget  
Testimony attached # 2 - Business Plan 2012-2013

**Senator Warner:** Do you have any alliances with the tribal colleges?

**Edie Armev:** In our region we work with Cankdeska Cikana Community College. We visit with Turtle Mountain Community College. They have sat on our board. Right now, we have a board representative from a business at Spirit Lake. At Turtle Mountain, we don't do much with them, but Cankdeska we've done a series of training with them - certified nurse assistants and in-home care. In other regions, Bismarck has worked with United Tribes. You've worked with Fort Berthold.

**Senator Grindberg:** So we wake up tomorrow morning - what would you need?

**Edie Armev:** For me, the probably most urgent need in our region is training for commercial driver's license. We had two companies, Strata Corporation and Coca-Cola approach us and they said they want to see an intensive program and they will do whatever it takes. They want a program that has a good classroom portion. Commercial driving has changed so much. Their words were that people really have to understand the safety issue. They're using more technology. In the east, they're losing drivers to the west. Most every business says that they don't want to give you money to train them. They say the government should provide that for us. Job Service has the skill build funds if people qualify for it. We're having a forum in our region and have invited about 60 businesses that are related to trucking. It's an expensive training - a minimum of \$4500. We have an experienced trainer and we patched together a training seminar for this tribe. They had about a 66% pass rate on that.

**Senator Warner:** How do you test for CDL? Are there bottlenecks in Transportation? Transportation is contracting out some of the testing and that they don't really license the testers, but they do retain the ability to audit the testers and if they come in with a negative audit, they can disqualify the entire cohort of people that went through that testing process.

(14:00) **Edie Armey:** If one of our regions has an expert in a certain industry type training, we like to work together and meet that need. Everyone is doing it differently. We take people who don't have a permit yet and put them through forty hours of classroom instruction and they do practice testing on-line. Then they can get their permit before they actually start the driving. We don't actually do the testing - that's with the DOT. They do the testing for us.

**Dannette Piesek, TrainND** If they fail a test, they have to go through so many hours of training. (15:39 - told of testing) Haven't seen any bottlenecking.

**Edie Armey:** You run your class all year long? **Dannette Piesek:** It's always full.

**Senator Grindberg:** With CDL - is the tuition and commitment to forty hours of classroom instruction or is it the equipment?

**Edie Armey:** The challenge for us is the tuition. Strata has said that if we could get this going, they would give us two road worthy trucks. If I may make a comment, this is a little bit different than what our mission is. Our mission is to serve business and industry. We're still serving business and industry if we meet this need even though some of the people we are training are not actually employed yet. Most of them are employed, but if they get this license, they can move up in their company or go somewhere where they can earn a better living. The tuition isn't always specifically paid for by a business, but then that's where the alliance with Job Service comes in.

**Dannette Piesek:** (explained some of the expenses and difficulty getting trucks) She has older trucks and they are breaking down and the cost to maintain is increasing.

**Senator Grindberg:** What would your one item be?

**Dannette Piesek:** There are so many things I would like. If I could have anything, I would like to see the advisory boards have more control over what we do. Yes they advise us, but they don't really have a say as to what they report on. I wish the advisory board had more say as to what our future should be. This is the business community telling us what they'd like us to do but sometimes that conflicts with what the college system is or what job service bills we need. How do we make those decisions more relevant to what we do?

**Edie Armey:** The original legislation does say that.

**Senator Grindberg** You want advisory board to have the authority to say what you do - the same level as an institution?

**Dannette Piesek:** The board says what you can do, but then you have to make sure that the university system agrees with that. Then you have to make sure that it flows with

Career and Tech Ed. Yes, they have a say, but do they? My frustration is that this slows us down. They want you to react fast, but the process slows it down. In developing training, if these hurdles are put in front of me, it will take an extra year to get something done. And it shouldn't be that way.

**Edie Army** told of an example with Cankdeska and their request had to go through the university system and it took two months to get it approved.

**Dannette Piesek:** The advisory board is business people. They want to see Train ND run like a business and we're not.

**Carla Braun Hixson - TrainND** - It's been ten years that we've been trying to get a heavy equipment operator training program going. The simulators alone are like \$1-2M. To get that, I have to have industry come up with a \$1M of it. It's way out of the realm for reach for us. Getting the infrastructure set up is such a huge need. There is another need out there that isn't talked about. It's the need of the individuals that go through our program. Originally we really focused in on 'what do your employees need for training' and now they really need people with skills. We've taken on this other initiative to help business and industry by help training people that they need to fill their pipeline for individuals. A lot of times, those companies aren't going to invest in them before they're hired to train them, so we have individuals that are interested in CDL or other programs. Because its non-credit, they don't have any way to take out a loan besides going to the bank. Traditionally, those individuals are down and out. This is a national need to be able to have a loan source for training.

**Patty Klein, NDSCS, Wahpeton:** If I could wake up tomorrow morning and have anything I wanted, it would be equipment. We wrote a grant for a CDL simulator for about \$100,000, but did not receive it. Then a trainer would be \$20,000- 30,000. To have a fund for equipment dollars, we could then send people for training. And also state salary increases.

**Senator Grindberg:** He told of meeting with LeAnn Bertsch and has concerns about folks being released. Largely, they aren't hardened criminals, but there is a job demand. We thought of putting CDL training simulators in the penitentiary grounds. I think we should seriously consider some funding for upgrading these workforce regions with simulators.

**Edie Army:** We have a Simtech program on our campus too.

**Carla Braun Hixson:** The one at the State Penitentiary was a partnership with a college and we got that through grant funding. Inmates that have gone through the program have a low recidivism rate have gotten stable jobs.

**Senator Warner** asked about classroom space. Do you have a training ground like a big parking lot where you can train CDL drivers in backing up and parking, etc?

**Edie Army:** We have a big parking lot on our campus that we can use in the summer, but the DOT allows us to use their space when they're not using it.

We have Camp Grafton in our region and they are willing to discuss doing heavy equipment training. They have all the equipment and all the instructors. We'd have to work around their schedule when they do training for the Guardsmen. There is an opportunity there.

**Senator Grindberg:** Maybe by Thursday next week you could submit to the committee what the gap is with simulators in your regions? And estimated costs?

## STEM

### **Wayne Kutzer, Director, State Board for Career and Technical Education**

We're trying to coordinate what's going on in STEM, especially in the K-12 side. We're probably the only agency that has programs out there right now in schools. What we do in Career and Tech Ed really fits in with STEM. There are a lot of things going on with the two year campuses. Science has great programs going on with nano-technology. It really needs to have some coordination. That's the biggest thing that appealed to me. I know that our agency, DPI, and Higher Ed have all gotten together to try and come up with the definition of STEM and how do you look at it. By doing some sort of coordinated effort like this, we can at least come up with a direction and vision of what STEM needs to do and what it encompasses in ND.

We have a great working relationship with the 2 year campuses. We evaluate every 2 year campus in the state every five years. We do all the evaluations for those campuses. We certify all career tech ed instructors at the post-secondary level. We work with the 4-year colleges as close as we can, but we don't have a lot of connections because both our state dollars and our federal dollars are basically from associates degree on down.

**Senator Grindberg** asked about Valley City State.

**Wayne Kutzer:** They received an NSF grant a number of years ago, but they really started the concept of STEM in ND. ND STEM Network which is a fledgling organization trying to get started. There's a bill on the other side asking for some dollars to help put some organization or funding to it. It used to be called Industrial Arts or shop class. Now there are a couple of concepts out there in terms of instruction - Engineering by Design is one where it talks about design process. That fits right in with STEM. We want to encourage schools to start teaching some of those Engineering by Design or another one is called Project Lead the Way programs. Biggest issue is to come up with a definition and have a coordinated effort.

**Al Anderson, ND Dept. of Commerce:** I'm here more as a chairman of EmPower. Industry is very excited about STEM. Last year in ND, even we ranked low in the number of jobs in the STEM areas, we were the fastest growing state with careers that were opening up related to STEM. Industry has been doing a lot of the training for teacher seminars, trying to highlight and educate the youth around because they have interest in hiring them down the road and want them to pick up a lot of the skills. They want them to know how STEM links to a lot of the jobs that are going to be opening in ND in the future. I compliment you trying to coordinate this. Someone has to try to pull all this together because it touches in so many areas and whether its under Wayne's CTE, that's great, but there is interest in a lot of different ways of doing this. EmPower had pushed for some

curriculum changes for ND studies. It's a modern way of updating so that kids whether 4<sup>th</sup> grade or 8<sup>th</sup> grade, they know what skill sets they need to develop. Sandi is on EmPower and is also involved with the Lignite Energy Council which is one that has provided a lot of the training.

**Sandi Tabor, Lignite Energy Council**

The EmPower group decided to focus on 4 major areas. This is one of the areas; Workforce training and in particular, STEM. There has been a push to ask how we are educating kids at various levels to make sure that they know about the industries, but more importantly, they know about things like STEM or heavy equipment operating. Those are things we care about in the mining and utility industry. We are seeing the opportunities in the oil industry. During the interim, we have talked to a lot of people about curriculum and STEM. VSCS is coming a little late but bringing a great package; to start focusing on curriculum for what teachers need to know about the energy industry and opportunities. We'd like to see a comprehensive program that includes from K to college and beyond.

**Senator Grindberg:** If we put money in Wayne's budget for STEM programming specific to certain areas, that industry would match it?

**Sandi Tabor:** They might, but it may be more in-kind than actual money, but I think that they're willing to put some dollars in it if they see the value. We do a lot of training now ourselves and the Lignite Council has a seminar that lasts for four days in June and we have well over a hundred teachers that attend. We give them curriculum ideas; we give them a broader background than just the subject matter we discuss for the day. One of them is to get the teachers to understand the importance of the different job opportunities that we have in our industry.

**Senator Grindberg:** I'm not big on adding more committees or boards, but do we name an industry, maybe it's an amendment to the resolution in having a 5-7 member industry group - to add the voice of industry, manufacturing or ITE.

**Beth Zander, Dept. of Commerce:** We've started engaging with Iowa and other states with their efforts on STEM and what I'm seeing is that we may be a little behind in efforts such as STEM Councils, various boards that pull together industry, education, etc.

**Senator Grindberg:** Maybe we need to direct the Foundation to be the STEM industry common foundation to give them that added responsibility since that is already in place.

**Wayne Kutzer:** That's one of the things that STEM Network is going to try and accomplish. It's a business and industry group because the whole idea behind their bill was to get the funding that would sunset after one biennium. From that point on they would live on grants and industry funds.

**Senator Grindberg** said he's a co-sponsor of the bill in the House that has the \$400,000 in seed money. I'd like us to consider putting that in this bill.

**Senator Warner** so it would be a duplicate on the budget for a while. Hearing adjourned.

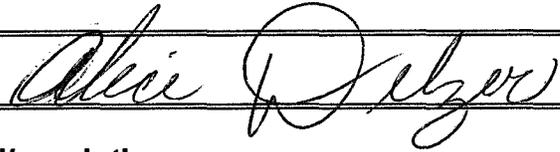
# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee Harvest Room, State Capitol

SB 2019 Subcommittee  
02-19-2013  
Job # 19218

Conference Committee

Committee Clerk Signature



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

A Subcommittee hearing for Career and Technical Education

### Minutes:

Chairman Grindberg called the subcommittee hearing together at 4:30 pm on Tuesday, February 19, 2013 in regards to SB 2019. Let the record show that all committee members were present: Grindberg, Erbele, Warner. Brittani Reim from Legislative Council and Tammy R. Dolan were also present.

**Vice Chairman Grindberg** - I thought we should have a discussion to kind of see where we are at with your request and I asked them what would you request as far as additional funding one time for equipment, then as far as the overall statutory language and how they operate. There's a sense that what they do as a subunit of each of the four 2 year colleges maybe not held at a higher priority, if I'm using, and these are my words not theirs, but, so one of the things that I would like to advance in changing the statute on the workforce training regions is, when the advisory committees submit the business plan that the state board of higher education has 30 or 45 days to approve those business plans, not 6 months. Some members on the advisory boards are on the state feeling like, you know, we have no authority. Then maybe an overview where you would like to see additional funds and then workforce training regions, does that kind of capture everything we have talked about?

**Senator Warner** - I asked Tammy to research procurement policy and ownership of licensed vehicles because there are some things on the list which are large items, heavy equipment and of licensable trucks and semis.

**Tammy R. Dolan** - I spoke with Sherry Neas from the State Procurement Office and the first issue that I asked was, were these vehicles subject to state procurement and of course they are. As far as state fleet rules go, if it's for a state owned licensed motor vehicle that would have to be part of state fleet unless it's specifically exempted. Heavy equipment that is not licensed, like pay loaders, etc. would not be subject to state fleet rules.

**Senator Warner** - It was beyond what I originally asked but do we circumvent any of this if we choose to lease equipment rather than to purchase?

**Tammy R. Dolan** - I would have to ask.

**Vice Chairman Grindberg** - What liability do we impose if we exempt a tractor and trailer and an instructor is out and that student drives over somebody?

**Tammy R. Dolan** - I don't know the answer. I would go to state fleet and finding the answer and I will do that for you. They would have that legal background. Brittani Reim will do that.

**Vice Chairman Grindberg** - I have a little pride in what's been accomplished over the years since 1997 and here we are at a time and a state when if they need a few extra one time resources to upgrade what they are doing. I think if there are some extra funds we can throw out there from the SIFF fund as a one time and see what the House says, I think that is something we should do.

**Senator Warner** - This is speculation on my part but I was thinking that manufacturers of semis might put a new one on a one year lease on favorable terms with the idea that they rotate it out every year and then they use that as an incentive as sort of advertising for the people who are getting CDL's that maybe this is a brand that you might want to purchase. Most of the time if a county leases a tractor for a season then it's available in the used market and a very well maintained machine. Like drivers ed.

**Vice Chairman Grindberg** - I don't believe they offer training through the schools anymore, you have to pay for it independently. So we are going to get information on exemption. We need to decide how to approach this.

**Wayne Kutzer, Director of Career & Technical Education** - The governor's recommendation, that included that \$1 million for that area center which we talked about reducing that to \$500,000. One part in the governor's budget had put \$500,000 for new and expanding programs in schools and we would like to be able to increase that to \$800,000. The other piece of that is trying to infuse STEM education both project Lead the Way and Engineering by Design and fund schools that are actually putting those programs on. The other one that we had in our budget was the equity funding for Family and Consumer Sciences. I know there was another proposal on what was called a STEM infusion grant. It's not on this particular list. That one was for \$275,000. Those would be our biggest needs. If there was a wish list piece along with that funding for technology and engineering education, that is STEM funding for Engineering by Design, project Lead the Way. One thing we haven't been able to do is provide any funding for equipment for those types of things, for buying in to those programs. Those schools typically rely on federal dollars for that. (11:14)

**Senator Warner** - If we do decide to go with the wish list piece, how would you anticipate allocating the resources between the different regions?

**Vice Chairman Grindberg** - Wayne maybe you can help me answer that. The \$3 million that is available now for operations are the 4 regions. That is based on employees in each of the regions. (13:35) Back to Wayne's yellow sheet I guess my thoughts I'm interested in, because we have \$500,000 from the standpoint of reducing that million that further discussion around the STEM based line and the NDSCS STEM based project and new or

expanding programs the governor had \$500,000 and Wayne's asking for another \$300,000 but unless we can define some of this as one time, I'm cautious on increasing the general fund commitment. Regarding the STEM there is a resolution and that is maybe where we can help Wayne here a little bit. We put a resolution in to kind of use Wayne's department as kind of the organizer collaborating leader with STEM based education so there is kind of someone with ownership and that resolution is being held. It passed Senate Education unanimous. It's being held until this bill comes to the floor. (16:04)

**Senator Warner** - One distinction we might want to be at least discuss is if we are talking STEM as a white collar job, or as blue shop coat programs run through vocational ed. Are we looking at it for people who are service technicians or for people who design machinery?

**Wayne** - I think we are looking at the full gamut. When you look at the Engineering by Design that that whole concept those are pre-engineering courses so they are not necessarily engineering techs, it could be, but it also talks about growing more engineers. More software engineers, more of any type of engineers. (18:40)

**Vice Chairman Grindberg** - You are involved with 4 year Universities with STEM teacher training right?

**Wayne** - With teacher training yes. We have been involved with that especially in IT we've been involved with Minot State and Valley City State a little bit with NDSU. All this Engineering by Design I'm going to say a lot of the home base in terms of that is Valley City State.

**Vice Chairman Grindberg** - Nobody has declared anybody as kind of being the STEM...

**Wayne** - I've had conversations with Department of Public Instruction on it in terms of how they viewed this and they are pleased to see that someone is. They didn't feel like they were being left out or anything at all. If I was going to make a choice on the yellow sheet again looking at the last column if I had to move out one of the equity funding for Family and Consumer Sciences and put more dollars in to the Engineering by Design or even the new and expanding programs on the top, that would be something I would be willing to do.

**Vice Chairman Grindberg** - We will sleep on it, I'll put an outline together, a rough draft and share it tomorrow.

The subcommittee hearing was closed.

# 2013 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee  
Harvest Room, State Capitol

SB 2019  
February 22, 2013  
Job # 19384

Conference Committee

Committee Clerk Signature

*Rose Larson*

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

A Bill for an appropriation for the Department of Career and Technical Education

## Minutes:

**Chairman Holmberg** opened the hearing on SB 2019.

**V.Chairman Grindberg** handed out amendment 13.8169.01001. He said they focused their attention on two primary areas. One on STEM education and partnership and two, the workforce training units across the state; NDSCS, BSC and Lake Region and Williston.

He explained the amendments and said the total general fund increase is \$406,555 and one-time is \$3M from the SIF fund.

**V.Chairman Grindberg** moved amendment 13.8169.01001.

**V.Chairman Bowman** seconded the amendment.

**Senator Warner** stated he had favorable support. If some of the things on the wish list for the different divisions and included semi's and semi-trailers. In current state law, if it has a license plate on it, it has to go through the motor pool. That was something I wasn't really aware of. It didn't matter who owned it or where it was. If it has a license plate on it, it has to be owned by the motor pool. We had discussed some options of leasing. The language that we allowed in the bill gives them great discretion on how to allocate the resource.

**Voice vote on amendment - adopted.**

**V.Chairman Grindberg** moved Do Pass as Amended on SB 2019.

**Senator Warner** seconded the motion.

A roll call vote was taken. Yea: 12    Nay: 0    Absent: 1

**Senator Warner** will carry the bill on the floor.

2/22/13  
10

PROPOSED AMENDMENTS TO SENATE BILL NO. 2019

Page 1, line 2, after "education" insert "; to amend and reenact sections 52-08-09, 52-08-10, and 52-08-11 of the North Dakota Century Code, relating to workforce training board reporting requirements; and to provide for a report to the budget section"

Page 1, replace line 12 with:

"Salaries and wages	\$4,362,974	\$503,881	\$4,866,855"
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Page 1, replace lines 14 and 15 with:

"Grants	29,025,000	1,778,698	30,803,698
Grants - postsecondary	357,452	900,000	1,257,452"

Page 1, replace lines 17 through 20 with:

"Workforce training	<u>3,000,000</u>	<u>2,600,000</u>	<u>5,600,000</u>
Total all funds	\$38,748,567	\$5,782,579	\$44,531,146
Less estimated income	<u>10,766,888</u>	<u>2,523,731</u>	<u>13,290,619</u>
Total general fund appropriation	\$27,981,679	\$3,258,848	\$31,240,527"

Page 1, after line 21, insert:

**"SECTION 2. AMENDMENT.** Section 52-08-09 of the North Dakota Century Code is amended and reenacted as follows:

**52-08-09. Workforce training board - Formation.**

Subject to state board of ~~higher education~~ for career and technical education policies, the president of an institution of higher education that is assigned primary responsibility for workforce training shall appoint a workforce training board consisting of representatives from businesses, labor, and industries located within the institution's delivery area. The workforce training board must consist of at least seven but no more than fifteen members and must include at least one representative from either an Indian-owned business, the tribal government, or the tribal colleges within the designated region.

**SECTION 3. AMENDMENT.** Section 52-08-10 of the North Dakota Century Code is amended and reenacted as follows:

**52-08-10. Preparation of business plan - Revolving loans.**

Subject to state board of ~~higher education~~ for career and technical education policies, the president of an institution of higher education that is assigned primary responsibility for workforce training shall prepare an annual business plan that must include provisions for use of the training capacity of the tribal colleges within the designated region, in consultation with the workforce training board. The business plan may include participation as a community under the new jobs training program under chapter 52-02.1. The workforce training board shall approve the business plan and make recommendations for funding of the business plan to the state board of ~~higher education~~ for career and technical education. Any state funds received under this

program by the institutions of higher education assigned primary responsibility for workforce training must be used for business and customized training activities. The state board of higher education may establish for each institution of higher education assigned primary responsibility for workforce training a revolving loan fund for workforce training program startups using the borrowing authority provided in section 15-10-16.1.

**SECTION 4. AMENDMENT. Section 52-08-11 of the North Dakota Century Code is amended and reenacted as follows:**

**52-08-11. Performance measurements for workforce training.**

Subject to state board of higher education for career and technical education policies, the president of an institution of higher education that is assigned primary responsibility for workforce training shall develop, in consultation with the workforce training board, performance measurements for workforce training. The measurements must include requirements for being time-sensitive and results-oriented and must determine how well the training needs of business and industry are being met.

**SECTION 5. REPORT TO BUDGET SECTION.** The department of career and technical education shall report performance measures of the science, technology, engineering, and mathematics program to the budget section during the 2013-14 interim, including the increase of science, technology, engineering, and mathematics programs available to students; the increase in enrollment in science, technology, engineering, and mathematics programming at the secondary and postsecondary level; and the business partnerships created by the expansion of the science, technology, engineering, and mathematics programs.

**SECTION 6. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND.** The estimated income line item in section 1 of this Act includes the sum of \$3,000,000, or so much of the sum as may be necessary, from the strategic investment and improvements fund, for the biennium beginning July 1, 2013, and ending June 30, 2015.

**SECTION 7. SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS PROGRAM GRANTS - MATCHING REQUIREMENT.** The grants - postsecondary line item in section 1 of this Act includes the sum of \$300,000 from the general fund for science, technology, engineering, and mathematics grants. Prior to awarding a grant from these funds, the state board for career and technical education shall verify that the grant recipient has available matching funds from private industry grants equal to the state grant award, for the biennium beginning July 1, 2013, and ending June 30, 2015."

Re-number accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2019 - Dept. of Career and Technical Education - Senate Action**

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	\$4,860,166	\$6,689	\$4,866,855
Operating expenses	1,253,339		1,253,339
Grants	30,903,698	(100,000)	30,803,698
Grants - Postsecondary	357,452	900,000	1,257,452
Adult farm management	749,802		749,802
Workforce training	3,000,000	2,600,000	5,600,000

Total all funds	\$41,124,457	\$3,406,689	\$44,531,146
Less estimated income	10,290,485	3,000,134	13,290,619
General fund	\$30,833,972	\$406,555	\$31,240,527
FTE	27.00	0.00	27.00

**Department No. 270 - Dept. of Career and Technical Education - Detail of Senate Changes**

	Corrects Executive Compensation Package <sup>1</sup>	Decreases Funding for Virtual Centers <sup>2</sup>	Provides Funding for STEM-Based Engineering or Project Lead the Way <sup>3</sup>	Provides Funding for STEM Infusion Initiative <sup>4</sup>	Provides Funding for STEM Programs <sup>5</sup>	Increases Funding to New and Expanding Programs <sup>6</sup>
Salaries and wages	\$6,689					
Operating expenses						
Grants		(500,000)	300,000			100,000
Grants - Postsecondary				200,000	300,000	
Adult farm management						
Workforce training						
Total all funds	\$6,689	(\$500,000)	\$300,000	\$200,000	\$300,000	\$100,000
Less estimated income	134	0	0	0	0	0
General fund	\$6,555	(\$500,000)	\$300,000	\$200,000	\$300,000	\$100,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Provides Funding to STEM Network <sup>7</sup>	Provides Funding to the Workforce Training Regions <sup>8</sup>	Total Senate Changes
Salaries and wages			\$6,689
Operating expenses			(100,000)
Grants			900,000
Grants - Postsecondary	400,000		
Adult farm management			
Workforce training		2,600,000	2,600,000
Total all funds	\$400,000	\$2,600,000	\$3,406,689
Less estimated income	400,000	2,600,000	3,000,134
General fund	\$0	\$0	\$406,555
FTE	0.00	0.00	0.00

<sup>1</sup>Funding is added due to a calculation error in the executive compensation package.

<sup>2</sup>This amendment decreases the funding for the Virtual Centers to provide a total of \$500,000, all of which is from the general fund.

<sup>3</sup>This amendment provides funding for STEM-based engineering programs or the Project Lead the Way program.

<sup>4</sup>This amendment provides funding for a STEM Infusion Initiative.

<sup>5</sup>This amendment provides funding for the STEM program at the secondary and postsecondary level, requiring matching funds from private industry grants.

<sup>6</sup>This amendment increases funding for new and expanding programs to provide a total of \$600,000, all of which is from the general fund.

<sup>7</sup>This amendment provides one-time funding for the STEM network from the strategic investment and improvements fund.

<sup>8</sup>Provides one-time funding from the strategic investment and improvements fund for providing \$650,000 per region to the four workforce training regions for business and industry equipment and simulation equipment.

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This amendment adds a section requiring the Department of Career and Technical Education to report to the Budget Section on the following:

- The increase in the number of STEM programs/programming in schools and institutions available to students.
- The increase in enrollment in STEM programming beginning at the secondary level and then onto the postsecondary level.
- The business partnerships created by the expansion of the STEM program.

This amendment adds sections amending Sections 52-08-09, 52-08-10, and 52-08-11 to change the Workforce Training Board reporting requirements from the State Board of Higher Education to the State Board for Career and Technical Education.

Date: 2-22-13

Roll Call Vote # 1

2013 SENATE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 2019

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number 13.8169.01001

Action Taken \_\_\_\_\_

Motion Made By Grindberg Seconded By Bowman

Senators	Yes	No	Senator	Yes	No
Chariman Ray Holmberg			Senator Tim Mathern		
Co-Vice Chairman Bill Bowman			Senator David O'Connell		
Co-Vice Chair Tony Grindberg			Senator Larry Robinson		
Senator Ralph Kilzer			Senator John Warner		
Senator Karen Krebsbach					
Senator Robert Erbele					
Senator Terry Wanzek					
Senator Ron Carlisle					
Senator Gary Lee					

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

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

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

*voice vote  
Carried*

Date: 2-22-13

Roll Call Vote # 2

2013 SENATE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 2019

Senate Appropriations Committee

Check here for Conference Committee

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

Action Taken DPA

Motion Made By Grindberg Seconded By Warner

Senators	Yes	No	Senator	Yes	No
Chariman Ray Holmberg	✓		Senator Tim Mathern	✓	
Co-Vice Chairman Bill Bowman	✓		Senator David O'Connell	✓	
Co-Vice Chair Tony Grindberg	✓		Senator Larry Robinson	✓	
Senator Ralph Kilzer	✓		Senator John Warner	✓	
Senator Karen Krebsbach	✓				
Senator Robert Erbele	✓				
Senator Terry Wanzek	A				
Senator Ron Carlisle	✓				
Senator Gary Lee	✓				

Total (Yes) 12 No 0

Absent 1

Floor Assignment Member Warner

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

**REPORT OF STANDING COMMITTEE**

**SB 2019: Appropriations Committee (Sen. Holmberg, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). SB 2019 was placed on the Sixth order on the calendar.

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Renumber accordingly

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Grants - Postsecondary				200,000	300,000	
Adult farm management						
Workforce training						
<b>Total all funds</b>	<b>\$6,689</b>	<b>(\$500,000)</b>	<b>\$300,000</b>	<b>\$200,000</b>	<b>\$300,000</b>	<b>\$100,000</b>
Less estimated income	134	0	0	0	0	0
<b>General fund</b>	<b>\$6,555</b>	<b>(\$500,000)</b>	<b>\$300,000</b>	<b>\$200,000</b>	<b>\$300,000</b>	<b>\$100,000</b>
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Provides Funding to STEM Network <sup>7</sup>	Provides Funding to the Workforce Training Regions <sup>8</sup>	Total Senate Changes
Salaries and wages			\$6,689
Operating expenses			(100,000)
Grants			900,000
Grants - Postsecondary	400,000		
Adult farm management			
Workforce training		2,600,000	2,600,000
<b>Total all funds</b>	<b>\$400,000</b>	<b>\$2,600,000</b>	<b>\$3,406,689</b>
Less estimated income	400,000	2,600,000	3,000,134
<b>General fund</b>	<b>\$0</b>	<b>\$0</b>	<b>\$406,555</b>
FTE	0.00	0.00	0.00

<sup>1</sup>Funding is added due to a calculation error in the executive compensation package.

<sup>2</sup>This amendment decreases the funding for the Virtual Centers to provide a total of \$500,000, all of which is from the general fund.

<sup>3</sup>This amendment provides funding for STEM-based engineering programs or the Project Lead the Way program.

<sup>4</sup>This amendment provides funding for a STEM Infusion Initiative.

<sup>5</sup>This amendment provides funding for the STEM program at the secondary and postsecondary level, requiring matching funds from private industry grants.

<sup>6</sup>This amendment increases funding for new and expanding programs to provide a total of \$600,000, all of which is from the general fund.

<sup>7</sup>This amendment provides one-time funding for the STEM network from the strategic investment and improvements fund.

<sup>8</sup>Provides one-time funding from the strategic investment and improvements fund for providing \$650,000 per region to the four workforce training regions for business and industry equipment and simulation equipment.

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This amendment adds a section requiring the Department of Career and Technical Education to report to the Budget Section on the following:

- The increase in the number of STEM programs/programming in schools and institutions available to students.
- The increase in enrollment in STEM programming beginning at the secondary level and then onto the postsecondary level.
- The business partnerships created by the expansion of the STEM program.

This amendment adds sections amending Sections 52-08-09, 52-08-10, and 52-08-11 to change the Workforce Training Board reporting requirements from the State Board of Higher Education to the State Board for Career and Technical Education.

**2013 HOUSE APPROPRIATIONS**

**SB 2019**

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division  
Roughrider Room, State Capitol

SB 2019  
March 11, 2013  
Job 19674

Conference Committee

Committee Clerk Signature

*David Hanson*

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

A BILL for an Act to provide an appropriation for defraying the expenses of the state board for career and technical education; to amend and reenact sections 52-08-09, 52-08-10, and 52-08-11 of the North Dakota Century Code, relating to workforce training board reporting requirements; and to provide for a report to the budget section.

## Minutes:

Attachments 1,2,3,4,5,and 6.

**Chairman Skarphol:** Called the committee to order to hear SB 2019.

**Wayne Kutzer-Director of the Department of Career and Technical Education:** Gave his testimony. See attachment 1.

**Morgan Thompson-National DECA President:** Gave her testimony. See attachment 2.

**Chairman Skarphol:** What made you take the marketing class?

**Thompson:** Talked about how she became interested and progressed in DECA. 15:20

**Kutzer:** Continued with his testimony.

**Chairman Skarphol:** What determines whether they offer the second course? Is it because of student requests?

**Kutzer:** That is correct.

**Chairman Skarphol:** So, those students in the other course could take that course at a different time of the day?

**Kutzer:** Yes, if they can make the schedule work out in the ITD classroom.

**Chairman Skarphol:** Is it offered once a day and those communities participate at that time?

**Kutzer:** Typically that's how it works. It's offered once during the day. He continued with his testimony. 27:30

**Chairman Skarphol:** How is the home construction and auto technology different from the other courses that you offer?

**Kutzer:** Explained how you can distance deliver to a lab. Continued with his testimony. 30:30

**Vice Chair Monson:** Discussed the Governor's proposal.

**Kutzer:** 31:45 Continued with his testimony. 35:25

**Chairman Skarphol:** In HB 1228, you have \$160,000 in it. What did it originally have in it?

**Kutzer:** \$400,000.

**Chairman Skarphol:** So, now as it stands you have \$400,000 in this one and the \$160,000 in there?

**Kutzer:** That is correct. Continued with his testimony. 37:50

**Rep. Williams:** Asked the reason for the Senate's amendment to switch from the Higher Education Board to Career and Technical Education?

**Kutzer:** Explained why the Senate amended it.

**Chairman Skarphol:** What is the composition of the Board of Career and Technical Education?

**Kutzer:** It is a nine member board made up of the Superintendent of Public Instruction, Chancellor of Higher Education, Director of Job Service, and the Governor appoints the other six members. There is one representative from each judicial district the only requirement is that two of them must be school board members

**Chairman Skarphol:** But it would not preclude anyone from a technology company from being a member of that board?

**Kutzer:** No.

**Grande:** How are the members appointed to the board?

**Kutzer:** The school administrators, school board association, and NDEA submit names and the Governor selects one from the list.

**Vice Chair Monson:** Asked about the map composition.

**Kutzer:** Explained the map composition.

**Chairman Skarphol:** What is the motivation for a school district to not become part of this?

**Kutzer:** I'm not sure. Explained the incentives to join.

**Chairman Skarphol:** Some of those regions are large. There has to be a reason why some of them are more successful than others.

**Kutzer:** The success of these centers is based on the management of them.

**Chairman Skarphol:** Can you get specific statistics?

**Kutzer:** Yes we can.

**Chairman Skarphol:** How recent is the STEM initiative?

**Kutzer:** It hasn't been around that long.

**Vice Chair Monson:** When they first started there was no virtual or ITD. They had to be within a certain traveling radius before you could make it work. I think we will see that map fill in down the road.

**Kutzer:** I hope so.

**Vice Chair Monson:** They don't have to be a school district to participate?

**Kutzer:** Any private school can join, but they have to pay for it.

**Rep. Dosch:** Some classes have a line charge and some charge tuition per semester. Could you explain how this works? Is the tuition paid by the student? Why are some charging and some not?

**Kutzer:** The tuition is paid by the school. It's not paid by the student. It varies depending upon the ITD consortium that they are in. Some of the ITD consortiums do not charge their member schools anything, because the school pays for the entire infrastructure that is there. That's why in some cases they don't charge. If the sending school requests one from us for one period of the day whatever that line charge is and we will help pay 25% of that cost.

**Rep. Dosch:** So, then the tuition gets charged somewhere in the schools budget?

**Kutzer:** Yes.

**Rep. Dosch:** There is no cost to the student?

**Kutzer:** Correct.

**Chairman Skarphol:** Let's look at Bismarck. They charge tuition for three different courses all of which are being taught at schools outside of the Missouri River Area on the map. Is that correct?

**Kutzer:** Correct.

**Chairman Skarphol:** Those schools that are not paying for tuition are in that service area that Bismarck has agreed to service tuition free.

**Kutzer:** Correct.

**Chairman Skarphol:** You mentioned aviation technology. We don't offer it as a college course, but you are offering it as a CTE class?

**Kutzer:** Correct. Basically, they are being taught by anyone that has an ITD class. Those are online.

**Chairman Skarphol:** It's an introductory technology class in aviation?

**Kutzer:** That is correct. They learn the fundamentals.

**Chairman Skarphol:** Did you mention something about tribal participation?

**Kutzer:** We work with the five tribal colleges. They are recipients of federal funds at the same level that the public schools are, so we work with the campuses.

**Doug Johnson-North Dakota Council of Educational Leaders:** Stated his support for the bill.

**Edith Armev-TrainND:** Gave her testimony. See attachment 3. 1:04:31

**Rep. Dosch:** Asked about the revenues coming in and the expenses going out.

**Armev:** Explained and referred to attachment 3.

**Rep. Dosch:** Where are the offsets to that, as far as your expenses, and where do the direct training revenues come from? Does this come solely from the businesses that you provide services to or does that include state funding?

**Armev:** The direct training revenues come solely from the businesses. The full budget expenses and income report is included in our business plan.

**Rep. Dosch:** If you are asking for additional funds, we need to see that. I'm from the private sector and I don't expect the government to train my employees and I don't think the state should have to pay for employees in the oil industry for an example. There should be additional revenue coming in. We should be able to recover the cost to make these programs self-sufficient. I would like to see the operating budgets and then an explanation on why this program should still be subsidized by the state.

**Armey:** We could provide you that information. The funds, the legislature has given us, help pay for the infrastructure. Without those funds we wouldn't be able to help small and rural businesses the way that we do now. For instance, we work with the economic developers and the chambers to put together training series in the rural communities where a business that might have only five employees would be able to afford that. Without the funds we would have to concentrate on larger businesses that have the funding to pay for training. Gave an example in her area and explained that the businesses needed further training in certain areas, but the businesses didn't want to pay for it, because the training was expensive. She stated that if they were able to provide better equipment they think they would be able to meet the need.

**Chairman Skarphol:** Asked about the money in attachment 4?

**Armey:** We feel like we would like to do little more research to make sure that we were meeting the needs. However, this is based on what our advisory boards have talked about as needs.

**Chairman Skarphol:** The increased funding is not for salaries, but for equipment?

**Armey:** Right.

**Chairman Skarphol:** I think Representative Dosch is correct in his assessment that each of the regions needs to provide us with a very brief summary of the revenues generated and vs. expenditures.

**Armey:** We have it ready.

**Vice Chair Monson:** Is TrainND in other budgets?

**Armey:** This is it.

**Vice Chair Monson:** This program is delivered through the two year colleges?

**Armey:** Yes. The mission lies with those four two year colleges, but the funds are in the Department of Career and Technical Education.

1:13:30

**Dr. Kristi Jean-Associate Professor at NDSCS:** Gave her testimony. See attachment 4.

1:18:15

**Chairman Skarphol:** What if we couldn't fund this?

**Dr. Jean:** I think the magnitude would be limited. 1:18:40 Explained about some of the STEM efforts.

**Chairman Skarphol:** Why is this only applicable to STEM? Why isn't this teaching technique applicable to all of education?

**Dr. Jean:** That is a great question. If you are doing STEM well you should be able to see the connection of things.

**Chairman Skarphol:** It seems to me that if we can create the environment we shouldn't have to continue to pay the costs associated with a specific aspect of it.

**Dr. Jean:** Talked about the positive effects of STEM. 1:24:00

**Deana Wiese-Executive Director of ITCND:** Gave her testimony. See attachment 5.

**Raymond Nadolny-President of North Dakota Williston State College:** Gave his testimony. 1:28:20

**Chairman Skarphol:** Are you saying that shifting it to the board would increase costs?

**Nadolny:** Explained the costs involved.

**Chairman Skarphol:** Are you telling us that the changes the Senate made to take it from the State Board of Higher Education to the Board of Career and Technical Education is going to cost the TrainND centers more money?

**Nadolny:** The colleges provide much of the infrastructure for that as the managing body for TrainND. The proposed amendment creates a different managing for TrainND. So, the question becomes how do we share those costs as it relates to a different managing body?

**Chairman Skarphol:** So, what you are suggesting is the potential exists that the colleges will have to charge something additional because of this change?

**Nadolny:** If this committee identifies TrainND as a self-support initiative then that consideration may follow which is the reason for my point.

**Vice Chairman Monson:** Why did the Senate do that?

**Nadolny:** I don't know.

**Vice Chairman Monson:** The discussion that you had with Chairman Skarphol seems to indicate that there's a change some place and that the colleges are being shorted somehow?

**Nadolny:** It's my understanding of the bill that the management moves from the two year college to Career and Technical Education.

**Vice Chairman Monson:** Are you saying that by doing this you might not be getting people into paying programs where you get credit and collect tuition and that this isn't the best use of the money?

**Nadolny:** Yes. I'm saying this is not the best use of the money.

**Rep. Williams:** Did you let them Senate committee know your objections?

**Nadolny:** No.

**Dr. Larry Skogen-President of BSC:** This came out of a discussion of a subcommittee. It was a question about the business plan approval. We just don't know what the unintended consequences would be by shifting this from the State Board of Higher Education to Career and Technical Education. 1:38:10

**Kutzer:** Mr. Chairman, I also have copies of testimony from Eric Ripley, Director of Grand Forks Area Career and Technology Center, who was unable to be here today. See attachment 6.

**Seeing no further testimony Chairman Skarphol closed the hearing on SB 2019.**

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division  
Roughrider Room, State Capitol

SB 2019  
March 26, 2013  
Job 20524

Conference Committee



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

**Minutes:**

*Attachment 1*

**Chairman Skarphol:** The issue you were trying to address, do you feel these really address it? Tell the committee what the issue was that caused the Senate to take this action.

**1:13 Dr. Wayne Kutzer:** I made a comment what is in this if it would help the situation out because of some of the onerous plans approved then our agency could approve the plan.

**Chairman Skarphol:** Tell us what the delay is in getting the business plan approved.

**2:14 Kutzer:** Their advisory board felt like they weren't being fully utilized or in control of it because it always had to move along and took so long to get things done.

**Chairman Skarphol:** They wanted to move more quickly to do things and anything they wanted to do had to go to the Board of Higher Ed for approval?

**2:43 Kutzer:** Because it's centered on the business plan, the business plan is an annual event. Once it happens they don't have to go back and approve it after that.

**Chairman Skarphol:** What needs to happen to make this work?

**Kutzer:** In my estimation I would say that you could get rid of all the amendments with regard to that.

**Chairman Skarphol:** Is there something else we need to do to help facilitate that?

**Kutzer:** It didn't seem like the business approval plan was the issue.

**Chairman Skarphol:** We could get rid of the 3 sections on page 1 of the amendment that change the verbiage from the Board of Higher Education to Career and Technical Education?

**4:35 Kutzer:** Yes, sections 2-4.

**Chairman Skarphol:** Our local Train ND person was going to get back to me with some verbiage that she thought might be helpful as far as trying to facilitate that process that would give the board more authority. How do we do that?

**5:32 Kutzer:** I'm not sure exactly what she would be referring to in terms of how that would work.

**Chairman Skarphol:** If they wanted to do something new they have the authority to do that or do they need approval from the State Board of Higher Ed?

**Kutzer:** My understanding is they have the authority to do that.

**6:04 Vice Chair Monson:** You are suggesting that on page 1 of the amendments we go back to "subject to State Board of Higher Education" language and take out CTE?

**Kutzer:** Yes.

**Representative Williams:** In other words all we are doing is rescinding the amendments on section 2-4 and it'll be reinstated the way it was before.

**Chairman Skarphol:** Yes. The concern was on the part of the institutions that they didn't know what their relationship would be with the whole program.

**Kutzer:** Yes.

**7:55 Vice Chair Monson:** Where did they get new money?

**Kutzer:** That is a combination of the 2.6 million for the workforce training regions and \$400,000 for the ND Stem Network. Those dollars were from the strategic investment improvement one-time funding. See attachment 1.

**Vice Chair Monson:** This was in the original bill.

**Kutzer:** That stays in our funding bill for the operations. The 2.6 million dollars is one-time funding for the workforce training in addition to the 3 million dollars that they are receiving already.

**9:07 Vice Chair Monson:** Was there not 6 million in the Governor's budget then? There was 3 million in the Governor's budget and the Senate added 3 million more.

**Kutzer:** Correct.

**Vice Chair Monson:** We were talking about Tribal colleges and their workforce needs. Is there a way to tie their workforce training needs at the Tribal colleges with your program?

**10:08 Kutzer:** The workforce training regions, the 3 million dollars in our budget, my understanding is they have a representation from each one of the Tribal governments on their boards now.

**Vice Chair Monson:** It does seem like the Tribal government. Is there anything that precludes you from using your dollars to do workforce stuff on the Tribal College's campuses?

**Chairman Skarphol:** Representative Monson that's a whole different program.

**12:51 Kutzer:** For those dollars in our budget for workforce training, they were put in our budget because they didn't trust Higher Ed to have them in theirs when they were working with the workforce training region.

**Chairman Skarphol:** The money is divided out? I thought it was equally distributed to the 4 regions in some way and some portion is proportioned based upon employees?

**Kutzer:** The 3 million dollars in our budget is based on the number of employees in each region.

**14:22 Vice Chair Monson:** By putting the Board of Higher Ed back in charge if we took out the language in those 3 sections instead of having you in charge of setting that up, that complicates it some. Rather than start another 5 million dollar program for the tribes, we could somehow find efficiencies by doing it all in one.

**Kutzer:** If it is within our mission, I believe it would be. At this point we don't have the policies in place.

**Chairman Skarphol:** Any amendments regarding changes?

**Kutzer:** I have a recommendation. Referred to the yellow sheet handed out. Under the new and expanding programs the Senate gave less.

**Chairman Skarphol:** You did that in your request?

**17:45 Kutzer:** Yes.

**Chairman Skarphol:** The Senate gave you one but not three but then they did some other changing.

**Kutzer:** Yes. Referred to the yellow sheet.

**19:00 Chairman Skarphol:** What is the status of the bill?

**Representative Dosch:** It's my understanding that it passed the Senate as we sent it over.

**Representative Streyle:** It seems there is Stem money we need to get a total of what's passed and take that out.

**20:08 Kutzer:** I would expect that the \$400,000 from the Senate would be adjusted.

**Chairman Skarphol:** On the green sheet, number 6, this is a decrease in funding for the virtual centers.

**Kutzer:** That's a new one that's going to be established in Cass County (Fargo area).

**22:04 Brittany, Legislative Council:** It came from the SIF Fund.

**Chairman Skarphol:** Vice Chairman Monson moved a **Do Pass on the amendment** by removing sections 2-4 doesn't remove the 3 million, seconded by Representative Williams. **A voice vote** was taken. Motion carried.

**26:07 Representative Grande:** Which amendment are we talking about? Is it the Senate's amendment?

**Chairman Skarphol:** Yes.

**Motion by Vice Chair Monson,** seconded by Representative Streyle for amendment .02001.

**31:55 Representative Dosch:** Who is the one who monitors the cash flow?

**Kutzer:** That's something that the workforce training and the campus would monitor.

**33:03 Chairman Skarphol:** I will hold this motion.

**Representative Dosch:** Where do we have the detail on the workforce training .26 million? Do we have the detail of what exact amount added by the Senate?

**Kutzer:** Yes, that was added by the Senate for equipment and simulators. That was the hand out by Edith Armev.

**35:35 Kutzer:** It was added on by the Senate.

**Representative Dosch:** I understand that this is probably needed. Somewhere there should be an explanation that if you give us this, we'll be able to increase our classes and cost justify what we are doing.

**37:37 Kutzer:** I can get you that information.

**Chairman Skarphol:** The Senate said what could you use?

**Vice Chair Monson:** So, the \$3 million that you requested that the Governor granted is for the same thing?

**Kutzer:** It's all going to workforce training regions.

**38:54 Representative Williams:** The four workforce training regions is where the money is going?

**Kutzer:** Yes.

**Representative Grande:** Do we have partnerships with industry that would furnish this equipment so that we can train the employees to get them out for them?

**Representative Williams:** The Science School has collaborative agreements in some areas however their dental hygiene and other programs don't receive any outside money.

**Chairman Skarphol:** The industry does provide equipment in Williston.

**Representative Dosch:** We have four centers. Shouldn't we give this based on need?

**41:23 Chairman Skarphol:** I think this is Train ND that has to provide this because they're the ones that are located on those campuses and generate money by trading the employees for the workforce that's out there.

**Representative Williams:** There is a board that decides where the need is.

**Kutzer:** I'll get that to you.

**Brittany:** What I have for the proposed amendment changes are the house salary, transfer of 3 million dollars from the Strategic Investment and Improvements Fund to the General fund for the Stem funding, adjust the Stem funding to combine 1228 and 2019 to a total of \$400,000.00 and then the Workforce Training Project Funding Authority, and remove section 2-4.

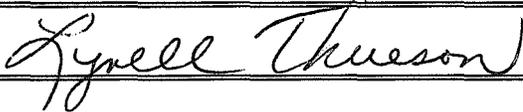
**Chairman Skarphol adjourned the committee.**

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division  
Roughrider Room, State Capitol

SB 2019  
March 28, 2013  
Job 20628

Conference Committee



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

A BILL for an Act to provide an appropriation for defraying the expenses of the state board for career and technical education

## Minutes:

Attachments 1 and 2.

**Chairman Skarphol took up consideration of SB 2019.**

**1:33 Chairman Skarphol:** Explained what the handouts were. See attachments 1 and 2.

**3:45 Vice Chair Monson:** She was asking for a grant?

**Chairman Skarphol:** No, increase in borrowing authority.

**Vice Chair Monson:** With that large margin you can't make payments on a loan of that size, you need a grant.

**4:42 Representative Streyle:** It looks to me the budget vs. actual it seems they aren't good at budgeting because their actuals are double what the budget is.

**Chairman Skarphol:** Actuals have been increasing. Seems more than adequate.

**5:24 Representative Grande:** In the second column, is that a typing error?

**Chairman Skarphol:** No. Discussed attachment 2.

**7:02 Chairman Skarphol:** I asked her what the situation is if everything doesn't work and they don't have the clientele. It becomes the problem of Williston State College.

**Representative Dosch:** I think we need to go back to her and ask for a realistic budget.

**8:14 Vice Chair Monson:** She said that if they can't make the payment the college would be on the hook. Eventually the state is on the hook.

**Chairman Skarphol:** Is there anything else on this we need to be concerned about from the perspective of the committee?

**Representative Dosch:** I still have an issue on the 2.6 million that the Senate added.

**Chairman Skarphol:** We could just take it out.

**11:01 Wayne Kutzer:** When we had our subcommittee in the Senate, that's when the funding proposal came up saying, what would you do if you had this money. That's when the equipment list was put together.

**Chairman Skarphol:** It looks like from the documents that we were provided from the 4 different regions that each ends up with \$650,000 worth of wish list.

**Kutzer:** They weren't given any. They are saying what would you need in terms of equipment.

**Chairman Skarphol:** What kind of documentation do you think they will provide?

**Kutzer:** I don't know if they will be able to say we're going to train this many more.

**Representative Dosch:** I don't like their postsecondary grants that they added either.

**16:01 Representative Grande:** When I look at the Stem sheet I come up with a million two. Is there a second place that there is money?

**Kutzer:** That is right. The footnote #3 was originally a request from the Governor's office. Explained the green sheet.

**18:08 Vice Chair Monson:** They took out \$500,000 and put back in \$300,000 and the net effect is \$100,000?

**Brittany, Legislative Council:** This is the result of adding to the increased funding to new and expanding programs. It's also in the grant line.

**Kutzer:** Take footnote #2, #3, and #6. The net is a negative \$100,000.00.

**Representative Dosch:** Do you agree with the proposed so there is no decrease in your funding?

**19:45 Kutzer:** I would like to see it put back into the grants line.

**Vice Chair Monson:** HB 1228 is not reflected at all on these green sheets just mentioned on the bottom of page 2 because it has Stem money in another one?

**Chairman Skarphol:** In our discussions we talked about adjusting so we end up with a \$400,000 there.

**Motion** to do all but the 2.5 million - all of #6.

**22:04 Kutzer:** There is a plan. Project Lead The Way. The Stem infusion is an activity that is currently going on funded by grant funds.

**Chairman Skarphol:** Welcomed students from Grafton.

**24:53 Representative Dosch:** You say they used to be funded with grant money. Is there a change of funding?

**Kutzer:** It was NSF grant funding. It is going away.

**Chairman Skarphol:** Was the grant \$100,000.00?

**Kutzer:** The grant was for \$400,000 and some. Their initial request was for \$275,000. The Senate put it at \$200,000.

**Vice Chair Monson:** On the \$200,000 it's grants, post-secondary but actually to bring high school kids into the college to explore these? This is under #4.

**25:55 Kutzer:** Yes, that's correct. The Senate put it under post-secondary because they are hired by State College of Science. That's where the funds would go.

**Chairman Skarphol:** A minus #5 as well.

**Kutzer:** Number 5 was a matching grant. There was a discussion in the Senate about how we can provide more incentive for schools and/or institutions to develop business partnerships.

**27:15 Chairman Skarphol:** What's the vision?

**Kutzer:** The result is to solidify some of the Stem programs or create new Stem programs.

**Chairman Skarphol:** Have we done any of that in the past?

**Kutzer:** No.

**28:35 Chairman Skarphol:** With the exception of the 2.5 million dollar amendment what are the committee's wishes on the list handed out?

**Representative Grande:** What was in the Governor's budget?

**Vice Chair Monson:** The \$400,000 #7 shouldn't be on the green sheet if it had something to do with the bill 1228.

**Kutzer:** They had funding in their budget for that.

**Brittany:** These numbers are from crossover. They won't reflect on the green sheet at this time.

**Representative Streyle:** What is the STEM network? What does it do?

**Kutzer:** It is a new initiative to provide funding for a backbone of resources that will help develop what's going on in ND in STEM.

**32:30 Representative Streyle:** What is the right dollar amount for that? What would you have to do over the next biennium?

**Kutzer:** The original budget was for \$400,000. Maybe there could be reductions in that amount but the \$160,000 was the bare minimum.

**Chairman Skarphol:** Not a new FTE but pay an additional compensation for spending time on this?

**Kutzer:** That is correct.

**Vice Chair Monson:** You are okay with taking \$160,000 out of here to fund Representative Meier's 1228 and leaving you the \$240,000?

**34:06 Kutzer:** Yes. The total of those dollars will go to the ND STEM network.

**Representative Grande:** The \$900,000 was divided amongst all these lines with the \$500,000 minus the \$100,000 up on top. That \$400,000 appeared to me as being added in by the Senate as a part of the \$900,000. Now you're saying it's already in the Governor's budget?

**Chairman Skarphol:** No. The \$400,000 and numbers 4 and 5 on the bottom of the front of the green sheet are the \$900,000. Numbers 4, 5, and 7 make up that \$900,000.

**36:45 Representative Dosch:** made a motion that the workforce training, take back out the sum of adjustment of 2.6 million, seconded by Representative Streyle.

**A motion to adopt the Amendment Roll Call vote: Yes = 6, No = 1, Absent = 1.**

**Motion** by Representative Streyle to adopt the amendment to change the one time funding source from STEM to General fund from the state infrastructure and investment fund, seconded by Representative Dosch.

**A motion to adopt the Amendment Roll call vote: Yes = 7, No = 0, Absent = 1.**

**Chairman Skarphol:** Do you have a suggestion as to the language on the amendment with regard to the bank having control?

**Representative Dosch:** I would agree that language would cover that. It would let the bank determine what type of information they needed in terms of a business point.

**Chairman Skarphol:** Is that typical practice to be that informal from our perspective?

**41:48 Joe, OMB:** I think that language is consistent with other types of authority for loan making through the bank.

**Representative Dosch:** I'm fine with that language as long as it is our understanding that it will be up to 2.5 million additional provided that the Bank of North Dakota has the verbiage correct. I think we approve the project, give them the extra 2.5 million authorities provided that they can demonstrate to the bank under the terms and conditions as determined by the Bank of North Dakota that they can in fact service that type of loan.

**Chairman Skarphol:** Originally they did ask us for the 2.5 million for a grant.

**Representative Dosch:** I think with this language as of the record now what the intent of this committee is I would be fine with that.

**Representative Grande:** What is it that Williston asking for this money?

**Chairman Skarphol:** Last session we gave them borrowing authority to build a new building for Train ND of 1  $\frac{3}{4}$  million dollars.

**A Motion** made by Representative Grande to approve the amendment with this additional language and remove sections 2, 3, and 4, as reflected on the bottom of the sheet, seconded by Representative Martinson.

**A motion to adopt the amendment on a Roll Call vote: Yes = 7, No = 0, Absent = 1.**  
**Carrier:** Representative Streyle.

**46:43 Representative Grande:** I want to know what the committee's thinking of shifting the \$500,000 where he wanted.

**Kutzer:** On footnote number three the Senate did reinstate. Went over footnotes 4 and 5.

**Chairman Skarphol:** Make your motion.

**A Motion to remove the \$200,000 for initiative #4 and remove #5, but take #6 up by \$100,000** was made by Representative Grande, seconded by Representative Dosch.

**A motion to adopt the amendment on a Roll Call vote: Yes = 7, No = 0, Absent = 1.**

**Chairman Skarphol:** Do we know the status of 1228?

**Representative Dosch:** I believe it passed.

**Representative Grande** continued her **motion to remove \$260,000 from the STEM Network reflected in #7.** Representative Dosch seconded.

**A motion to adopt the amendment on a Roll Call vote: Yes = 7, No = 1, Absent = 0.**

**58:19 Kutzer:** Take a look at section 6 and 7. These wouldn't be needed any longer. What's left is Career and Technical Education, our priority.

**Chairman Skarphol:** To we have a motion to remove sections 6 and 7?

**Representative Streyle:** I move that we remove sections 6 and 7. Seconded by Monson. A voice vote was taken. Motion passed.

**1:00:29 Kutzer:** The bill is a lot broader than that. It can be used for lots of things, anything they have a need for.

**Representative Streyle:** I can't support this bill in anyway, if I could it would be at half the amount with a matching from the Tribes.

**Representative Boe:** It's already been cut in half and the idea is to address our problem with the chronic unemployment that we have on the reservations. They don't have the family infrastructure to encourage their students or their people to go out and seek jobs and job training.

**1:03:44 Chairman Skarphol:** What do you envision that they will do with it? We are in an environment right now that does provide us with an opportunity that hasn't existed before because of the mistrust that existed.

**1:04:57 Representative Grande:** I can see both sides, but I don't like the way the bill is being done.

**Representative Boe:** I don't know if they have proved that there are any oil reserves in their lands.

**1:06:43 Chairman Skarphol:** I had a conversation with Dinette from Train ND. She mentioned that their experience is that they won't come to our training centers. If we are going to do something with this bill, it needs to be part of the budget.

**1:08:23 Representative Dosch:** That is part of the problem. They are not going to our training centers, don't want to work in our oil fields, so if we train them on the reservations they aren't going to go out and get the jobs anyway.

**1:10:24 Chairman Skarphol:** I understand your comments but I also have had the opportunity to gain an understanding of the Native American people.

**1:11:48 Representative Boe:** They have figured it out. They are sitting off of social programs that are taking our money. This is a way for us to get a bang for our buck.

**Representative Dosch:** He has been extremely successful. He made the decision to go off the tribe and say no, I'm going to make this business. He has been successful. Those

people on the reservation will have to make that break off the reservation and try to be successful.

**1:14:35 Vice Chair Monson:** I'm reading section 5 of the bill. There is no input and no strings attached. We don't do that for any of the other colleges. There should be some buy in.

**Representative Boe:** If I were to identify the areas with the least amount of bang for your buck would be Three Affiliated Tribes and the United Technical College.

**1:17:32 Chairman Skarphol:** I wanted to have this discussion. Have Representative Boe talk to Scott Davis and see if they could come up with something better that might be considered and a lot less money.

**Representative Martinson:** I've never really liked the idea that everyone gets the same all the time.

**1:18:18 Representative Dosch:** Maybe the answer is let's come up with a test site.

**Representative Streyle:** I'm not against trying this but it is way too broad.

**1:19:56 Vice Chair Monson:** Do you think the idea of modeling it more to our present Train North Dakota has more merit?

**Chairman Skarphol:** I think Representative Boe should talk with Scott Davis and bring us something much more specific about how they're going to do with what's in here.

**Chairman Skarphol recessed until after the floor session.**

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division  
Roughrider Room, State Capitol

SB 2019  
April 3, 2013  
Job 20829

Conference Committee

*Jocelyn Gallagher*

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

A BILL for an Act to provide an appropriation for defraying the expenses of the state board for career and technical education; relating to workforce training board reporting requirements; and to provide for a report to the budget section.

## Minutes:

Attachment 1

**Chairman Skarphol:** Brought up for review SB 2019. He welcomed students from Wyndmere.

**Rep. Streyle:** You did ask me to carry it, I strongly support this, it is some of the best money we can spend here in my opinion.

**Chairman Skarphol:** This is not the complete amendment; we'll have to approve it contingent upon review of the amendment. Is the amendment being worked on? We do have the official amendment.

**(3:00) Committee reviewed the amendment (attachment 1) that was handed out.**

**Chairman Skarphol: (5:39)** Do I have a motion on amendment 02002 to SB 2019?

**Rep. Streyle:** I move the amendment.

**Chairman Skarphol:** A motion by Rep. Streyle, second by Rep. Monson to approve the amendment. Discussion?

Roll call vote

**7-0-1, motion carries.**

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division  
Roughrider Room, State Capitol

SB 2019  
April 9, 2013  
Job 21007

Conference Committee

Committee Clerk Signature

*David Hanson*

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

A BILL for an Act to provide an appropriation for defraying the expenses of the state board for career and technical education; to amend and reenact sections 52-08-09, 52-08-10, and 52-08-11 of the North Dakota Century Code, relating to workforce training board reporting requirements; and to provide for a report to the budget section.

## Minutes:

You may make reference to "attached testimony."

**Chairman Skarphol called the committee to order to take up consideration of SB 2019.**

**Chairman Skarphol:** Explained that what the committee has done with the bill.

**Rep. Streyle moved do pass as amended and seconded by Rep. Grande. Motion carried. Aye-8 Nay-0 Absent-0**

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Committee  
Roughrider Room, State Capitol

SB 2019  
4/9/13  
Job # 21022

Conference Committee

Committee Clerk Signature

*Jeanette Cook*

**Minutes:**

Rep. Streyle: The first adjustment was the salary package, the House version. The major thing we did in this was to remove the amendment that the Senate put on to increase the Work Force Training funding. That was \$2.6 million, and we brought it down to the governor's recommendation. The \$2.6 was a "wish list" and was spread evenly across the training centers. We felt that it was put together at the last minute, and that it needed a more detailed plan. We removed the \$200,000 from the STEM initiatives, and \$300,000 from the STEM programs. We increased to \$300,000 for STEM funding. Currently the Williston Training Center has authority to borrow at 1.75%, and we increased their authority to 2.5% going through the Bank of North Dakota. We removed the State Board of Higher Education off and put in Career and Tech Board. Remove Section 5. Section 7 was also removed. 2:55

**Rep. Streyle moved amendment, seconded by Rep. Skarphol. (02002)**

**Chairman Delzer:** The \$2.5 million up at Williston, have they borrowed any of that or repaid it?

**Rep. Streyle:** In the 2.5, they would have to show they can cash-flow it. It is not just an automatic loan. I am not sure they have started on it yet.

**Rep. Skarphol:** We authorized that borrowing last time for the building of a project. It was the conclusion of the advisory committee that it wasn't sufficient to build the facility that they needed. They chose to come back and ask for additional borrowing authority. The committee granted that. It will be overseen by the Bank of North Dakota, and the Bank of North Dakota will insure that they can cash flow that loan or they won't make the loan. In the event that it does default, it would fall back on the institution to cover the cost of the loan.

05:05

**Chairman Delzer:** Do you have the exact increase in STEM from last biennium?

**Rep. Streyle:** The new and expanded was a total of \$700,000. We removed some of what the Senate did and added it in different areas; they are basically at the level they had requested in the executive budget.

**Rep. Hawken:** What is the total going through STEM? Is it \$700,000?

**Rep. Streyle:** It is spread across three different bills. \$160,000 in 1228, we brought that up to \$300,000. There is \$1 million in Higher Ed. There is \$300,000 in one time funding for the STEM network. I believe there is still \$300,000 from Lead the Way. There is a couple million if you add all the different bills together.

Amendment carried on voice vote

**Rep. Streyle moved DO PASS as amended, seconded by Rep. Skarphol.**

**Rep. Skarphol:** (7:15) The Senate amended and took out the Board of Higher Education in some capacity here. I think based on our discussion with the director of CT&E, he thought it was a knee jerk reaction. The actual institutions that do the Train North Dakota were concerned about that. It puts them in a situation of not knowing what their responsibility would be and whether or not they should be participants. That is why we took that out.

**A roll call vote was taken. Aye 21 Nay 0 Absent 1  
The motion carried.  
Rep. Streyle will carry SB 2019.**

VR  
4/9/13  
103

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2019

Page 1, line 2, remove "to amend and reenact sections 52-08-09, 52-08-10, and"

Page 1, replace lines 3 and 4 with "and to provide borrowing authority to Williston state college."

Page 1, replace line 14 with:

"Salaries and wages	\$4,362,974	\$205,715	\$4,568,689
Accrued leave payments	0	96,477	96,477"

Page 1, replace lines 16 and 17 with:

"Grants	29,025,000	1,878,698	30,903,698
Grants - postsecondary	357,452	140,000	497,452"

Page 1, replace lines 19 through 22 with:

"Workforce training	<u>3,000,000</u>	<u>0</u>	<u>3,000,000</u>
Total all funds	\$38,748,567	\$2,320,890	\$41,069,457
Less estimated income	<u>10,766,888</u>	<u>(481,118)</u>	<u>10,285,770</u>
Total general fund appropriation	\$27,981,679	\$2,802,008	\$30,783,687"

Page 2, remove lines 1 through 31

Page 3, replace lines 1 through 22 with:

**"SECTION 2. BORROWING AUTHORITY - APPROPRIATION - WILLISTON STATE COLLEGE - WORKFORCE TRAINING PROJECT.** Williston state college may borrow the sum of \$2,500,000, or so much of the sum as may be necessary, from the Bank of North Dakota, under terms and conditions as determined by the Bank of North Dakota, for the workforce training facility project, for the biennium beginning July 1, 2013, and ending June 30, 2015. The proceeds of the loan authorized in this section are appropriated to Williston state college for the purpose of constructing a workforce training facility for the biennium beginning July 1, 2013, and ending June 30, 2015."

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2019 - Summary of House Action**

	Executive Budget	Senate Version	House Changes	House Version
Williston State College				
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000
Less estimated income	0	0	2,500,000	2,500,000
General fund	\$0	\$0	\$0	\$0
Dept. of Career and Technical Education				
Total all funds	\$41,124,457	\$44,531,146	(\$3,461,689)	\$41,069,457
Less estimated income	10,290,485	13,290,619	(3,004,849)	10,285,770
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687

Bill total				
Total all funds	\$41,124,457	\$44,531,146	(\$961,689)	\$43,569,457
Less estimated income	10,290,485	13,290,619	(504,849)	12,785,770
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687

**Senate Bill No. 2019 - Williston State College - House Action**

	Executive Budget	Senate Version	House Changes	House Version
Capital assets			\$2,500,000	\$2,500,000
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000
Less estimated income	0	0	2,500,000	2,500,000
General fund	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00

**Department No. 229 - Williston State College - Detail of House Changes**

	Adds Funding for Workforce Training Facility <sup>1</sup>	Total House Changes
Capital assets	\$2,500,000	\$2,500,000
Total all funds	\$2,500,000	\$2,500,000
Less estimated income	2,500,000	2,500,000
General fund	\$0	\$0
FTE	0.00	0.00

<sup>1</sup>A section is added authorizing Williston State College to borrow up to \$2.5 million from the Bank of North Dakota and appropriates the loan proceeds for the construction of a workforce training facility.

**Senate Bill No. 2019 - Dept. of Career and Technical Education - House Action**

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,860,166	\$4,866,855	(\$298,166)	\$4,568,689
Operating expenses	1,253,339	1,253,339		1,253,339
Grants	30,903,698	30,803,698	100,000	30,903,698
Grants - Postsecondary	357,452	1,257,452	(760,000)	497,452
Adult farm management	749,802	749,802		749,802
Workforce training	3,000,000	5,600,000	(2,600,000)	3,000,000
Accrued leave payments			96,477	96,477
Total all funds	\$41,124,457	\$44,531,146	(\$3,461,689)	\$41,069,457
Less estimated income	10,290,485	13,290,619	(3,004,849)	10,285,770
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687
FTE	27.00	27.00	0.00	27.00

**Department No. 270 - Dept. of Career and Technical Education - Detail of House Changes**

	Adjusts State Employee Compensation and Benefits Package <sup>1</sup>	Provides Separate Line Item for Accrued Leave Payments <sup>2</sup>	Reduces Funding to the Workforce Training Regions <sup>3</sup>	Removes Funding for STEM Infusion Initiative <sup>4</sup>	Removes Funding for STEM Programs <sup>5</sup>	Increases Funding to New and Expanding Programs <sup>5</sup>
Salaries and wages	(\$201,689)	(\$96,477)				
Operating expenses						
Grants						100,000
Grants - Postsecondary				(200,000)	(300,000)	
Adult farm management						
Workforce training			(2,600,000)			
Accrued leave payments		96,477				

Total all funds	(\$201,689)	\$0	(\$2,600,000)	(\$200,000)	(\$300,000)	\$100,000
Less estimated income	(4,849)	0	(2,600,000)	0	0	0
General fund	(\$196,840)	\$0	\$0	(\$200,000)	(\$300,000)	\$100,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts STEM Network Funding <sup>7</sup>	Total House Changes
Salaries and wages		(\$298,166)
Operating expenses		
Grants		100,000
Grants - Postsecondary	(260,000)	(760,000)
Adult farm management		
Workforce training		(2,600,000)
Accrued leave payments		96,477
Total all funds	(\$260,000)	(\$3,461,689)
Less estimated income	(400,000)	(3,004,849)
General fund	\$140,000	(\$456,840)
FTE	0.00	0.00

<sup>1</sup>This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

<sup>2</sup>A portion of salaries and wages funding from the general fund (\$81,028) and from other funds (\$15,449) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

<sup>3</sup>This amendment removes the funding added by the Senate to the workforce training regions to provide a total of \$3 million, the same amount provided in the executive budget.

<sup>4</sup>This amendment removes the funding added by the Senate for the STEM infusion initiative.

<sup>5</sup>This amendment removes the funding added by the Senate for STEM programs.

<sup>6</sup>This amendment provides additional funding to the new and expanding programs to provide a total of \$700,000, all of which is from the general fund.

<sup>7</sup>Adjusts STEM funding to provide a total of \$300,000, including the \$160,000 from the general fund appropriated in House Bill No. 1228 which has been approved by both chambers, and changes the funding source from the strategic investment and improvements fund to the general fund.

This amendment also:

- Removes Sections 2, 3, and 4 which changed the Workforce Training Board reporting requirements from the State Board of Higher Education to the State Board for Career and Technical Education.
- Removes Section 5 which required the Department of Career and Technical Education to report the performance measures of the STEM network to the Budget Section.
- Removes Section 7 relating to matching funds for STEM grants, the funding for which is removed by the House.

Date: 3-26-13  
Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2019

House Education and Environment Division Committee

Check here for Conference Committee

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

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

Motion Made By Monson Seconded By Williams

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

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent Passes on voice vote

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

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

~~Repeat~~ 2, 3, 4  
remove sections

Date: 3-26-13  
Roll Call Vote #: 2

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2019

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number .02001

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

Motion Made By MONSON Seconded By Streyle

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

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

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

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

Date: 3-28-13  
 Roll Call Vote #: 1

**2013 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 2019**

House Education and Environment Division Committee

Check here for Conference Committee

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

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

Motion Made By Rep. Dosch Seconded By Rep. Streyle

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

Total (Yes) 6 No 1

Absent 1

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

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

*take out Senate*

Date: 3-28-13  
Roll Call Vote #: 2

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2019

House Education and Environment Division Committee

Check here for Conference Committee

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

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

Motion Made By Streyle Seconded By Dosch

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

Total (Yes) 7 No 0

Absent 1

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

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

*Change one time*

Date: 3-28-13  
 Roll Call Vote #: 3

**2013 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 2019**

House Education and Environment Division Committee

Check here for Conference Committee

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

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

Motion Made By Rep. Grande Seconded By Rep. Martinson

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

Total (Yes) 7 No 0

Absent 1

Floor Assignment Rep Streyle

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

Remove sections 2, 3, 4

Date: 3-28-13  
 Roll Call Vote #: 4

**2013 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 2019**

House Education and Environment Division Committee

Check here for Conference Committee

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

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

Motion Made By Rep. Grande Seconded By Rep. Dosch

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

Total (Yes) 7 No 0

Absent 1

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

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

*Removes 200 for initiative  
 Remove section 5. take 6. by 100*

Date: 3-28-13  
Roll Call Vote #: 5

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2019

House Education and Environment Division Committee

Check here for Conference Committee

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

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

Motion Made By Rep. Grande Seconded By Rep. Dosch

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

Total (Yes) 7 No 1

Absent 0

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

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

*Remove 260,000  
from the STEM  
Network #?*

Date: \_\_\_\_\_  
Roll Call Vote #: 6

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2019

House Education and Environment Division Committee

Check here for Conference Committee

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

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

Motion Made By Streyle Seconded By Monson

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

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent Passed on voice vote

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

If the vote is on an amendment, briefly indicate intent:  
Remove section 6, 7

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

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2019

House Education and Environment Division Committee

Check here for Conference Committee

Legislative Council Amendment Number .02002

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

Motion Made By Streyle Seconded By Monson

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

Total (Yes) 7 No 0

Absent 1

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

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

Date: 4-9-13  
Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2019

House Education and Environment Division Committee

Check here for Conference Committee

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

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

Motion Made By Rep. Streyle Seconded By Rep. Grande

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

Total (Yes) 8 No 0

Absent 0

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

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

Date: 4/9/13  
Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2019

House Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number .02002

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

Motion Made By Rep. Streyle Seconded By Rep. Skarphol

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

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

Absent \_\_\_\_\_

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

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

*voice vote carries*

Date: 4/9/13  
Roll Call Vote #: 2

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2019

House Appropriations Committee

Check here for Conference Committee

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

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

Motion Made By Rep. Streyle Seconded By Rep. Skarphol

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

Total Yes 21 No 0

Absent 1

Floor Assignment Rep. Streyle

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

**REPORT OF STANDING COMMITTEE**

**SB 2019, as engrossed: Appropriations Committee (Rep. Delzer, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (21 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2019 was placed on the Sixth order on the calendar.**

Page 1, line 2, remove "to amend and reenact sections 52-08-09, 52-08-10, and"

Page 1, replace lines 3 and 4 with "and to provide borrowing authority to Williston state college."

Page 1, replace line 14 with:

"Salaries and wages	\$4,362,974	\$205,715	\$4,568,689
Accrued leave payments	0	96,477	96,477"

Page 1, replace lines 16 and 17 with:

"Grants	29,025,000	1,878,698	30,903,698
Grants - postsecondary	357,452	140,000	497,452"

Page 1, replace lines 19 through 22 with:

"Workforce training	<u>3,000,000</u>	<u>0</u>	<u>3,000,000</u>
Total all funds	\$38,748,567	\$2,320,890	\$41,069,457
Less estimated income	<u>10,766,888</u>	<u>(481,118)</u>	<u>10,285,770</u>
Total general fund appropriation	\$27,981,679	\$2,802,008	\$30,783,687"

Page 2, remove lines 1 through 31

Page 3, replace lines 1 through 22 with:

**"SECTION 2. BORROWING AUTHORITY - APPROPRIATION - WILLISTON STATE COLLEGE - WORKFORCE TRAINING PROJECT.** Williston state college may borrow the sum of \$2,500,000, or so much of the sum as may be necessary, from the Bank of North Dakota, under terms and conditions as determined by the Bank of North Dakota, for the workforce training facility project, for the biennium beginning July 1, 2013, and ending June 30, 2015. The proceeds of the loan authorized in this section are appropriated to Williston state college for the purpose of constructing a workforce training facility for the biennium beginning July 1, 2013, and ending June 30, 2015."

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2019 - Summary of House Action**

	Executive Budget	Senate Version	House Changes	House Version
Williston State College				
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000
Less estimated income	0	0	2,500,000	2,500,000
General fund	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Dept. of Career and Technical Education				
Total all funds	\$41,124,457	\$44,531,146	(\$3,461,689)	\$41,069,457
Less estimated income	<u>10,290,485</u>	<u>13,290,619</u>	<u>(3,004,849)</u>	<u>10,285,770</u>
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687
Bill total				
Total all funds	\$41,124,457	\$44,531,146	(\$961,689)	\$43,569,457
Less estimated income	<u>10,290,485</u>	<u>13,290,619</u>	<u>(504,849)</u>	<u>12,785,770</u>
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687

**Senate Bill No. 2019 - Williston State College - House Action**

	Executive Budget	Senate Version	House Changes	House Version
Capital assets			\$2,500,000	\$2,500,000
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000
Less estimated income	0	0	2,500,000	2,500,000
General fund	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00

**Department No. 229 - Williston State College - Detail of House Changes**

	Adds Funding for Workforce Training Facility <sup>1</sup>	Total House Changes
Capital assets	\$2,500,000	\$2,500,000
Total all funds	\$2,500,000	\$2,500,000
Less estimated income	2,500,000	2,500,000
General fund	\$0	\$0
FTE	0.00	0.00

<sup>1</sup>A section is added authorizing Williston State College to borrow up to \$2.5 million from the Bank of North Dakota and appropriates the loan proceeds for the construction of a workforce training facility.

**Senate Bill No. 2019 - Dept. of Career and Technical Education - House Action**

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,860,166	\$4,866,855	(\$298,166)	\$4,568,689
Operating expenses	1,253,339	1,253,339		1,253,339
Grants	30,903,698	30,803,698	100,000	30,903,698
Grants - Postsecondary	357,452	1,257,452	(760,000)	497,452
Adult farm management	749,802	749,802		749,802
Workforce training	3,000,000	5,600,000	(2,600,000)	3,000,000
Accrued leave payments			96,477	96,477
Total all funds	\$41,124,457	\$44,531,146	(\$3,461,689)	\$41,069,457
Less estimated income	10,290,485	13,290,619	(3,004,849)	10,285,770
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687
FTE	27.00	27.00	0.00	27.00

**Department No. 270 - Dept. of Career and Technical Education - Detail of House Changes**

	Adjusts State Employee Compensation and Benefits Package <sup>1</sup>	Provides Separate Line Item for Accrued Leave Payments <sup>2</sup>	Reduces Funding to the Workforce Training Regions <sup>3</sup>	Removes Funding for STEM Infusion Initiative <sup>4</sup>	Removes Funding for STEM Programs <sup>5</sup>	Increases Funding to New and Expanding Programs <sup>6</sup>
Salaries and wages	(\$201,689)	(\$96,477)				
Operating expenses						
Grants						100,000
Grants - Postsecondary				(200,000)	(300,000)	
Adult farm management						
Workforce training			(2,600,000)			
Accrued leave payments		96,477				
Total all funds	(\$201,689)	\$0	(\$2,600,000)	(\$200,000)	(\$300,000)	\$100,000
Less estimated income	(4,849)	0	(2,600,000)	0	0	0
General fund	(\$196,840)	\$0	\$0	(\$200,000)	(\$300,000)	\$100,000

FTE 0.00 0.00 0.00 0.00 0.00 0.00

	Adjusts STEM Network Funding <sup>7</sup>	Total House Changes
Salaries and wages		(\$298,166)
Operating expenses		
Grants		100,000
Grants - Postsecondary	(260,000)	(760,000)
Adult farm management		
Workforce training		(2,600,000)
Accrued leave payments		96,477
<b>Total all funds</b>	<b>(\$260,000)</b>	<b>(\$3,461,689)</b>
Less estimated income	(400,000)	(3,004,849)
<b>General fund</b>	<b>\$140,000</b>	<b>(\$456,840)</b>
FTE	0.00	0.00

<sup>1</sup>This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

<sup>2</sup>A portion of salaries and wages funding from the general fund (\$81,028) and from other funds (\$15,449) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

<sup>3</sup>This amendment removes the funding added by the Senate to the workforce training regions to provide a total of \$3 million, the same amount provided in the executive budget.

<sup>4</sup>This amendment removes the funding added by the Senate for the STEM infusion initiative.

<sup>5</sup>This amendment removes the funding added by the Senate for STEM programs.

<sup>6</sup>This amendment provides additional funding to the new and expanding programs to provide a total of \$700,000, all of which is from the general fund.

<sup>7</sup>Adjusts STEM funding to provide a total of \$300,000, including the \$160,000 from the general fund appropriated in House Bill No. 1228 which has been approved by both

chambers, and changes the funding source from the strategic investment and improvements fund to the general fund.

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This amendment also:

- Removes Sections 2, 3, and 4 which changed the Workforce Training Board reporting requirements from the State Board of Higher Education to the State Board for Career and Technical Education.
- Removes Section 5 which required the Department of Career and Technical Education to report the performance measures of the STEM network to the Budget Section.
- Removes Section 7 relating to matching funds for STEM grants, the funding for which is removed by the House.

**2013 CONFERENCE COMMITTEE**

**SB 2019**

# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee Harvest Room, State Capitol

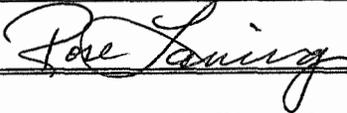
SB 2019 conference committee

April 18, 2013

Job # 21237

Conference Committee

Committee Clerk Signature



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

A BILL for an Act to provide an appropriation for defraying the expenses of the state board for career and technical education; and to provide borrowing authority to Williston state college.

### Minutes:

Statement of Purpose - attached.

Legislative Council - Brittani Reim  
OMB - Joe Morrissette

**Senator Grindberg** opened the conference committee hearing on SB 2019. **Senators Erbele** and **O'Connell** were present as well as **Representatives Streyle, Martinson** and **Williams**.

**Senator Grindberg:** Traditionally we have a report on what the House changes were to the bill. As noted in other conference committees, the salary issue is yet to be one of the larger things to be resolved as we move through and finally conclude any work on this bill. I have been asked to attend a meeting with leadership in a few minutes so I would like to have the House go through and explain your changes to 2019. I'll excuse myself in a few minutes and ask Senator Erbele to take over as chair. If we can accomplish that, we'll be through step one. With that, who would like to start?

**Rep. Streyle:** Maybe it would be easier if you guys explained what you don't like what we did as opposed to going through the full amendment.

**Senator Grindberg:** Its Senate tradition, at least, that once you've acted on a Senate bill, we'd like you to describe all the changes and rationalize what you did rather than what we like and don't like.

**Rep. Streyle:** We hit on the salary package, of course. I'll just read everything on the back page. It lays it out there. It's pretty straight forward what we did. If there's any questions on any of those changes, its right there in black and white.

**Senator Grindberg:** So there is no rational explanation for the things you did then? Not to be flippant, but ....

**Rep. Streyle:** Mr. Chairman, the governor put in 3 and you guys put in 2.6 and we didn't find that there was any rational reason for that either.

**Senator Grindberg:** Senator Erbele, I don't think we need to proceed. We'll close the meeting for now. And I'll make my meeting.

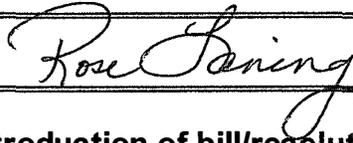
# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee Harvest Room, State Capitol

SB 2019 conference committee  
April 22, 2013  
Job # 21410

Conference Committee

Committee Clerk Signature



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

A BILL for an Act to provide an appropriation for defraying the expenses of the state board for career and technical education; and to provide borrowing authority to Williston state college.

### Minutes:

Testimony attached # 1

Legislative Council - Adam Mathiak  
OMB - Sheila Peterson

**Senator Grindberg** opened the conference committee hearing on SB 2019. **Senators Erbele** and **O'Connell** were present as well as **Representatives Streyle, Martinson** and **Williams**.

**Senator Grindberg:** Handed out a copy of Senate Concurrent Resolution 4015 (see attached # 1) to illustrate a point of a couple things the appropriations committee thought about in the first half but this resolution didn't come before them. They were trying to target a strategy around STEM and house it within the Department of Career and Technical Education. The resolution passed in both chambers. That said, it appears that we have differences yet on two of the three STEM related proposals we advanced. The \$2.6 million onetime funding for the workforce training region and what we had felt made sense was to provide each of the quadrants an equal amount to look at one time funding and equipment for training purposes; recognizing that in the Northwest they may need a truck driving simulator to train truck drivers. I understand that the House took out where we changed the approval process for the business plans for the four quadrants from the State Board of Higher Education to the Career and Technical Education Board that is led by Mr. Kutzer. There is \$3 million dollars allocated each biennium to the training regions to offset their costs with staff and they do charge fees for their training and that is part of the business model that the state supports. We felt that having the additional one time money for equipment was important given the robust times in the state.

**Representative Streyle:** We looked at the STEM programs and most of them we increased funding except for one that we cut. (Went through some of the figures for the programs being discussed.) The \$2.6 million did not seem to spread it equally. It should be based more on need and not on a wish list.

**Senator Grindberg:** The wish list that came in from the four quadrants was almost \$8 million. We did not provide the \$8 million pool for their wish list. We felt that paring that back to make them focus on their true need were was certainly warranted. If this committee wants to take the \$2.6 million and define a new number for a pool for the four quadrants to apply - I think that is something that we would entertain. The language change that you corrected back to the State Board of Higher Education, without going into a lot of detail, there was information shared that the business advisory boards that approve the business plans annually and submit to the State Board of Higher Education is really kind of a perfunctory procedure on their part. Some regions feel they aren't fully embraced and empowered to make decisions. Further there was concern by someone, that I will not name, more in the western part of the state that the state board really has not spent a lot of time and value around this. We felt that the funding coming through career and vocational education - why not bring the career and vocational education board in; which is more aligned with business and industry than the state board. That was logic for that change.

**Representative Williams:** It is my understanding that the suggestion came in a subcommittee?

**Senator Grindberg:** Yes. I have a lot of history here because I was on the task force that created this in 1997 and I have been pretty proud of the work that these four two year colleges have performed over the last 15 years. I always look for ways to make this more productive; if in the case of one region, if it made a difference to their board then the other regions would not have that big of an impact because they do it now. Career and vocational education review all of the business plans as well so there is kind of a repetitive process here. I advocated that we should have independent governing boards with fiduciary responsibility when we set these up in 1997. That caused the former chancellor a little heartburn because on one hand, you could have one entity responsible for training and another one that reports to state board. I do understand this potential conflict here but that is not what was being advocated here. The business plans for approval come through career and vocational education and receive the funding verses waiting a number of days for the state board to finally get around to it. I'd be willing to discuss the \$2.6 million and if you want to go into a pool. The STEM infusion initiative is an important priority and STEM matching grants is as well. We had numerous discussions with some folks in the industry that were excited about matching that to continue to work on STEM opportunities for kids. Stand firm on those two and look for flexibility on the other.

**Representative Streyle:** Some of our heartburn on the \$2.6 million - I think that most of the people on the committee feel that this is a good program as far as career tech, but we put \$5 million into the tribes who are going to duplicate some of what we are doing here so in our mind we passed out \$3 million and that would have left some money in here. Some are setting up some duplicate programs. Some of this we'll have to pare back and we don't have unlimited funds unfortunately at this point.

**Senator Grindberg:** You raise a good point. I don't know if the funding to the tribes has any relevance with this funding with the four quadrants. I doubt they'd be connected on the same activities.

**Adam Mathiak, Legislative Council:** At this point, I don't know if they were intended to be the same sort of thing.

**Senator Grindberg:** The premise is still in place with the four quadrants that they operate with a biennial appropriation to help offset the cost for the staffing and the facility costs. There are fees for training revenue that is generated and then at time there is in-kind match from industry. Then there is also at times fund raising that would go on for private sector support for various initiatives. That is what we adopted in 1997. I don't know what the funding use is for the \$5 million.

**Representative Streyle:** That was not my point. My point was that we have great programs now and we need not go down that path. That \$2 million should have been put in here. Instead we are going to duplicate what we are already doing in my mind. At some point we need to balance the books on this and this is just an area that might have an impact. They are still getting \$3 million and there are still many other workforce type grants. That's where we're at on that.

**Senator O'Connell:** Could you explain when referring to Bismarck and Devils Lake - I guess I don't see the connection there.

**Adam Mathiak:** With giving the tribes \$1.25 million and Fort Totten \$1.25 million, we're duplicating what we are giving to Bismarck State and Devils Lake. These schools are 10 miles apart and they are going to be doing the same thing.

**Senator Grindberg:** Could you provide us with information beyond the bill as it is written or the appropriation or testimony. We'll need more information to see if they are doing the same thing.

**Adam Mathiak:** Are you talking about SB 2218 - grants to tribal colleges? That one was an appropriation and it was also providing the requirements for the grant monies.

**Senator Grindberg:** I'd like to see a copy of how they intend to use the funding.

Meeting recessed.

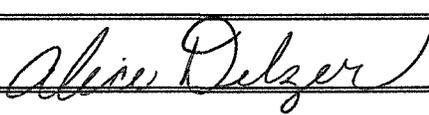
# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee Harvest Room, State Capitol

SB 2019  
04-23-2013  
Job # 21441

Conference Committee

Committee Clerk Signature



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

A Conference Committee hearing for the State Board of Career and Technical Education

### Minutes:

See attached testimony.

**Senator Grindberg** called the Conference Committee to order on Tuesday, April 23, 2013 at 11:30 am in regards to SB 2019. Let the record show that all conferees are present.

**SENATE: Senators: Tony Grindberg, Robert Erbele, David O'Connell**  
**HOUSE: Representatives: Roscoe Streyle, Bob Martinson, Clark Williams**

Brittani Reim - Legislative Council  
Laney Herauf - OMB

**Vice Chairman Grindberg:** Brittani just informed me that the information regarding the request yesterday between tribal colleges and workforce training regions is still on its way the amendment regarding the tribal colleges and it is being completed.

**Representative Streyle:** \$5M going through the Department of Commerce to tribal colleges. The grants are not restricted to equipment purchases but could be used for purchasing equipment. \$5M could be used for developing programs that assist and provide certificates and degrees, to help students obtain in jobs needed within the state and for assisting students to establish a new business operate in North Dakota. The reporting requirements etc, and that is the \$5 M pool. I don't think we in the House agree with the prioritization of that money, but that was just passed.

**Vice Chairman Grindberg** That \$5 M that is student based, workforce training, where Workforce Training Quadrant System is business based where its focused on current employees not employees receiving or going after a career attainment. So there is a distinct difference between the two. If I understood you correctly?

**Representative Streyle** It will duplicate, we ought to put money in the centers, they are less than 10 miles apart. Then there was \$2 M in the Commerce Budget for specifically to purchase equipment. Then the \$3 Mill that's in this for salaries and administration of course. That has been the same amount for quite a while and then the \$2.6 M you added for equipment.

**Vice Chairman Grindberg** Submitted Testimony attached # 1, TrainND Southeast and Northeast Equipment/Simulation "Wish list". It totals about \$8.8M so we certainly didn't fund that total list that was submitted. We funded a flat amount for each of the regions. So, we're going to have the committee do some research. Obviously we're not aligned with the various programs in the support whether it's commerce's budget or what the House passed with the Tribal colleges. We'll stand adjourned.

# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee Harvest Room, State Capitol

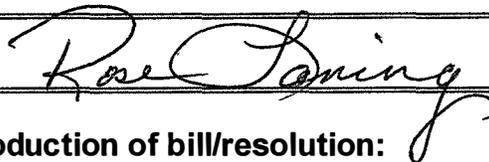
SB 2019 conference committee

April 24, 2013

Job # 21494

Conference Committee

Committee Clerk Signature



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

A BILL for an Act to provide an appropriation for defraying the expenses of the state board for career and technical education; and to provide borrowing authority to Williston state college.

### Minutes:

Testimony Attached # 1 - 2

Legislative Council - Brittani Reim  
OMB - Joe Morrissette

**Senator Grindberg** opened the conference committee hearing on SB 2019. **Senators Erbele** and **O'Connell** were present as well as **Representatives Streyle, Martinson** and **Williams**.

Brittani Reim handed out 13.9679.01000 - Selected Workforce Training Funding (attached #1)

**Rep. Streyle** suggested starting with Workforce Training \$1M matching grant and talked off of a worksheet.

**Senator Grindberg** in lieu of the \$2.6M from the SIF fund, we would provide a million from the SIF fund that was matched dollar for dollar by industry.

**Rep. Streyle:** and run it through the general fund.

**Senator Grindberg** a competitive grant program?

**Rep. Streyle:** More on a needs basis, not you all get equal amounts.

**Senator Grindberg** asked **Wayne Kutzer** that if they provided a million funds for the four regions and required a dollar match from industry, and from a competitive pool, would you or your team be able to administer a grant program alongside of the regular funding you provide to the four quadrants?

**Wayne Kutzer, Career and Technical Education:** Yes. If it's a competitive process, we would put out a proposal that they would have to write too. Then we'd compare that with things like where the demand is in those areas and would use Job Service data or employment data.

**Senator Grindberg:** Demand in the south east, is different than the demand in the NW?  
(Answer yes)

**Rep. Streyle moved to provide \$1M from general fund money that needs to be matched dollar for dollar by industry for the four 2-year training quadrants - training schools or community colleges (at first come first served).**

**Rep. Martinson seconded**

**Voice vote carried.**

STEM Matching grants and STEM Infusion -

**Rep. Streyle:** \$150 would be appropriate as a test on that on the matching grants to provide \$300,000. It would be on a matching basis.

**Senator Grindberg** handed out NDSCS STEM Infusion Initiative - Attachment # 2. We passed, in an earlier version, \$400,000 for the STEM Network Start-up Funds for Valley City State. The House moved that back down to \$140,000 in SB2019, but they passed the bill that Rep. Meier put in. Did they both total \$400,000?

**Brittani Reim:** The bills total \$400,000, so the network will get a total of \$400,000 between the two bills.

**Wayne Kutzer:** There was \$140,000 in this bill and \$160,000 in HB1228 for the ND STEM Network, so there was a total of \$300,000 - not \$400,000 that's listed that came out of the Senate. The total between the two bills right now is sitting at \$300,000.

**Senator Grindberg:** Will \$300,000 do the job for their start-up funds?

**Wayne Kutzer:** I know they've been working on that budget amount, yes, that would work for them.

**Senator Grindberg:** You are suggesting that we take from the STEM matching grants, the additional money we had at \$300,000 and propose that to \$150,000 and being matched would get them to \$300,000 and the \$200,000 I'd like to see stay, so we would compromise on one of the two items. Does that seem amenable?

**Rep. Streyle:** You'd like the \$200,000 in the Infusion piece? We're a little off; I'd be willing to do \$150,000 in each.

**Senator Grindberg:** I would hope we could appropriate what our version was and drop that to \$150,000 and call it good.

**Rep. Streyle:** The intent of this Infusion is a pilot program to try and encourage kids to get into the STEM field? And administered only through Wahpeton. Alright, that sounds good.

**Rep. Streyle moved the \$150,000 for STEM grants.  
Rep. Martinson seconded the motion.**

**Voice vote carried.**

Salaries and Wages -

The salaries package will be added when it is finished.

**Brittani Reim:** As I understand it, on the senate changes, the \$200,000 will remain in the STEM Infusion Initiative and the \$300,000 will be amended to \$150,000.

**Senator Grindberg:** Correct. And the Workforce Training, you got that? And we're accepting the House changes on State Board of Higher Education.

The amendments will be drafted and then passed around.

The official motion is the House recedes from the House amendments and further amends.

*JB*  
4-29-13  
1 of 4

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2019

That the House recede from its amendments as printed on pages 1314-1317 of the Senate Journal and pages 1379-1382 of the House Journal and that Engrossed Senate Bill No. 2019 be amended as follows:

Page 1, line 2, remove "to amend and reenact sections 52-08-09, 52-08-10, and"

Page 1, remove line 3

Page 1, line 4, remove "requirements; and"

Page 1, line 4, after "section" insert "; and to provide borrowing authority to Williston state college"

Page 1, replace lines 14 through 23 with:

"Salaries and wages	\$4,362,974	\$306,969	\$4,669,943
Accrued leave payments	0	96,477	96,477
Operating expenses	1,253,339	0	1,253,339
Grants	29,025,000	1,878,698	30,903,698
Grants - postsecondary	357,452	490,000	847,452
Adult farm management	749,802	0	749,802
Workforce training	<u>3,000,000</u>	<u>1,000,000</u>	<u>4,000,000</u>
Total all funds	\$38,748,567	\$3,772,144	\$42,520,711
Less estimated income	<u>10,766,888</u>	<u>(479,093)</u>	<u>10,287,795</u>
Total general fund appropriation	\$27,981,679	\$4,251,237	\$32,232,916
Full-time equivalent positions	27.50	(0.50)	27.00"

Page 2, remove lines 1 through 31

Page 3, replace lines 1 through 4 with:

**"SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SIXTY-FOURTH LEGISLATIVE ASSEMBLY.** The following amounts reflect the one-time funding items approved by the sixty-second legislative assembly for the 2011-13 biennium and the 2013-15 one-time funding items included in the appropriation in section 1 of this Act:

<u>One-Time Funding Description</u>	<u>2011-13</u>	<u>2013-15</u>
Workforce training	<u>\$0</u>	<u>\$1,000,000</u>
Total general fund	<u>\$0</u>	<u>\$1,000,000</u>

The 2013-15 one-time funding amounts are not a part of the entity's base budget for the 2015-17 biennium. The state board for career and technical education shall report to the appropriations committees of the sixty-fourth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2013, and ending June 30, 2015."

Page 3, remove lines 12 through 15

Page 3, line 18, replace "\$300,000" with "\$150,000"

**"SECTION 5. WORKFORCE TRAINING GRANTS - MATCHING**

**REQUIREMENT.** The workforce training line item in section 1 of this Act includes the sum of \$1,000,000 from the general fund for workforce training grants to the trainND program for the purchase of appropriate equipment specific to each of the four quadrant's workforce training needs. Prior to awarding a grant from these funds, the state board for career and technical education shall verify that the grant recipient has available matching funds from private industry equal to the state grant award, for the biennium beginning July 1, 2013, and ending June 30, 2015.

**SECTION 6. BORROWING AUTHORITY - APPROPRIATION - WILLISTON STATE COLLEGE - WORKFORCE TRAINING PROJECT.** Williston state college may borrow the sum of \$2,500,000, or so much of the sum as may be necessary, from the Bank of North Dakota, under the terms and conditions as determined by the Bank of North Dakota, for the workforce training facility project, for the biennium beginning July 1, 2013, and ending June 30, 2015. The proceeds of the loan authorized in this section are appropriated to Williston state college for the purpose of constructing a workforce training facility for the biennium beginning July 1, 2013, and ending June 30, 2015."

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2019 - Summary of Conference Committee Action**

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
<b>Williston State College</b>						
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000	\$2,500,000	\$0
Less estimated income	0	0	2,500,000	2,500,000	2,500,000	0
General fund	\$0	\$0	\$0	\$0	\$0	\$0
<b>Dept. of Career and Technical Education</b>						
Total all funds	\$41,124,457	\$44,531,146	(\$2,010,435)	\$42,520,711	\$41,069,457	\$1,451,254
Less estimated income	10,290,485	13,290,619	(3,002,824)	10,287,795	10,285,770	2,025
General fund	\$30,833,972	\$31,240,527	\$992,389	\$32,232,916	\$30,783,687	\$1,449,229
<b>Bill total</b>						
Total all funds	\$41,124,457	\$44,531,146	\$489,565	\$45,020,711	\$43,569,457	\$1,451,254
Less estimated income	10,290,485	13,290,619	(502,824)	12,787,795	12,785,770	2,025
General fund	\$30,833,972	\$31,240,527	\$992,389	\$32,232,916	\$30,783,687	\$1,449,229

**Senate Bill No. 2019 - Williston State College - Conference Committee Action**

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Capital assets			\$2,500,000	\$2,500,000	\$2,500,000	
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000	\$2,500,000	\$0
Less estimated income	0	0	2,500,000	2,500,000	2,500,000	0
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

**Department No. 229 - Williston State College - Detail of Conference Committee Changes**

	<b>Adds Funding for Workforce Training Facility<sup>1</sup></b>	<b>Total Conference Committee Changes</b>
Capital assets	\$2,500,000	\$2,500,000
Total all funds	\$2,500,000	\$2,500,000
Less estimated income	2,500,000	2,500,000
General fund	\$0	\$0
FTE	0.00	0.00

<sup>1</sup> A section is added authorizing Williston State College to borrow up to \$2.5 million from the Bank of North Dakota and appropriates the loan proceeds for the construction of a workforce training facility. The House also added this section.

**Senate Bill No. 2019 - Dept. of Career and Technical Education - Conference Committee Action**

	<b>Executive Budget</b>	<b>Senate Version</b>	<b>Conference Committee Changes</b>	<b>Conference Committee Version</b>	<b>House Version</b>	<b>Comparison to House</b>
Salaries and wages	\$4,860,166	\$4,866,855	(\$196,912)	\$4,669,943	\$4,568,689	\$101,254
Operating expenses	1,253,339	1,253,339		1,253,339	1,253,339	
Grants	30,903,698	30,803,698	100,000	30,903,698	30,903,698	
Grants - Postsecondary	357,452	1,257,452	(410,000)	847,452	497,452	350,000
Adult farm management	749,802	749,802		749,802	749,802	
Workforce training	3,000,000	5,600,000	(1,600,000)	4,000,000	3,000,000	1,000,000
Accrued leave payments			96,477	96,477	96,477	
Total all funds	\$41,124,457	\$44,531,146	(\$2,010,435)	\$42,520,711	\$41,069,457	\$1,451,254
Less estimated income	10,290,485	13,290,619	(3,002,824)	10,287,795	10,285,770	2,025
General fund	\$30,833,972	\$31,240,527	\$992,389	\$32,232,916	\$30,783,687	\$1,449,229
FTE	27.00	27.00	0.00	27.00	27.00	0.00

**Department No. 270 - Dept. of Career and Technical Education - Detail of Conference Committee Changes**

	<b>Adjusts State Employee Compensation and Benefits Package<sup>1</sup></b>	<b>Provides Separate Line Item for Accrued Leave Payments<sup>2</sup></b>	<b>Reduces Funding for STEM Programs<sup>3</sup></b>	<b>Changes Funding for Additional Workforce Training Grants<sup>4</sup></b>	<b>Increases Funding to New and Expanding Programs<sup>5</sup></b>	<b>Reduces the Funding for STEM Network<sup>6</sup></b>
Salaries and wages	(\$100,435)	(\$96,477)				
Operating expenses						
Grants					100,000	
Grants - Postsecondary			(150,000)			(260,000)
Adult farm management						
Workforce training				(1,600,000)		
Accrued leave payments		96,477				
Total all funds	(\$100,435)	\$0	(\$150,000)	(\$1,600,000)	\$100,000	(\$260,000)
Less estimated income	(2,824)	0	0	(2,600,000)	0	(400,000)
General fund	(\$97,611)	\$0	(\$150,000)	\$1,000,000	\$100,000	\$140,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total Conference Committee Changes
Salaries and wages	(\$196,912)
Operating expenses	
Grants	100,000
Grants - Postsecondary	(410,000)
Adult farm management	
Workforce training	(1,600,000)
Accrued leave payments	96,477
<b>Total all funds</b>	<b>(\$2,010,435)</b>
Less estimated income	(3,002,824)
<b>General fund</b>	<b>\$992,389</b>
<b>FTE</b>	<b>0.00</b>

<sup>1</sup> This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 3 to 5 percent for the first year of the biennium and 2 to 4 percent for the second year of the biennium.
- Reduces the market component from 2 to 4 percent per year to 1 to 2 percent per year for employees below the midpoint of their salary range.
- Reduces funding for retirement contribution increases to provide for a 1 percent state and 1 percent employee increase beginning in January 2014 and no increase in January 2015.

<sup>2</sup> A portion of salaries and wages funding from the general fund (\$81,028) and from other funds (\$15,449) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

<sup>3</sup> This amendment reduces the funding added by the Senate for science, technology, engineering, and mathematics (STEM) programs to provide a total of \$150,000. The Senate provided \$300,000 for STEM programs; the House removed this funding.

<sup>4</sup> This amendment changes the funding source of the additional workforce training grants added by the Senate and reduces the total funding to provide an additional \$1 million, all of which is from the general fund, to provide a total of \$4 million. A section has been added to the bill requiring each workforce training quadrant to provide a dollar-for-dollar match from private industry in order to qualify for the grant from the additional \$1 million. The Senate added \$2.6 million, all of which was from the strategic investment and improvements fund. The House removed this funding. The executive budget included \$3 million for workforce training grants. The additional \$1 million provided for workforce training grants is one-time funding.

<sup>5</sup> This amendment provides additional funding to the new and expanding programs to provide a total of \$700,000, all of which is from the general fund, the same as the House version. The Senate did not change the executive recommendation.

<sup>6</sup> Adjusts STEM funding to provide a total of \$300,000, including the \$160,000 from the general fund appropriated in House Bill No. 1228 which has been approved by both chambers, and changes the funding source from the strategic investment and improvements fund to the general fund. The same as the House version.

This amendment also:

- Removes Sections 2, 3, and 4 added by the Senate which changed the Workforce Training Board reporting requirements from the State Board of Higher Education to the State Board for Career and Technical Education.

Date 4-24-13

Roll Call Vote # 1

2013 SENATE CONFERENCE COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 2019 as (re) engrossed

Senate Appropriations Committee

- Action Taken
- SENATE accede to House Amendments
  - SENATE accede to House Amendments and further amends
  - HOUSE recede from House amendments
  - HOUSE recede from House amendments and amends as follows
  - Unable to agree, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Martinson Seconded by: Streye

Senators	$\frac{4}{24}$	Yes	No	Representatives	$\frac{4}{24}$	Yes	No
Sen. Grundberg	✓	✓		Rep. Streye	✓	✓	
Erbele	✓	✓		Martinson	✓	✓	
O'Connell	✓	✓		Williams		✓	
Total Senate Vote		3		Total Rep. Vote		3	

Vote Count Yes: 6 No: 0 Absent: 0

Senate Carrier \_\_\_\_\_ House Carrier \_\_\_\_\_

LC Number \_\_\_\_\_ of amendment

LC Number \_\_\_\_\_ of engrossment

**REPORT OF CONFERENCE COMMITTEE**

**SB 2019, as engrossed:** Your conference committee (Sens. Erbele, Grindberg, O'Connell and Reps. Martinson, Streyle, Williams) recommends that the **HOUSE RECEDE** from the House amendments as printed on SJ pages 1314-1317, adopt amendments as follows, and place SB 2019 on the Seventh order:

That the House recede from its amendments as printed on pages 1314-1317 of the Senate Journal and pages 1379-1382 of the House Journal and that Engrossed Senate Bill No. 2019 be amended as follows:

Page 1, line 2, remove "to amend and reenact sections 52-08-09, 52-08-10, and"

Page 1, remove line 3

Page 1, line 4, remove "requirements; and"

Page 1, line 4, after "section" insert "; and to provide borrowing authority to Williston state college"

Page 1, replace lines 14 through 23 with:

"Salaries and wages	\$4,362,974	\$306,969	\$4,669,943
Accrued leave payments	0	96,477	96,477
Operating expenses	1,253,339	0	1,253,339
Grants	29,025,000	1,878,698	30,903,698
Grants - postsecondary	357,452	490,000	847,452
Adult farm management	749,802	0	749,802
Workforce training	<u>3,000,000</u>	<u>1,000,000</u>	<u>4,000,000</u>
Total all funds	\$38,748,567	\$3,772,144	\$42,520,711
Less estimated income	<u>10,766,888</u>	<u>(479,093)</u>	<u>10,287,795</u>
Total general fund appropriation	\$27,981,679	\$4,251,237	\$32,232,916
Full-time equivalent positions	27.50	(0.50)	27.00"

Page 2, remove lines 1 through 31

Page 3, replace lines 1 through 4 with:

**"SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SIXTY-FOURTH LEGISLATIVE ASSEMBLY.** The following amounts reflect the one-time funding items approved by the sixty-second legislative assembly for the 2011-13 biennium and the 2013-15 one-time funding items included in the appropriation in section 1 of this Act:

<u>One-Time Funding Description</u>	<u>2011-13</u>	<u>2013-15</u>
Workforce training	<u>\$0</u>	<u>\$1,000,000</u>
Total general fund	<u>\$0</u>	<u>\$1,000,000</u>

The 2013-15 one-time funding amounts are not a part of the entity's base budget for the 2015-17 biennium. The state board for career and technical education shall report to the appropriations committees of the sixty-fourth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2013, and ending June 30, 2015."

Page 3, remove lines 12 through 15

Page 3, line 18, replace "\$300,000" with "\$150,000"

Page 3, after line 22, insert:

**"SECTION 5. WORKFORCE TRAINING GRANTS - MATCHING**

**REQUIREMENT.** The workforce training line item in section 1 of this Act includes the sum of \$1,000,000 from the general fund for workforce training grants to the trainND program for the purchase of appropriate equipment specific to each of the four quadrant's workforce training needs. Prior to awarding a grant from these funds, the state board for career and technical education shall verify that the grant recipient has available matching funds from private industry equal to the state grant award, for the biennium beginning July 1, 2013, and ending June 30, 2015.

**SECTION 6. BORROWING AUTHORITY - APPROPRIATION - WILLISTON STATE COLLEGE - WORKFORCE TRAINING PROJECT.** Williston state college may borrow the sum of \$2,500,000, or so much of the sum as may be necessary, from the Bank of North Dakota, under the terms and conditions as determined by the Bank of North Dakota, for the workforce training facility project, for the biennium beginning July 1, 2013, and ending June 30, 2015. The proceeds of the loan authorized in this section are appropriated to Williston state college for the purpose of constructing a workforce training facility for the biennium beginning July 1, 2013, and ending June 30, 2015."

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT: .**

**Senate Bill No. 2019 - Summary of Conference Committee Action**

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Williston State College						
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000	\$2,500,000	\$0
Less estimated income	0	0	2,500,000	2,500,000	2,500,000	0
General fund	\$0	\$0	\$0	\$0	\$0	\$0
Dept. of Career and Technical Education						
Total all funds	\$41,124,457	\$44,531,146	(\$2,010,435)	\$42,520,711	\$41,069,457	\$1,451,254
Less estimated income	10,290,485	13,290,619	(3,002,824)	10,287,795	10,285,770	2,025
General fund	\$30,833,972	\$31,240,527	\$992,389	\$32,232,916	\$30,783,687	\$1,449,229
Bill total						
Total all funds	\$41,124,457	\$44,531,146	\$489,565	\$45,020,711	\$43,569,457	\$1,451,254
Less estimated income	10,290,485	13,290,619	(502,824)	12,787,795	12,785,770	2,025
General fund	\$30,833,972	\$31,240,527	\$992,389	\$32,232,916	\$30,783,687	\$1,449,229

**Senate Bill No. 2019 - Williston State College - Conference Committee Action**

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Capital assets			\$2,500,000	\$2,500,000	\$2,500,000	
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000	\$2,500,000	\$0
Less estimated income	0	0	2,500,000	2,500,000	2,500,000	0
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

**Department No. 229 - Williston State College - Detail of Conference Committee Changes**

Adds Funding for Workforce Training	Total Conference Committee
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	Facility <sup>1</sup>	Changes
Capital assets	\$2,500,000	\$2,500,000
Total all funds	\$2,500,000	\$2,500,000
Less estimated income	2,500,000	2,500,000
General fund	\$0	\$0
FTE	0.00	0.00

<sup>1</sup> A section is added authorizing Williston State College to borrow up to \$2.5 million from the Bank of North Dakota and appropriates the loan proceeds for the construction of a workforce training facility. The House also added this section.

**Senate Bill No. 2019 - Dept. of Career and Technical Education - Conference Committee Action**

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	\$4,860,166	\$4,866,855	(\$196,912)	\$4,669,943	\$4,568,689	\$101,254
Operating expenses	1,253,339	1,253,339		1,253,339	1,253,339	
Grants	30,903,698	30,803,698	100,000	30,903,698	30,903,698	
Grants - Postsecondary	357,452	1,257,452	(410,000)	847,452	497,452	350,000
Adult farm management	749,802	749,802		749,802	749,802	
Workforce training	3,000,000	5,600,000	(1,600,000)	4,000,000	3,000,000	1,000,000
Accrued leave payments			96,477	96,477	96,477	
Total all funds	\$41,124,457	\$44,531,146	(\$2,010,435)	\$42,520,711	\$41,069,457	\$1,451,254
Less estimated income	10,290,485	13,290,619	(3,002,824)	10,287,795	10,285,770	2,025
General fund	\$30,833,972	\$31,240,527	\$992,389	\$32,232,916	\$30,783,687	\$1,449,229
FTE	27.00	27.00	0.00	27.00	27.00	0.00

**Department No. 270 - Dept. of Career and Technical Education - Detail of Conference Committee Changes**

	Adjusts State Employee Compensation and Benefits Package <sup>1</sup>	Provides Separate Line Item for Accrued Leave Payments <sup>2</sup>	Reduces Funding for STEM Programs <sup>3</sup>	Changes Funding for Additional Workforce Training Grants <sup>4</sup>	Increases Funding to New and Expanding Programs <sup>5</sup>	Reduces the Funding for STEM Network <sup>6</sup>
Salaries and wages	(\$100,435)	(\$96,477)				
Operating expenses						
Grants					100,000	
Grants - Postsecondary			(150,000)			(260,000)
Adult farm management						
Workforce training				(1,600,000)		
Accrued leave payments		96,477				
Total all funds	(\$100,435)	\$0	(\$150,000)	(\$1,600,000)	\$100,000	(\$260,000)
Less estimated income	(2,824)	0	0	(2,600,000)	0	(400,000)
General fund	(\$97,611)	\$0	(\$150,000)	\$1,000,000	\$100,000	\$140,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total Conference Committee Changes
Salaries and wages	(\$196,912)
Operating expenses	
Grants	100,000
Grants - Postsecondary	(410,000)
Adult farm management	
Workforce training	(1,600,000)

Accrued leave payments	96,477
Total all funds	(\$2,010,435)
Less estimated income	(3,002,824)
General fund	\$992,389
FTE	0.00

<sup>1</sup> This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 3 to 5 percent for the first year of the biennium and 2 to 4 percent for the second year of the biennium.
- Reduces the market component from 2 to 4 percent per year to 1 to 2 percent per year for employees below the midpoint of their salary range.
- Reduces funding for retirement contribution increases to provide for a 1 percent state and 1 percent employee increase beginning in January 2014 and no increase in January 2015.

<sup>2</sup> A portion of salaries and wages funding from the general fund (\$81,028) and from other funds (\$15,449) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

<sup>3</sup> This amendment reduces the funding added by the Senate for science, technology, engineering, and mathematics (STEM) programs to provide a total of \$150,000. The Senate provided \$300,000 for STEM programs; the House removed this funding.

<sup>4</sup> This amendment changes the funding source of the additional workforce training grants added by the Senate and reduces the total funding to provide an additional \$1 million, all of which is from the general fund, to provide a total of \$4 million. A section has been added to the bill requiring each workforce training quadrant to provide a dollar-for-dollar match from private industry in order to qualify for the grant from the additional \$1 million. The Senate added \$2.6 million, all of which was from the strategic investment and improvements fund. The House removed this funding. The executive budget included \$3 million for workforce training grants. The additional \$1 million provided for workforce training grants is one-time funding.

<sup>5</sup> This amendment provides additional funding to the new and expanding programs to provide a total of \$700,000, all of which is from the general fund, the same as the House version. The Senate did not change the executive recommendation.

<sup>6</sup> Adjusts STEM funding to provide a total of \$300,000, including the \$160,000 from the general fund appropriated in House Bill No. 1228 which has been approved by both chambers, and changes the funding source from the strategic investment and improvements fund to the general fund. The same as the House version.

This amendment also:

- Removes Sections 2, 3, and 4 added by the Senate which changed the Workforce Training Board reporting requirements from the State Board of Higher Education to the State Board for Career and Technical Education.

Engrossed SB 2019 was placed on the Seventh order of business on the calendar.

**2013 TESTIMONY**

**SB 2019**

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**Senate Appropriations  
January 24, 2013  
Testimony on SB 2019  
Department of Career and Technical Education**

Mr. Chairman and members of the committee, my name is Wayne Kutzer,  
Director of the Department of Career and Technical Education.

The demand for Career and Technical Education continues to grow and more access to CTE is needed to help meet some the workforce needs of our state. Good things have been happening in Career and Technical Education, thanks to the funding that you have made available to support CTE in the past.

There were 20,936 students in grades 9 – 12 and 9,848 postsecondary students enrolled in CTE. The number of concentrators in CTE, those students who have taken two or more credits in a single program area is 11,394. While the number enrolled has been stable, the number of concentrators at the secondary level increased by nearly 550 due in large part to a combination of more career planning and the ND CTE Scholarship that requires 4 credits in CTE, of which two must be in a concentration or “Coordinated Plan of Study”. Students are planning and making choices that fit career goals which creates eligibility for the ND Career and Technical Education Scholarship of which there were 518 this past year, which is up from 424 the year before.

Last month we submitted our annual federal accountability report to the US Dept. of Education for this past school year and I am pleased to say that we met all of our 14 federal performance measures. I won't go over them individually but I did give you a green handout showing both the secondary and postsecondary measures.

/

I will mention three secondary performance measures that we can compare to students statewide. CTE concentrators, those who take 2 or more credits in a single program area, outperformed the statewide 11<sup>th</sup> grade AYP achievement measures in areas that have corresponding statewide comparisons.

CTE Concentrator Performance Measures			
Measure	CTE Goal	CTE Actual	Statewide
Reading / Language Arts	64.5%	77.1%	66.2%
Math	50.5%	63.7%	57.3%
Graduation Rate	84.5%	94.7%	86.2%
Graduation Rate Native American		85%	62%

CTE is a powerful strategy that keeps students in school and is linked to higher performance in key academic areas.

Our agency provides funding to high schools, on a reimbursement basis, for CTE programming that they provide for their students and meets our requirements. To give you an understanding of how we provide funding to schools, there is a salmon colored handout in your materials that list our reimbursement rates to schools.

CTE includes programming in the areas of Agriculture Education, Business and Office Technology, Family and Consumer Sciences, Technology and Engineering Education, Marketing Education, Information Technology, Career Development, and Trade, Technical and Health Careers (T&I). T&I is made up of many of the skilled craft areas - auto, construction, welding, health, and electronics.

CTE is not just about technical skills like welding or marketing or nursing, it is a method of teaching that brings the real world experiences, relevance, and relationships into the classroom and labs. One of the most powerful elements of a CTE program is the

relationships which are developed through student organizations. Career and Technical Student Organizations (CTSO's) focus on the Career Readiness Skills – the leadership, teamwork, communication, responsibility, and community involvement skills as well as technical skill development, which are all needed for a student to be successful in their career. Students learn better by doing and it is through CTSO's that students not only learn about the career skills, but they practice and develop them.

I would like to introduce you to one of those Career and Technical Education students who has benefited from their experience in the student organization DECA. Morgan Thompson participated in DECA at Fargo North, was a state officer and is currently the National High School DECA President. DECA has 185,000 student members nationally and last spring she presided over DECA's national convention of over 15,000 students. Her experience has had her speaking at many other state conferences, lobbying in Washington DC, and addressing national groups of business CEO's who interact with DECA.

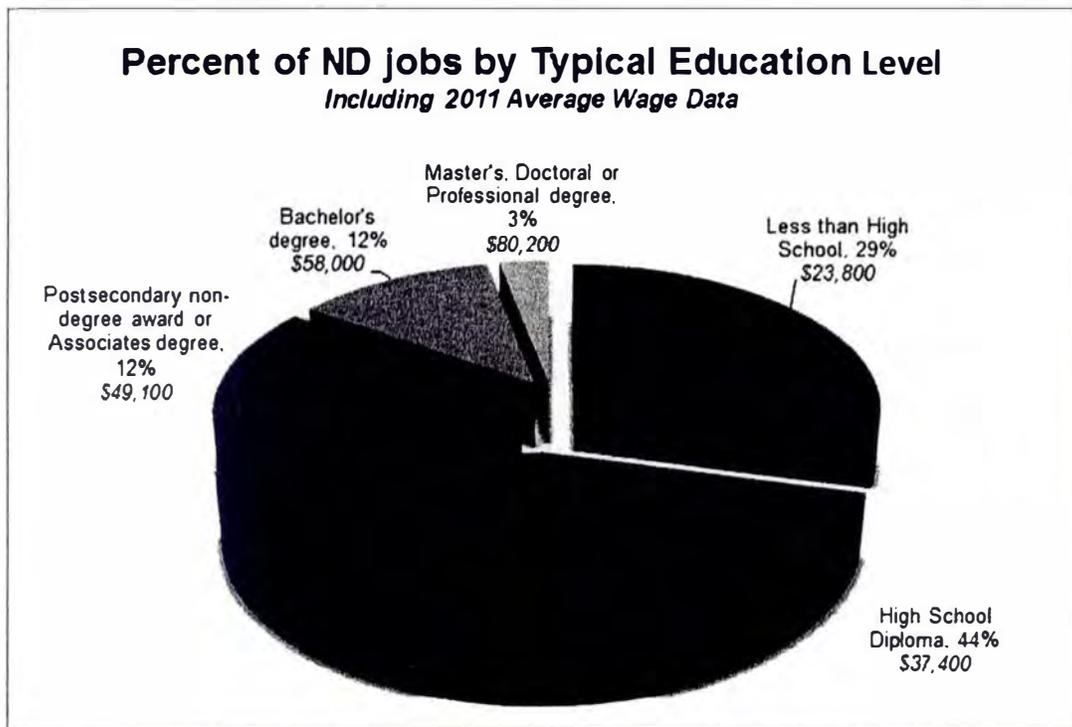
Morgan is an exceptional individual and her experience in a career and technical student organization has provided her opportunities that are open to all students involved in a career and technical education student organization.

The challenge our agency faces is how do we help schools provide these CTE opportunities to all students? There are areas of the state that do not have access to CTE, or the variety of CTE programs that build so many of the skills that today's students need to be successful. The low class sizes and high cost equipment needs of CTE courses are a distinct fiscal barrier for high schools to offer additional CTE courses. The funding in

SB2019 and the additional funds we are requesting will help us expand the access to quality CTE programming which provides greater opportunities to students.

North Dakota's Strategic Plan for Workforce Development entitled "Strengthening our Workforce" and the Economic Development Association of ND's "Legislative Agenda 2013" and the "2012 EmpowerND Update Report" all call for more access to career and technical education as well as encouraging career planning and career awareness. There are copies or excerpts of those reports in your material.

North Dakota has been blessed with a robust economy and we all hear about the number and variety of jobs available. The percent of ND jobs by typical education level shows that 85% of the occupations in ND require education up to and including an associate's degree.

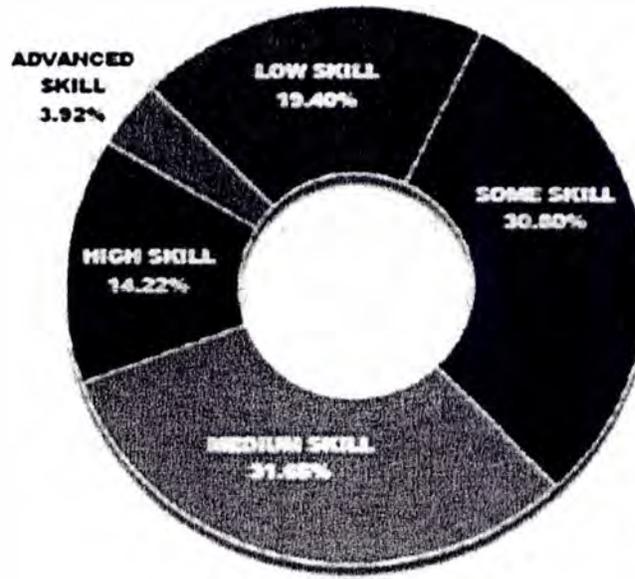


Acknowledging today's workforce demands higher skills by our entire workforce, we can't forget about the education and skills training we need to provide to meet these widely varying needs of our economy.

## Skill Clusters as a Share of Total Employment

2018 employment projections

- Low Skill – HS or GED
- Some Skill – HS + exp
- Medium Skill – HS + 1-2 yrs exp to associates
- High Skill – bachelors+
- Advanced Skill – graduate+



Here is another chart that shows a national perspective, a projection to 2018, and again breaks down all jobs by education and skill levels. When you add up those up to and including an associate's degree, it is just about 82%; amazingly close to our current jobs in ND.

We have a good college going rate somewhere around 80%, and we need to prepare all students to succeed, but we can't forget those students that do not go on, or go one year and drop out for any number of reasons. For these ND students the last level of

formal technical or career readiness training they receive is in a high school CTE program.

**Current Biennium Funding** (Yellow Handout)

Our 2011-2013 appropriation is the second column on the yellow handout. It lists our salaries, operating and grants to schools along with specific line item grants for Adult Farm Management, Workforce Training, and Postsecondary Grants. We are on track and will expend our entire budget, with any unexpended funds at the end of the biennium being allocated back out to school districts and Area Centers.

Our total Grants line item is at \$29,025,000 and that represents both state and federal funding. State “Grant” funds go to schools and Area Centers based on a portion of the local costs of the CTE programs that they offer, while federal “Grant” funding is allocated to schools based on Title I census data, and two year colleges based on the number of Pell Grants. The state funding is both an incentive for schools to offer quality CTE programming and helps to offset the higher cost of operating a CTE program.

Included in the Grants are funds which provide incentives to schools who offer distance CTE opportunities, both interactive video (ITV) and online, to expand access to more students. Through these incentives the accessibility of CTE courses has increased. There are currently 106 schools participating in 30 different CTE courses delivered through interactive video (ITV) and 44 schools participating in 22 different online CTE courses, serving a total enrollment of 1,055 students. While these are good numbers there is still access and availability problems in many local schools to offer a variety of CTE programs, where students can take two or more credits in an area of interest which also can qualify them for the ND CTE scholarship. To get an idea of the courses offered and

the schools taking advantage of this distance delivery of CTE courses, there is a blue three page handout in your materials that lists all schools and CTE courses that are being delivered by distance.

We also have a line item of \$749,802 for Farm Management. We have 14 programs across the state that work with farmers and ranchers to provide them the education they need to better manage their operations.

We continue to provide the \$3 million in funding for the Workforce Training regions. It is allocated to the two-year campuses in each of the four regions based on the number of employees in the region. There is a representative from the Workforce Training Regions here to update you on their activities.

The final line item in that first column is Postsecondary Grants; these funds are equally split between each of the five community colleges for help in starting new CTE programs and providing instructor training and mentoring to new CTE instructors coming directly out of industry.

To complete that column, under "Funding Source" it shows our source of funding is about a 70% state and 30% federal funding split. We don't know what any future federal funding cuts might be. With the continued talk of sequestration it would mean somewhere around an 8% across the board cut in Perkins funds at the national level. That would translate into a \$675,000 cut in our federal funding, which would mean an approximate cut of \$100,000 in our leadership funds which we use for teacher training and curriculum development and \$575,000 in cuts to all local schools and colleges. To give you a perspective in how schools use their federal funding, 58% use their federal

funds to purchase equipment and about 28% for salaries with the balance for professional development.

### **Funding Request for 2013 – 2015**

As you look at the yellow budget sheet, the third column is the Executive Recommendations and the fourth column reflects the total 2013-2015 Executive Budget Recommendation.

To explain the Executive Recommendations I will bypass the salary amount which will be determined on a statewide basis. We received a reduction in federal funding this biennium. The negative \$626,302 is the result of the loss of federal Tech Prep funding last year. The reduction in federal funds reduced the overall amount that was allocated to schools and colleges.

The Executive Recommendation is an increase of \$2,505,000 and is broken down for you at the bottom of the handout, with our Board's priority list in parenthesis.

Our top priority is \$500,000 for our "Cost to Continue". This will enable us to maintain our level of reimbursement to schools.

The next is for \$1,005,000 to increase access to CTE programming in high schools and Area Centers across the state in a number of ways which are:

Funding for new and expanding programs (\$500,000) - This funding will enable schools to offer new and expanding CTE programming which is needed in so many areas of our state. We denied \$220,000 in requests due to lack of available funding this year.

Funding for additional online and ITV delivery of CTE (\$150,000) - This funding will provide for more online and ITV courses from school to school that

I talked about earlier, which builds broader access to a wider variety of CTE programs. It gives students more options to build on their career and educational plans.

A pilot distance delivery of intense hands-on CTE project (\$150,000) –

There is a distinct disadvantage in delivering some CTE programming. This funding will enable us to work with a pilot school or schools to put together a project focusing on how we can distance deliver intense hands-on courses, such as construction or auto technology, and yet keep the most valuable part of the program from the student's perspective, the "hands-on" component.

Expand Emerging Technology consortiums (\$205,000) – Emerging

Technology consortiums rotate high tech type equipment between schools. We have a request to start a new 14 member Emerging Technology consortium. It continues a theme we have in CTE that sharing, whether it's programs, equipment or teachers, is an efficient way to provide more access. We currently have eight consortiums involving 99 schools participating in Emerging Technology.

The Executive Budget also included funding for a proposed Area Center. While we are very grateful for it being included, it jumped over two higher priorities that our Board had. Namely our third priority - \$350,000 for funding of STEM based (pre-engineering) courses, in our Technology and Engineering Education program area and our fourth priority - \$320,000 in equity funding to increase reimbursement rates for Family and Consumer Sciences programs which have been at a traditionally lower rate.

Our request would be to fund these two activities and provide \$500,000 instead of \$1,000,000 for the Area Center. The reason for this level of request is that it would

follow our Board's priority and after an initial request for funding of the Area Center, which came in mid-June, we have not received a formal proposal which is required prior to our Board approving establishing an Area Center. Even if we received a proposal now, it would take time to review and get Board approval which would not be in time for the member schools to get students registered and classes scheduled by next school year. The \$500,000 would provide funding to start the Area Center for the last year of the biennium, provided we receive a proposal and it is approved by our Board.

Lastly at the bottom of the column the Executive Recommendation removed a half FTE. This is a position that has been half time and we have no intention of returning it to full time.

Let me talk a little bit about the expansion of Area Centers. A map of the current Area Centers is in your material and on the back is a listing of member schools. Here is a slide showing where the current Area Centers are. They have created more access for more students. Over the last three bienniums we have received \$3.2 million for Area Center funding. This funding is not for bricks and mortar; it is for CTE programming, for instructional delivery equipment, and operating. We start every new Area Center on a five year startup plan. The funding is a maximum of \$500,000 per year and covers 75% of the cost for the first two years, 60% of the cost for the next three, and after year five it would go down to 40% which is the level of funding for all Area Centers. Area CTE Centers can provide to area schools, what they cannot provide themselves – a variety of CTE programming. They are a cooperative effort between schools and that cooperation is bringing more access to 91 member schools that on their own would not be able to fund this wide of a variety of offerings. Eric Ripley CTE Director of the newest Area

Center – Grand Forks Area Career and Technology Center is here today and will talk about their Area Center.

In addition to funding priorities three and four, I would ask that you increase the second priority by \$300,000 specifically the new and expanding programs so it would increase to \$800,000. Since we submitted our budget this past summer we have put together a better estimate of what the anticipated needs will be to fund the backlog of new and expanding programs plus new requests we will receive both years of the biennium. By asking for our priorities three and four, increasing priority two and delaying the start of the Area Center we are asking for \$470,000 above the Executive Recommendations, which is reflected in the fifth column under Additional Request.

We did not request any increases for Adult Farm Management which is at \$749,802, for the Workforce Training Regions of \$3,000,000, or for the Postsecondary Grants of \$357,452.

I hope you can agree of our need to enhance and provide greater access to CTE programming. CTE programs are traditionally high cost for schools to operate – more equipment, larger facilities, and smaller teacher to student ratios. The benefit of CTE programming is that it keeps students engaged in their learning, for some it keeps them in school, and provides a foundation for their future career and educational goals.

The funding request in this budget will enable us, through local schools and Area Centers, to create more access to CTE programming. Because we fund only a percentage of the costs of a CTE program, local schools make a commitment also. This funding request is providing an average of 30% of the cost of operating CTE programs, local

schools are committing about 70% of the cost. They also see the value that CTE brings to students.

We believe by making more CTE programming available to more students all across the state, our students are building both the technical skills and the career awareness to be successful in life and in their career. I believe that the budget request before you will help us get there.

Mr. Chairman, thank you for the opportunity to talk about CTE and I would be glad to answer any questions that you may have.



**Department of  
Career and Technical  
Education**

Biennium Budget Presentation  
Senate Appropriation  
January 24, 2013

### CTE Enrollment

- ▶ Secondary (9-12)
  - ▶ 20,936 Enrolled
  - ▶ 11,394 Concentrators
- ▶ Postsecondary
  - ▶ 9,848 Enrolled
  - ▶ 5,806 Concentrators

### CTE Concentrator Performance Measures

Measure	CTE Goal	CTE Actual	Statewide
Reading Language Arts	64.5%	77.1%	66.2%
Math	50.5%	63.7%	57.3%
Graduation Rate	84.5%	94.7%	86.2%
Graduation Rate Native American		85.0%	62.0%

\*Concentrators take 2 or more sequential credits in a CTE program area

### Funding to Schools

- ▶ CTE Reimburses
  - ▶ 27% on CTE teacher salary
  - ▶ 30% on program travel
    - Professional development
    - Student organization
  - ▶ 35% on Career Development Counselor
  - ▶ 40% at Area Centers

### Program Areas

- Agriculture Education
- Business and Office Technology
- Career Development
- Family and Consumer Sciences
- Information Technology
- Marketing Education
- Technology and Engineering Education
- Trade, Technical and Health Careers (T&I)

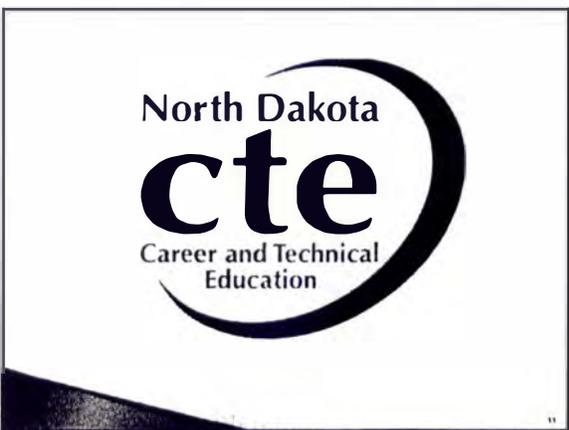
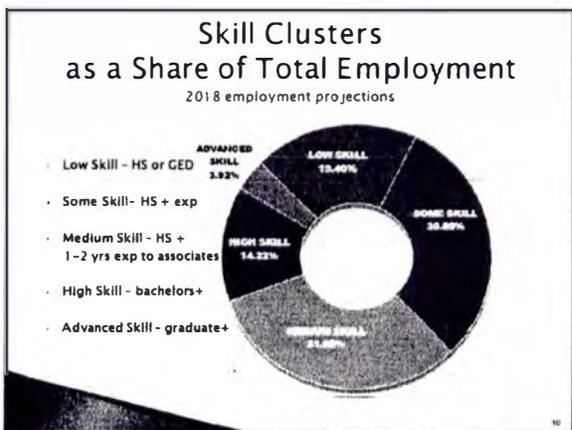
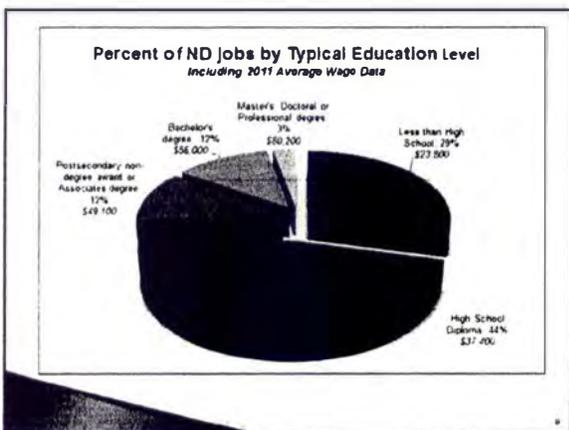
### Secondary Trade, Technical & Health (T&I)

- Auto Collision
- Auto Technology
- Aviation Technology
- Commercial Art
- Const. Technology
- Culinary Arts
- Drafting
- Electronics
- Facilities Maintenance
- Graphic Arts
- Health Careers
- Machine Tooling
- Recreational Engines
- Welding Technology



### Support more access to CTE Career Planning & Awareness

- ND Strategic Plan for Workforce Development "Strengthening our Workforce"
- Economic Development Association of ND "Legislative Agenda 2013"
- 2012 EmpowerND Update Report



### CTE Cooperative Arrangements

Courses offered between schools either ITV or online

- 106 schools participating in ITV
  - 30 CTE course offerings
- 44 schools participating in online
  - 22 CTE course offerings
- 1055 students taking online and ITV CTE courses

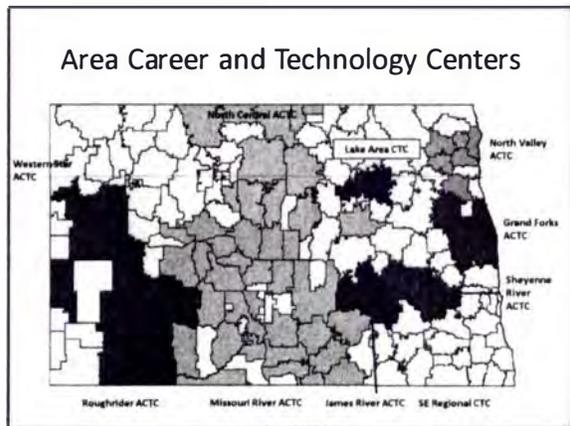


### Executive Recommendations

Description	Executive Budget
1 Cost to Continue	\$500,000
2 Increase Access to CTE	\$1,005,000
New & Expanding Programs	500,000
Distance Delivery	150,000
Distance Delivery Pilot	150,000
Expand Emerging Tech	205,000
3 Additional STEM Course Funding	0
4 Increase FACS %	0
5 New Virtual Center	\$1,000,000
<b>Total</b>	<b>\$2,505,000</b>

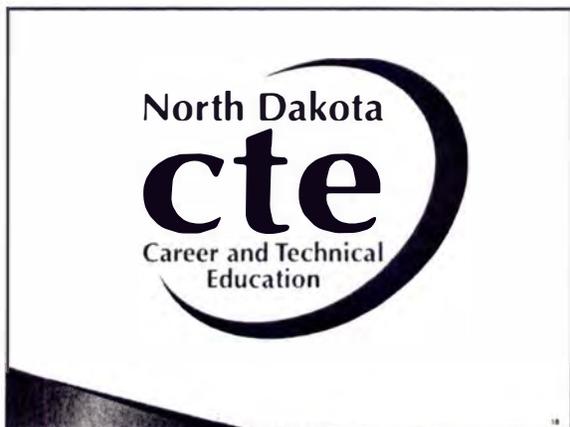
### 2013 - 2015 Budget Request

Description	Agency Request	Additional Request
1 Cost to Continue	\$500,000	-
2 Increase Access to CTE	\$1,305,000	
New & Expanding Programs	800,000	\$300,000
Distance Delivery	150,000	
Distance Delivery Pilot	150,000	
Expand Emerging Tech	205,000	
3 Additional STEM Course Funding	\$350,000	\$350,000
4 Increase FACS %	\$320,000	\$320,000
5 New Virtual Center	\$500,000	-\$500,000
<b>Total</b>	<b>\$2,975,000</b>	<b>\$470,000</b>



### 2013 - 2015 Budget Request

Description	Executive Budget	Agency Request	Additional Request
1 Cost to Continue	\$500,000	\$500,000	-
2 Increase Access to CTE	\$1,005,000	\$1,305,000	
New & Expanding Programs	500,000	800,000	\$300,000
Distance Delivery	150,000	150,000	
Distance Delivery Pilot	150,000	150,000	
Expand Emerging Tech	205,000	205,000	
3 Additional STEM Course Funding	0	\$350,000	\$350,000
4 Increase FACS %	0	\$320,000	\$320,000
5 New Virtual Center	\$1,000,000	\$500,000	-\$500,000
<b>Total</b>	<b>\$2,505,000</b>	<b>\$2,975,000</b>	<b>\$470,000</b>



**ND Department of Career & Technical Education  
Cooperative Arrangements  
Interactive TV 2012-2013**

11/05/12

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Line Charge</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
<b>Binford (Midkota)</b>	Cooperstown (Griggs County)	GPS	\$286	1	4	\$300
		GIS	\$286	1	4	\$300
	Fessenden-Bowdon	GPS	\$286	1	4	\$300
		GIS	\$286	1	4	\$300
	Pingree-Buchanan	GPS	\$286	1	5	\$300
		GIS	\$286	1	5	\$300
<b>Bismarck (MRACTC)</b>	Berthold	Medical Careers I		2	6	\$250
	Carrington	Medical Careers I		2	5	\$250
	Elgin (Grant County)	Medical Careers I		2	6	
	Garrison	Medical Careers I		2	1	
	Goodrich	Certified Nurse Assistant		2	1	
		Prevention & Care of Athletic Injury		2	1	
	Mandan	Certified Nurse Assistant		2	1	
	New Salem	Certified Nurse Assistant		2	2	
		Medical Careers I		2	7	
	Scranton (RRACTC)	Prevention & Care of Athletic Injury		2	1	\$250
Wishek	Prevention & Care of Athletic Injury		2	1		
<b>Bottineau</b>	Granville (NCACTC)	Sports and Entertainment Marketing		1	1	\$300
	Kensel	Sports and Entertainment Marketing	\$286	1	1	\$300
	Rugby (NCACTC)	Sports and Entertainment Marketing		1	3	\$300
<b>Devils Lake (ND School for the Deaf)</b>	Beulah (MRACTC)	ASL I		1	5	\$300
		ASL II		1	5	\$300
	Bottineau (NDACTC)	ASL101		1	7	\$300
		ASL102		1	7	\$300
	Cando	ASL101		1	1	\$300
		ASL102		1	1	\$300
	Carrington	ASL101		1	5	\$300
		ASL102		1	5	\$300
	Cavalier	ASL101		1	5	\$300
		ASL102		1	5	\$300
	Drake (NCACTC)	ASL101		1	3	\$300
		ASL102		1	3	\$300
	Goodrich (MRACTC)	ASL101		1	3	\$300
		ASL102		1	3	\$300
	HMB (MRACTC)	ASL I		1	4	\$300
		ASL II		1	4	\$300
	New Salem (MRACTC)	ASL I		1	1	\$300
		ASL II		1	1	\$300
	Scranton (RRACTC)	ASL101		1	1	\$300
		ASL102		1	1	\$300
	Selfridge (MRACTC)	ASL I		1	2	\$300
		ASL II		1	2	\$300
	Turtle Lake (MRACTC)	ASL I		1	1	\$300
		ASL II		1	1	\$300
	Westhope (NCACTC)	ASL101		1	3	\$300
		ASL102		1	3	\$300
	Wilton (MRACTC)	ASL I		1	2	\$300
		ASL II		1	2	\$300
	Wishek (MRACTC)	ASL I		1	1	\$300
		ASL II		1	1	\$300
<b>Dickinson (RACTC)</b>						
Belfield	Beach	Health Careers		2	2	\$200
		Medical Terminology		2	2	\$200
		Sports Medicine		2	4	\$200
	Bowman	Medical Terminology		2	3	\$250
		Health Careers		2	4	\$200
	Glen Ullin	Marketing I		1	8	\$200
		Marketing II		1	4	\$200

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Line Charge</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
	Hebron	Health Careers		2	1	\$200
		Medical Terminology		2	1	\$200
	Hettinger	Medical Terminology		2	1	\$2
		Sports Medicine		2	1	\$200
	Killdeer	Health Careers I		2	13	\$200
		Health Careers II		2	3	\$200
		Medical Terminology		2	13	\$200
		Nurse Assistant		2	2	\$200
		Sports Medicine		2	3	\$200
	Mott	Health Careers		2	7	\$200
		Nurse Assistant		2	1	\$200
	New England	Health Careers		2	3	\$200
	Richardton-Taylor	Health Careers		2	10	\$200
		Sports Medicine		2	1	\$200
	South Heart	Medical Terminology		2	5	\$200
Glen Ullin	Richardton-Taylor	Spreadsheets		1	1	\$200
Hebron	New Salem	Vet Science		2	1	\$250
	Richardton-Taylor	Ag Ed IV		1	2	\$200
	Scranton	Vet Science		2	1	\$200
Hettinger (RACTC)	HMB	Ag Science		2	3	\$250
		Vet Science		2	2	\$250
	Hebron	Vet Science		2	2	\$250
	Mott-Regent	Ag Science		2	5	\$200
	New Salem	Ag Science		2	10	\$250
	Richardton-Taylor	Ag Science		2	2	\$200
		Ag Science		1	2	\$200
	Wing (MRACTC)	Ag Science		2	8	\$250
Richardton-Taylor (RACTC)	Hebron	Sports Marketing		2	2	\$200
	Hettinger	Sports Marketing		2	8	\$200
	Killdeer	Sports Marketing		2	5	\$200
	Mott-Regent	Marketing I and II		2	1	\$200
	Steele	Sports Marketing		2	6	\$200
Scranton (RACTC)	Bowman	Ag III		1	5	
		Ag IV		1	5	
	Hebron	Ag III		1	1	\$200
		Ag IV		1	1	\$200
	Linton (MRACTC)	Ag Technology		2	5	\$250
	Richardton-Taylor	Ag III		1	2	\$200
		Ag IV		1	2	\$200
South Heart	Hettinger	Web Design		1	4	\$200
	Scranton	Web Design		1	2	\$200
<u>Grafton (NVACTC)</u>	Pembina (North Border)	Marketing	\$530	2	3	
	St. Thomas	Health Careers	\$530	2	1	
	Walhalla (North Border)	Health Careers	\$530	2	3	
		Marketing	\$530	2	8	
<u>Hebron</u>	Center-Stanton	Parenting-Independent Living		2	3	\$575
	Turtle Lake-Mercer	Parenting-Independent Living		2	1	\$575
	Wing	Parenting-Independent Living		2	3	\$575
<u>Jamestown (JVACTC)</u>	Binford (Midkota)	Medical Terminology	\$286	1	5	\$300
		Sports Medicine	\$286	1	5	\$300
	Cooperstown (Griggs County)	Agriscience	\$286	2	6	\$300
	Ellendale	Agriscience	\$286	2	3	\$300
		Medical Terminology	\$286	1	4	\$300
		Sports Medicine	\$286	1	4	\$300
	Litchville-Marion	Agriscience	\$286	2	1	\$300
<u>LaMoure</u>	Ashley	Farm Management	\$360	1	7	\$300
		Vet Science	\$360	1	7	\$300
	Berthold	Farm Management	\$360	1	3	\$300
		Vet Science	\$360	1	3	\$300
	Litchville-Marion	Farm Management	\$286	1	2	\$300
		Vet Science	\$286	1	2	\$300
	Medina	Farm Management	\$286	1	1	\$300
		Vet Science	\$286	1	1	\$300
<u>Minot</u>	Berthold (Lewis & Clark)	Health Careers		2	2	\$300
	Garrison	Health Careers		2	2	\$300

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Line Charge</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
	Medina	Health Careers		2	6	\$300
	Velva	Health Careers		2	3	\$300
<b>Iolla (Mt. Pleasant)</b>	Granville (NCACTC)	Sports Nutrition		1	4	\$300
	Midkota	Parenting	\$286	1	1	\$300
	Pingree-Buchanan	Parenting	\$286	1	5	\$300
	Rugby (NCACTC)	Parenting		1	5	\$300
		Sports Nutrition		1	3	\$300
<b>Valley City (SVACTC)</b>	Casselton (Central Cass)	Cisco Discovery II		2	2	\$300
		Fundamentals of Web Design		1	3	\$300
		Health Careers		2	11	\$300
		Introduction to Program Visual Basic		1	3	\$300
	Drayton	Cisco Discovery I		2	4	\$300
		Fundamentals of Web Design		1	1	\$300
		Introduction to Program Visual Basic		1	1	\$300
	Enderlin	Cisco Discovery I		2	1	\$300
	Finley-Sharon	Health Careers		2	3	\$300
	Fordville-Lankin	Computer Hardware & Operating Systems		2	2	\$300
	Hillsboro	Computer Hardware & Operating Systems		2	1	\$300
		Health Careers		2	3	\$300
	Hope-Page	Health Careers		2	7	\$300
	Hunter (Northern Cass)	Cisco Discovery I		2	1	\$300
		Cisco Discovery II		2	1	\$300
	Inkster (Midway)	Fundamentals of Web Design		1	3	\$300
		Introduction to Program Visual Basic		1	3	\$300
	Kindred	Cisco Discovery I		2	1	\$300
	Larimore	Cisco Discovery I		2	1	\$300
		Health Careers		2	4	\$300
	Minto	Health Careers		2	7	\$300
	Park River	Cisco Discovery I		2	3	\$400
	Rogers (Barnes County North)	Commerical Arts I		2	3	\$300
		Fundamentals of Web Design		1	2	\$300
		Introduction to Program Visual Basic		1	2	\$300
	Thompson	Health Careers		2	12	\$300
<b>Wahpeton (SERCTC)</b>	Colfax (Richland 44)	EMT		2	6	\$250
		Health Careers		2	4	\$250
		TV Production		2	4	\$250
	Forman (Sargent Central)	Ag Science		2	1	\$250
		EMT		2	2	\$250
		Health Careers		2	1	\$250
		Marketing		2	10	\$250
		Sports Marketing		2	3	\$250
		TV Production		2	2	\$250
		Web Design		2	2	\$250
	Gwinner (North Sargent)	EMT		2	2	\$250
		Health Careers		2	4	\$250
		Marketing		2	3	\$250
		Web Design		2	8	\$250
	Hankinson	Ag Science		2	3	\$250
		EMT		2	14	\$250
		Health Careers		2	4	\$250
		Sports Marketing		2	7	\$250
		TV Production		2	6	\$250
	Lidgerwood	Health Careers		2	3	\$250
	Milnor	Health Careers		2	4	\$250
		Marketing		2	3	\$250
	Wahpeton	Ag Science		2	3	\$250
		Visual Basic		2	5	\$250
		Web Design		2	1	\$250
	Wyndmere	Health Careers		2	6	\$250
				<b>287</b>	<b>635</b>	

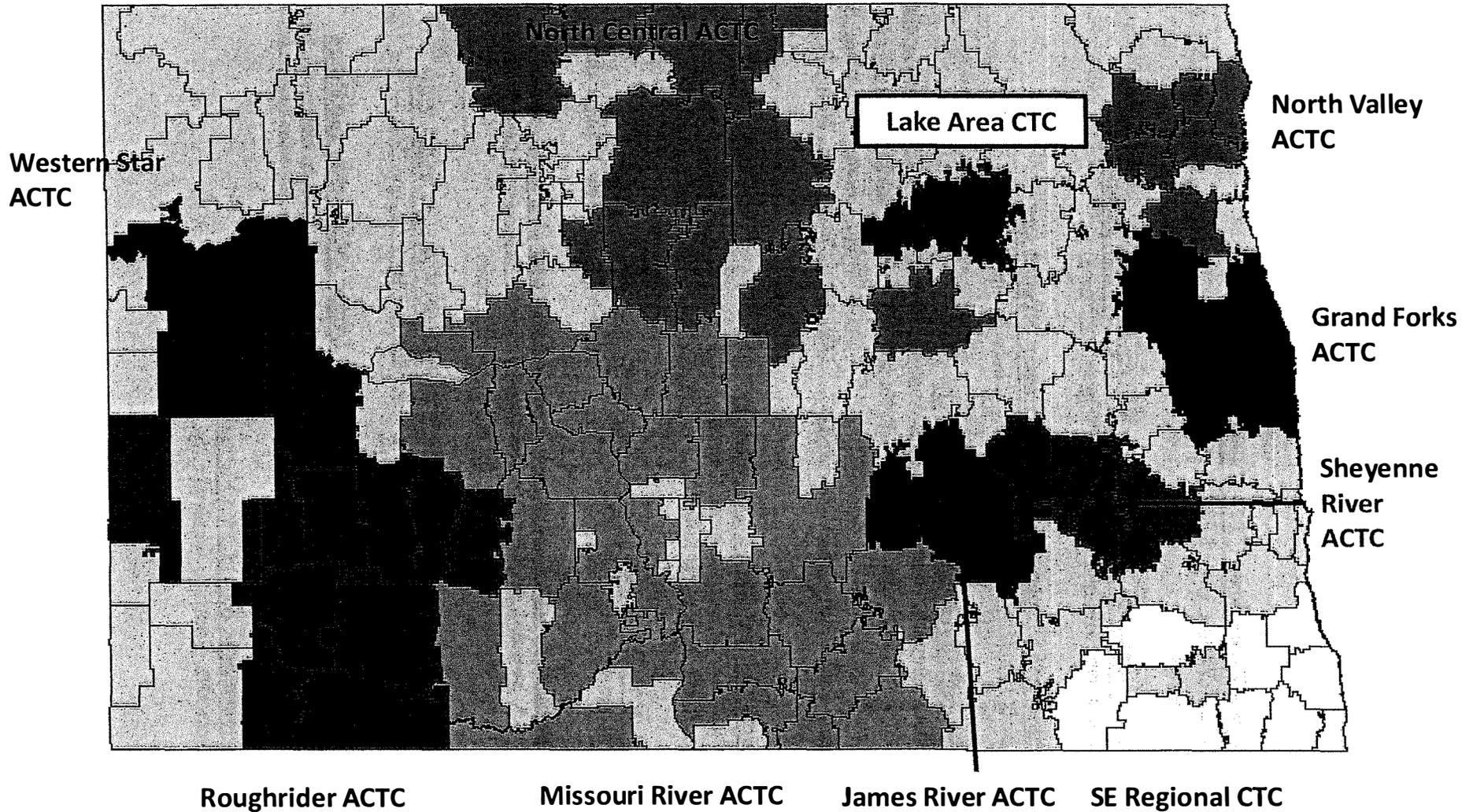
**ND Department of Career & Technical Education  
Cooperative Arrangements  
School Districts On-Line Programs 2012-2013**

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Course Code</u>	<u>No.of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>	
Bismarck (MRACTC)	Ashley	Aviation II	17813	2	1		
		IT Essentials Intro	27101	1	1		
		IT Essentials	27219	1	1		
		Marketing	04210	2	6		
		Medical Careers I	07033	2	3		
		Medical Terminology	07036	1	3		
		Medical Terminology	07036	1	1		
		Beulah	Sports & Entertaining Marketing	04210	1	3	
			Aviation I	17812	2	1	
			Electronics I	17150	2	1	
Binford (Midkota)		Intro to IT	27101	1	1		
		IT Essentials	27219	1	1		
		Medical Careers I	07033	2	4		
Bismarck		Electronics I	17150	2	5	\$250	
		Intro to Programming Languages	27120	1	1	\$250	
		Visual Basic	27122	1	1	\$250	
Center-Stanton		Medical Terminology	07036	1	7		
		Medical Terminology	07036	1	2		
Dickinson (RACTC)		Aviation I	17812	2	1		
		Medical Terminology	07036	1	2		
		Medical Terminology	07036	1	1		
Flasher		Intro to Programming Languages	27120	1	1	\$250	
		Visual Basic	27122	1	1	\$250	
		Electronics	17150	2	2		
Garrison		Intro to IT	27101	1	1		
		IT Essentials	27219	1	1		
		Medical Terminology	07036	1	5		
Goodrich		Medical Terminology	07036	1	2		
		Marketing	04210	2	2		
Grand Forks (GFACTC)		Medical Careers I	07033	2	3		
		Aviation I	17812	2	5	\$250	
		Intro to IT	27101	1	7	\$250	
HMB (Hazelton-Moffit-Braddock)		IT Essentials	27219	1	7	\$250	
		Medical Careers I	07033	2	1		
		Medical Terminology	07036	1	1		
Linton		Medical Terminology	07036	1	1		
		Intro to IT	27101	1	4		
		Intro to Programming Languages	27120	1	2		
		IT Essentials	27219	1	4		
		Medical Careers I	07033	2	5		
		Medical Terminology	07036	1	3		
Mandan		Visual Basic	27122	1	2		
		Aviation I	17812	2	1		
		GIS	27400	1	1		
		Intro to IT	27101	1	2		
		Intro to Programming Languages	27120	1	4		
		IT Essentials	27219	1	2		
		Medical Terminology	07036	1	7		
		Medical Terminology	07036	1	11		
Napoleon		Visual Basic	27122	1	4		
		Medical Terminology	07036	1	2		
New Salem/Almont		GIS	27400	1	4		
		Intro to Programming Languages	27120	1	1		
		Marketing	04210	2	1		
		Medical Careers I	070363	2	3		
		Medical Careers II	07035	2	2		

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Course Code</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
		Medical Terminology	07036	1	2	
		Medical Terminology	07036	1	1	
		Visual Basic	27122	1	1	
	Selfridge	GIS	27400	1	1	
		Intro to IT	27101	1	1	
		Information Technology	27219	1	1	
		Medical Careers II	07035	2	1	
	Tappen (Kidder County)	Medical Terminology	07036	1	2	
		Medical Terminology	07036	1	2	
	Steele (Kidder County)	Intro to IT	27101	1	7	
		IT Essentials	27219	1	7	
		Intro to Java	27125	1	4	
		Intro to Programming Languages	27120	1	1	
		Java	27127	1	4	
		Visual Basic	27122	1	1	
	Strasburg	Aviation I	17812	2	4	
		Intro to IT	27101	1	3	
		Intro to Programming Languages	27120	1	3	
		Information Technology	27219	1	3	
		Medical Careers I	07033	1	5	
		Medical Terminology	07036	1	1	
		Visual Basic	27122	1	3	
	Turtle Lake-Mercer	Aviation I	17812	2	5	
		Aviation II	17813	2	1	
		Electronics I	17150	2	2	
		GIS	27400	1	2	
		Intro to IT	27101	1	3	
		IT Essentials	27219	1	3	
		Medical Careers I	07033	2	1	
		Medical Terminology	07036	1	4	
		Medical Terminology	07036	1	1	
	Underwood	Medical Careers I	07033	2	3	
	Velva (NCACTC)	Electronics I	17150	2	7	\$250
	Washburn	Medical Careers I	07033	2	3	
		Medical Careers II	07035	2	1	
	Wilton	Aviation I	17812	2	3	
		Marketing	04210	2	2	
		Medical Careers I	07033	2	6	
		Medical Terminology	07036	1	1	
	Wishek	Aviation I	17812	2	1	
		Electronics	17150	2	1	
		Medical Careers I	07033	2	3	
		Medical Careers II	07035	2	1	
		Sports & Entertaining Marketing	04240	1	2	
	Zeeland	Aviation II	17813	2	1	
		Electronics I	17150	2	1	
		Intro to IT	27101	1	1	
		IT Essentials	27219	1	1	
		Medical Careers I	07033	2	1	
		Medical Terminology	07036	1	1	
Grafton (NVACTC)	Cavalier	Agriscience Tech I	01021	2	2	
		Agriscience Tech II	01022	2	1	
	Grafton	Agriscience Tech I	01021	2	1	
		Entrepreneurship	04111	2	4	
	Inkster (Midway)	Agriscience Tech I	01021	2	1	
	St. Thomas	Agriscience Tech II	01022	2	1	
	Valley-Edinburg	Agriscience Tech II	01022	2	1	
		Entrepreneurship	04111	2	5	

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Course Code</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
	Walhalla (North Border)	Agriscience Tech I	01021	2	1	
		Agriscience Tech II	01022	2	3	
Grand Forks (GFACTC)	Buxton (Central Valley)	Certified Nursing Assistant	07032	1	4	
		Medical Terminology	07036	1	4	
	Hatton	Auto Tech	17032	2	7	
		Medical Terminology	07036	1	4	
		Programming Essentials	27122	1	5	
	Hillsboro	Certified Nursing Assistant	07032	1	15	
		Medical Terminology	07036	1	14	
		Programming Essentials	27122	1	2	
	Larimore	Certified Nursing Assistant	07032	1	16	
		Medical Terminology	07036	1	15	
	May-Port CG	Certified Nursing Assistant	07032	1	1	
		Medical Terminology	07036	1	3	
		Programming Essentials	27122	1	4	
	Northwood	Certified Nursing Assistant	07032	1	5	
		Medical Terminology	07036	1	4	
		Programming Essentials	27122	1	1	
	Thompson	Certified Nursing Assistant	07032	1	10	
		Medical Terminology	07036	1	5	
Oakes (SERCTC)	Milnor	Marketing	04210	2	1	\$250
Wahpeton (SERCTC)	Lidgerwood	Agriscience Tech IV/Vet Science	01025	2	3	\$250
	Wahpeton	Agriscience Tech/Vet Science	01025	2	2	\$250
	Wyndmere	Agriscience Tech/Vet Science	01025	2	4	\$250
				<b>190</b>	<b>420</b>	

# Area Career and Technology Centers



**Area Career and Technology Centers  
Member Schools (91)  
2012 - 2013**

**Grand Forks Area CTC (Virtual)**

Central Valley, Grand Forks, Hatton, Hillsboro, Larimore, May-Port CG, Northwood, Thompson

**James Valley Area Career & Technology Center - Jamestown**

Jamestown, Medina, Montpelier, Pingree-Buchanan

**Lake Area Career & Technology Center -Devils Lake**

Devils Lake Central, Minnewaukan, School for the Deaf

**Missouri River Area CTC (Virtual)**

Ashley, Beulah, Bismarck, Center-Stanton, Elgin-New Leipzig, Flasher, Gackle-Streeter, Garrison, Goodrich, Hazen, HMB (Hazelton, Moffit, Braddock), Kidder County, Linton, Mandan, McClusky, Napoleon, New Salem, Selfridge, Solen-Cannonball, Standing Rock, Strasburg, Turtle Lake-Mercer, Underwood, Washburn, White Shield, Wilton, Wing, Wishek, Zeeland

**North Central Area CTC (Virtual)**

Bottineau, Drake, Dunseith, Harvey, MLS (Mohall, Lansford, Sherwood), New Rockford, Rugby, St John, Sawyer, TGU (Towner, Granville, Upham), Velva, Westhope

**North Valley Area Career & Technology Center- Grafton**

Drayton, Grafton, Inkster (Midway), Park River, St. Thomas, Valley-Edinburg

**Roughrider Area Career and Technology Center (Virtual)**

Beach, Belfield, Dickinson, Glen Ullin, Hebron, Hettinger, Killdeer, Mott-Regent, New England, Richardton-Taylor, Scranton, South Heart

**Shevenne Valley Area Career and Technology Center – Valley City**

Barnes County North at Rogers & Wimbledon, Maple Valley-Tower City, Valley City

**Southeast Region Career & Technology Center - Wahpeton and Oakes**

Campbell-Tintah, Fairmount, Hankinson, Lidgerwood, Lisbon, Oakes, Richland-Colfax, Sargent Central, Wahpeton, Wyndmere

**Western Star Area CTC (Virtual)**

Alexander, Trenton, Watford City, Williston

**State Board for Career and Technical Education  
2013-2015 Biennium Budget**

	2011-2013 Appropriation	Executive Recommendation	2013-2015 Budget	Additional Request to Executive Budget**	Total Request
<b>LINE ITEMS</b>					
Salaries and Wages	4,362,974	497,192	4,860,166		4,860,166
Operating Expenses	1,253,339		1,253,339		1,253,339
Grants	29,025,000	(626,302)			
		2,505,000	30,903,698	470,000	30,903,698
Adult Farm Management	749,802	-	749,802		749,802
Workforce Training	3,000,000	-	3,000,000		3,000,000
Postsecondary Grants	357,452	-	357,452		357,452
<b>Total Line Items</b>	<b>38,748,567</b>	<b>2,375,890</b>	<b>41,124,457</b>	<b>470,000</b>	<b>41,124,457</b>
<b>FUNDING SOURCE</b>					
General Fund	27,981,679	2,852,293	30,833,972	470,000	31,303,972
Special Funds	204,974		204,974		204,974
Federal Funds	10,561,914	(476,403)	10,085,511		10,085,511
<b>Total Funding Source</b>	<b>38,748,567</b>	<b>2,375,890</b>	<b>41,124,457</b>	<b>470,000</b>	<b>41,594,457</b>
FTE	27.5	(0.5)	27.0		27.0

<u>Agency Budget Priorities</u>	Executive Recommendation	Agency Request**
(1) Cost to Continue Reimbursements to Schools	500,000	500,000
(2) Increase Access to CTE Programming		
New and Expanding Programs in Schools	500,000	800,000
ITV and Online Distance Delivery of CTE	150,000	150,000
Pilot Distance Delivery of "intense" hands on CTE Program	150,000	150,000
Expand Emerging Technology	205,000	205,000
Increase Access to CTE Programming Total	1,005,000	1,305,000
(3) Funding for STEM-based Engineering by Design (EbD) or Project Lead the Way (PLTW)	0	350,000
(4) Equity Funding for Family and Consumer Sciences Programs	0	320,000
(5) New Virtual Area Center - (No official proposal received yet - Cass County)	1,000,000	500,000
	<u>\$ 2,505,000</u>	<u>\$ 2,975,000</u>

## Department of Career and Technical Education 2013 – 2015 Biennium Budget Request

### Optional Budget Enhancement Package - \$2,975,000 – Grants

#### **\$500,000 - Cost to Continue Funding**

This is to cover the inflationary increases in program costs. We are on track to expend \$480,000 in cost to continue funding for the 2011 – 2013 biennium. This represents an approximate 30% match with districts paying 70% of the cost to continue costs.

**Total** **\$500,000**

#### **\$2,475,000 - Increase Access to CTE**

We funded \$170,000 in new and expanding program requests in FY2012. There is \$220,000 of requests we were not able to fund for FY2013, programs in Ag Education, Business and Office, Construction, Career Development, and Family and Consumer Sciences, with a number of additional program expansions - we have an anticipated need of \$800,000.

Continued expansion of CTE programming through distance delivery, such as ITV or online, which provides access to quality programming in schools that could not offer it themselves. The increase for the past two years amounted to \$150,000 which is what we are requesting for the upcoming biennium \$150,000.

Create a pilot for the distance delivery program of intense “hands on” technical programs such as Auto or Construction - \$150,000

Expand Emerging Technology, there are currently 99 schools in 8 consortiums to we would like to expand this opportunity to an additional consortium of schools - \$205,000

**Total** **\$1,305,000**

Provide reimbursement funding to Technology & Engineering Education programs which teach a minimum of 2 credits of either an Engineering by Design (EbD) or Project Lead the Way (PLTW), a pre-engineering and bio-medical curriculum. This funding will help drive change to move existing programs still teaching old Industrial Arts curriculum and help meet some of the extra costs associated with the new programming. This represents an approximate 30% match with districts paying 70% of the costs.

**Total** **\$350,000**

Provide equity funding for Family and Consumer Sciences programs to move the current 15% reimbursement rate towards the standard reimbursement rate of 27% such as in other programs. This funding would increase it by four percent, to 19%, starting the 2013-2014 school year. Schools are currently paying 85% of the cost of these programs; this would reduce the schools share to 81% of the total cost.

**Total** **\$320,000**

New Virtual Area Center proposal received from the Southeast Education Cooperative involving five schools, Fargo, West Fargo, Casselton, Kindred, and Northern Cass. This is 75% funding for year 1 & 2, 60% for years 3, 4, 5 then 40%.

**Total** **\$500,000**

**Grand Total** **\$2,975,000**

## Career and Technical Education - 2012 Consolidated Annual Report 2011/2012 School Year

### Enrollment of CTE Participants

Population	Number of Secondary Students	Number of Postsecondary Students
<b>GRAND TOTAL</b>	20936	9848
<b>GENDER</b>		
Male	10899	5150
Female	10037	4698
<b>RACE/ETHNICITY*</b>	<b>(1997 Standards)</b>	<b>(1997 Standards)</b>
American Indian or Alaskan Native	1641	1642
Asian	166	74
Black or African American	383	270
Hispanic/Latino	340	184
Native Hawaiian or Other Pacific Islander	16	0
White	18155	7184
Two or More Races	89	168
Unknown	0	315
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>		
Individuals With Disabilities (ADA)	0	353
Disability Status (ESEA/IDEA) (Secondary Only)	3069	0
Economically Disadvantaged	6619	4281
Single Parents	0	528
Displaced Homemakers	0	839
Limited English Proficient	501	234
Migrant Status	0	0
Nontraditional Enrollees	8197	7328

### Enrollment for Career and Technical Education is identified by the "Career Clusters"

1 - Ag/Natural Resources	7 - Government/Public Admin.	13 - Manufacturing
2 - Architecture/Construction	8 - Health Science	14 - Marketing Sales & Service
3 - Arts/Audio Video Tech/Comm.	9 - Hospitality/Tourism	15 - Science, Technology, Engineering & Mathematics
4 - Business/Administration	10 - Human Services	16 - Transportation, Distribution, & Logistics
5 - Education/Training	11 - Information Technology	
6 - Finance	12 - Law/Public Safety & Security	

### Enrollment of CTE Concentrators

Population	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
<b>SECONDARY</b>																	
Female	580	69	69	534	88	22	0	716	39	2157	46	0	31	340	107	75	4873
Male	1669	544	85	524	4	28	0	201	35	816	251	0	397	435	624	908	6521
Total	2249	613	154	1058	92	50	0	917	74	2973	297	0	428	775	731	983	11394
<b>POSTSECONDARY</b>																	
Female	85	15	57	461	160	0	75	1403	31	53	98	84	126	19	27	16	2710
Male	352	300	33	226	27	0	12	165	28	3	217	167	1051	20	112	383	3096
Total	437	315	90	687	187	0	87	1568	59	56	315	251	1177	39	139	399	5806
<b>GRAND TOTAL</b>	2686	928	244	1745	279	50	87	2485	133	3029	612	251	1605	814	870	1382	17200

**a. State Performance Summary**

Listed are the statewide percentages and adjusted performance levels agreed upon by the State and the Office of Vocational and Adult Education of the U.S. Department of Education. The adjusted performance levels are incorporated into the State Plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Career and Technical Education Act of 2006, 20 U.S.C. 2301 et seq., as amended by Public Law 109-270.

For the tables below, secondary concentrators (two or more credits in a single program area) are measured as a cohort with exiting seniors reported as CTE concentrators. For postsecondary, the concentrators (12 credits in a single program area sequence) are not treated as a cohort, but the numbers are a reflection of the postsecondary students meeting the concentrator definition and actively enrolled in a CTE postsecondary program within the reporting year.

**Secondary Performance Levels**

During program year 2012, eight measures are required as indicated in the table below.

Indicator & Citation	Measurement Definition	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
<b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b>	<b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. (AY: 10-11)  <b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education. (AY: 10-11,)	64.50 %	77.06%  2,204/2,860	+12.56%	Yes
<b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b>	<b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. (AY: 10-11)  <b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education. (AY: 10-11)	50.50 %	63.67%  1,812/2,846	+13.17%	Yes
<b>2S1 Technical Skill Attainment</b>	<b>Numerator:</b> Number of CTE concentrators who passes technical skills assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. (AY: 10-11)  <b>Denominator:</b> Number of CTE concentrators who took the assessments during the reporting year. (AY: 10-11)	67.30 %	89.36%  2,586/2,894	+22.06%	Yes

Indicator & Citation	Measurement Definition	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
<b>3S1 School Completion</b>	<p><b>Numerator:</b> Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year. (AY: 10-11)</p>	90.50 %	98.45% 2,849/2,894	+7.95%	Yes
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA. (AY: 10-11)</p>	84.50%	94.67% 2,822/2,981	+10.16%	Yes
<b>5S1 Placement</b>	<p><b>Numerator:</b> Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2010 would be assessed between October 1, 2010 and December 31, 2010). (AY: 09-10)</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year. (AY: 09-10)</p>	70.50 %	70.13% 1,702/2,427	-0.37%	Yes
<b>6S1 Nontraditional Participation</b>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p>	22.13 %	21.36% 551/2,579	-0.77%	Yes
<b>6S2 Nontraditional Completion</b>	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p>	15.13 %	16.25% 314/1,932	+1.12%	Yes

## Postsecondary Performance Levels

During program year 2012, six measures are required as indicated in the table below.

Core Indicator	Measurement Definition	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
<b>1P1 Technical Skill Attainment</b>	<p><b>Numerator:</b> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who took technical skill assessments during the reporting year. (AY: 10-11)</p>	87.50 %	83.88% 4,151/4,949	-3.62%	Yes
<b>2P1 Credential, Certificate, or Degree</b>	<p><b>Numerator:</b> Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education during the reporting year. (AY: 10-11)</p>	45.50 %	45.26% 1,767/3,904	-0.24%	Yes
<b>3P1 Student Retention or Transfer</b>	<p><b>Numerator:</b> Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or degree in the previous reporting year. (AY: 10-11)</p>	65.50 %	79.52% 2,264/2,847	+14.02%	Yes
<b>4P1 Student Placement</b>	<p><b>Numerator:</b> Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2010 and December 31, 2010). (AY: 09-10)</p> <p><b>Denominator:</b> Number of CTE concentrators who earned a credential, certificate, or degree. (AY: 09-10)</p>	70.50 %	66.44% 996/1,499	-4.06%	Yes
<b>5P1 Nontraditional Participation</b>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p>	20.13 %	20.74% 1,593/7,681	+0.61%	Yes
<b>5P2 Nontraditional Completion</b>	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p>	5.13 %	12.83% 216/1,683	+7.70%	Yes

# STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

## Policy For Reimbursement of State Funded Programs FY 2013

### ◆ Secondary Comprehensive Occupational Programs

27% Reimbursement on Instructional Salaries and Extended Contracts  
30% Reimbursement on Approved Travel  
40% of All Approved Costs at the Area Career and Technology Centers  
No state Reimbursement on Equipment

### ◆ Exploratory Programs

#### Family & Consumer Sciences

15% Reimbursement on Instructional Salaries and Extended Contracts  
30% Reimbursement on Approved Travel  
No state Reimbursement on Equipment  
Current Reimbursement is for grades 9-12 only

#### Technology & Engineering Education

No reimbursement on Instructional Salaries  
40% Reimbursement on Extended Contracts  
30% Reimbursement for Approved Travel  
40% Reimbursement on Equipment

### ◆ Career Development

35% Reimbursement on Salaries and Extended Contracts  
30% Reimbursement on Travel

### ◆ Adult Level

Full-Time Instruction Programs (Farm Management Education) 64% of Approved Expenditures  
Part-Time Adult: 50% of Instructors Salary only on an hourly basis not to exceed 50% of the \$25 hourly maximum

### ◆ Coops – Sharing Instructors, Transporting Students, ITV's and On-line Programs

Schools holding contracts on instructors in programs that transport students or programs that share instructor's receive 2% additional reimbursement on approved costs  
Schools holding contracts on ITV's and on-line programs receive 4% additional reimbursement on approved costs  
Participating schools receive 25% of assessed fees

2

Senate Appropriations  
Testimony on SB2019  
January 24, 2013

Mr. Chairman and members of the committee, I am Morgan Thompson a graduate of Fargo North High School and currently the National President of DECA. DECA is an organization that prepares emerging leaders in marketing, finance, hospitality and management in high schools and colleges across the globe and was a part of the Marketing program that I took in high school.

Today, I have a challenge for each of you; take a moment to reflect on a small decision, maybe one you made years ago, a decision that drastically changed your life. Last year, I made the decision to put college on hold for a year to pursue the position of National DECA President to give back to all the experiences DECA had given me in high school. Never before had I been a part of something that pushed me to excel and challenge myself quite like DECA did.

By applying what I learned in marketing, to DECA experiences and competition, I was able to make that important connection to the real world. In so many classes I took in high school, I got so frustrated in connecting what I learned to real-life. I would constantly think to myself, "How I would ever use the information again?" It turned me off from learning.

But by applying what we learned in CTE classes to competition and community projects in the real world, I found myself paying attention in class more and seeking to learn even more information on my own. And that is what makes CTE so drastically unique; it makes you want to learn.

And little did I know, my journey with Career and Technical Education had a more challenging, but rewarding path for me.

Sitting in the back of classroom 201, I never imagined that path would lead me to pursue the organizations highest position, National DECA President. I was just a normal girl, who liked playing sports, and got good grades, I mean, I never even meant to be a part of DECA! I walked into a meeting one night because a friend convinced me to drive her to a DECA meeting.

2

It is not about why I joined, but the reason I stayed that is important. I stayed because I had found my passion. It is pretty rare when a high school student looks to their future and know that they have been prepared to succeed in whatever field they choose to pursue because of the classes they took in high school. But that is what so many North Dakota students can say, because of their experience with CTE!

My experience in a marketing classroom in high school, a program funded through Career and Technical Education led me to be involved in DECA, one of many CTSOs in North Dakota. This helped me develop goals for myself including leadership skills while serving as a state officer for North Dakota and now representing our state as the National President.

Looking back at the experiences I have had, whether it is learning Chinese from locals in city markets during my trip to China last summer, listening to United States congressman's discussion on educational solutions in Washington DC, or collaborating with leadership specialists to create a keynote to entertain thousands of high school students at conferences.

I could not have enhanced my future to the high level I have if I had not received the education I did from North Dakota CTE Classes.

Each year our leaders say, "We want to build a quality education for our young people." Yet many times CTE is so often overlooked. Each of you has the opportunity to grant the sort of experiences I've had to thousands of students across our state by supporting the funding request in Senate Bill 2019 so we can create more access for students to be involved to these classes.

This bill supports Secondary Career and Technical Education and the Career and Technical Student Organizations that has had such an impact on so many students' lives.

I thank you for your past commitment to provide so many programs in North Dakota including the opportunities in Career and Technical Student Organizations, and with your support we can continue to provide those opportunities and enhance the lives of many more students in our great state of North Dakota.

I would be glad to answer any questions you may have.

3

**Senate Appropriations  
January 24, 2013  
Testimony on SB 2019**

Mr. Chairman and members of the committee, my name is Eric Ripley, Director of the Grand Forks Area Career and Technology Center, and I am here today to testify in support of SB2019 and the Department of Career and Technical Education's request for funding.

Local school boards from eight North Dakota public school districts, in response to student interests and workforce needs of the region, collaborated in the establishment of the Grand Forks Area Career and Technology Center (GFACTC). With funding provided during the 62<sup>nd</sup> Legislative Assembly, the GFACTC is providing a sequence of Career and Technical Education (CTE) programs through a variety of delivery methods of instruction and has expanded the accessibility of CTE curriculum for all participating school districts and their students.

Member districts of the GFACTC include: Central Valley, Grand Forks, Hatton, Hillsboro, Larimore, MayPort-CG, Northwood, and Thompson. The development of the GFACTC is a result of almost two years of research, surveys, data analysis, and planning. The creation of a planning committee, comprised of myself and the superintendents of the member school districts, occurred in August 2010. Since that time, state, national, and regional data was gathered and analyzed, including two separate surveys of high school students to assist in identifying their career interests and educational needs. In addition, a survey was provided to regional employers to gather critical knowledge on employability skills and projected workforce needs. The Grand Forks Region Economic Development Corporation sponsored the employer survey and is a strong supporter of the GFACTC.

B

“The Grand Forks Region EDC would like to sponsor the employer survey, both as a means to obtain critical information to support our ongoing workforce initiatives and to gain insights into the needs of regional companies as they relate to CTE programming, a critical component of workforce development infrastructure.”

Keith Lund, Vice President  
Grand Forks Region Economic Development Corporation

During the first year of the GFACTC, we are offering the following courses: Medical Careers I, Medical Terminology, Nursing Assistant, Programming Essentials, IT Essentials (Computer Hardware and Operating Systems), Drafting, Aviation Technology, and Automotive Technology I. For the current school year, student enrollment in the GFACTC is 546, with 377 from Grand Forks and 169 from the surrounding communities.

The GFACTC is utilizing several delivery models to effectively provide quality CTE course opportunities to all students within the member schools. The delivery methods include a hybrid of on-site instruction, interactive television (ITV), online, and satellite programs involving a traveling instructor. For example, our Nursing Assistant course is utilizing Moodle, an online learning management system, to provide the daily curriculum, assignments, and assessments to the students. Students enrolled in the course have a dedicated hour within their schedule to login and complete the curriculum work within their home school. However, a critical component of any CTE course is the implementation of hands-on activities. To complete these, our instructor commutes to the receiving schools and completes the activities on-site using the GFACTC supplied equipment and supplies. In addition, students also travel into Grand Forks to complete a

8 hour skill practice day at Altru Health System. Finally, students are completing clinical practice hours within their regional health care provider. As you can see, to provide a quality educational experience for the students and meet the course goals and objectives, the GFACTC has been strategic with the design of the course and partnered with our community, included the Area Health Education Cooperative (AHEC), in developing a course that is meeting both our students career interests and regional workforce needs.

Another of the provided GFACTC courses is Automotive Technology I. Again, the effectiveness of this course would be comprised greatly without the ability to complete hands-on laboratory activities. However, a challenge to providing these activities is the expense of the automotive testing equipment and space needed to create an automotive technician shop. To provide our Automotive class to the communities of Hatton and Northwood, the GFACTC partnered with Krabbenhoft Autos in Northwood and are holding two labs per week at their facility, where students have access to the automotive hoists, alignment equipment, and service bays. We have been successful in providing an Automotives class to the students from Hatton and Northwood, but want to identify a delivery method to reach interested students in other communities, such as Hillsboro and Larimore.

As with any new adventure, each day is a learning opportunity and as I reflect upon the first semester of the GFACTC, I am very proud of our accomplishments and at the same time identifying areas of improvement. While some students struggle in a traditional classroom, the same holds true for students in a distance learning course. Students need to be self-motivated, committed, and willing to put forth their effort to maximize their learning. Identifying equipment and facility needs for the completion of

laboratory activities continues to be a priority for the GFACTC. A strategy to address these needs includes developing relationships with community partners within the member school districts. Finally, the development and providing of additional CTE courses, specifically in the area of Agriculture Education and Emergency Medical Technician to allow for more career pathways available to students.

The development and successful start of the GFACTC revolves around providing access to CTE courses and career pathways that previously had been limited for our member school students. As part of the GFACTC proposal, approved last January by the State Board of Career and Technical Education, member school superintendents provided their perspective on what the development of an area CTE center would mean for their respective schools.

“The Grand Forks Area Career and Technology Center will provide the Central Valley School with programs in Career and Technical Education that would otherwise be unavailable. It would be impossible for Central Valley to find people to staff these programs or have enough students enrolled in each class to make it financially feasible. Collaborating with other districts will provide an avenue for the students at Central Valley to have access to programs that students in much larger school districts already have.”

Marcia Hall, Superintendent (Retired, 2012)  
Central Valley Public Schools

“Northwood can only provide a small array of programs for grades 7-12 in our CTE programs. Other program offerings are not offered because the Northwood School District does not have the critical mass of students enabling the financial

support for career and technology programs, even though our students' surveys have indicated a desire for other CTE programs through pre-enrollment sign ups."

Keith Arneson, Superintendent  
Northwood Public School

"The Grand Forks Area Career and Technology Center would allow our students the opportunities to take courses that are not currently offered at the Hillsboro Public School like Automotive Technology, Aviation Technology and Drafting. We have students who are very interested in these topics as that is the area they will concentrate on after they graduate from high school. This is a unique and exciting opportunity for our students."

Paula Pederson, Superintendent  
Hillsboro Public Schools

During his earlier testimony, Mr. Kutzer referenced the North Dakota Career and Technical Scholarship. Part of the qualifying requirements requires students to complete two credits within a specific Coordinated Plan of Study. The planning committee was very purposeful in selecting course offerings within each program area that allows students to achieve this requirement, which is another benefit in providing multiple CTE course options for students.

As the Director of the GFACTC, I support SB2019 and CTE's request for funding to increase the accessibility of CTE curriculum so students have the ability to select courses which align with their career interests. I would be glad to answer any questions.

Good morning Chairman Holmberg and members of the Committee. My name is Edith Armeiy, Chair of the four TrainND Regions and Director of the Northeast region based at Lake Region State College.

TrainND has accomplished great things! We work together to provide training for virtually every industry, in every corner of North Dakota. Our comprehensive customized employee training enables North Dakota businesses to maintain well-trained employees **and** to remain competitive. In today's busy economy, businesses are even more interested in quick-to-market, short-term, customized training.

- From 2000 to 2012 TrainND served over **21,000** North Dakota businesses with nearly 175,000 participants attending over 2,375,000 contact hours, and averaging a client Satisfaction rate of 98.8%
- We are proud of our commitment to alliances. While our mission is to serve business and industry, we understand the importance of our relationships with other agencies and groups whose objective is to assist our citizens and to develop and provide a world class workforce in ND. TrainND cooperates with Job Service, Workforce Safety & Insurance, and Vocational Rehabilitation. We work with economic developers and area chambers to create small business consortiums in the rural areas. Working with those local partners ensures that all businesses, whether large or small, rural or urban, can benefit from our services. In fact, 63.46% of the training we have provided has been to business with 49 or less employees.
- As part of the North Dakota University System, we have formed the largest network of professional, technical, and industrial trainers in North Dakota. Understanding the adult learner and respecting the knowledge they bring to the table is of the utmost importance. Our skilled, experienced, knowledgeable trainers have all lived in the world of the topics they present. Here are some comments about our trainers:
  - *2012 will mark our 4th workforce training series in the Lake Region. TrainND has worked with me to plan timely topics and recruit proven experts as facilitators.— Chris Schilken, Ex Dir, FDL*
  - *Everything was explained very well, the PowerPoint was excellent, a good instructor. I would encourage everyone to come to this class. It was an excellent learning experience on how to protect yourself in all areas.—J. Billings, Key Energy.*
  - *I want to commend [trainer] on a job well done! Her presentation skills are not only engaging but thought-provoking. She maintained a perfect balance with fun and light-heartedness. On behalf of Western Equipment Finance and Western State Bank, thank you!—Laurie Bakke, President*

*ef*

- *I talked with one of the people who attended yesterday. She said she learned more from your 2 hour session than she had learned in the last 2 years! I heard nothing but praise for your training! Thank you so very much for putting so much into each and every session.—HR Manager of a company with over 2000 employees*
- Regarding the legislation that TrainND regions “...will work with tribal businesses, government, and colleges...,” each region has a tribal representative on their Advisory Board, we attend tribal planning meetings when invited, and we have long-term relationships with the tribal colleges.

Our current funding model enables us to meet the needs of businesses and ultimately, the state. TrainND is requesting that the same dollar amount of \$3 million remain in the budget of the ND Department of Career and Technical Education. These dollars are split between the four regions based on calculations conducted by Job Service ND using each region’s number of employees as the percentage to divide state funds. (Have the worksheet available.)

State funding is important and appreciated. Allocated in 1999, HB1443 stated: “The funds must be used to provide work force training, including operation and administration of a training division, acquisition of equipment, marketing, and program development.” State funds support administrative costs, allow for awareness efforts; and, along with training revenue, offset the high cost of new program development. Additionally, businesses provide equipment, cash, and/or services to assist TrainND in specific types of training efforts. The community colleges provide space, technical support, communication infrastructure, and business services assistance.

Our four colleges, (**state WSC, LRSC, SCS, BSC**) are here for the long haul...from 1999 and into the new “Information Age” we are committed to providing quality, flexibility, and customization. Powered by these four colleges, **WE** are in the business of life-long **learning—available to provide skills training to any business or industry in our state.**

While our mandated mission is to serve business and industry, the state of affairs in North Dakota is that we need a highly trained workforce. All workers, no matter what occupation, no matter what employability level...need skill upgrades in this fast paced society. The migration of people within our state, and especially to the west, has caused a high demand for new training, re-training, and expanded training—*in every region of our state*. We want to assure...our legislators...the business community...and the citizens of ND that we stand ready to serve the workforce training needs of our state.

In conclusion, representing all four workforce training regions, we Directors want to thank all parties that had the vision to provide this beneficial service to North Dakota business and that have continued to support the ND Workforce Training System for the last 13 years.

My colleagues are here today and any of us would be happy to answer questions that you might have.

## TrainND General Fund Percentages FY 2012-2013

Quadrant	NUMBER OF EMPLOYERS & EMPLOYMENT BY TRAINING REGION				Requested State General Funds	
	Number of Employers		Covered Employment		Biennium	Annual
	Total	Percent	Number	Percent		
1 Northwest	5,212	18.822%	61,082	17.062%	\$511,869	\$255,934
2 Northeast	4,730	17.081%	63,901	17.850%	\$535,492	\$267,746
3 Southeast	10,347	37.366%	139,745	39.036%	\$1,171,067	\$585,534
4 Southwest	7,402	26.731%	93,266	26.052%	\$781,572	\$390,786
Totals	27,691	100.0%	357,994	100.0%	\$3,000,000	\$1,500,000
INA *	312		680			
<b>Grand Totals</b>	<b>28,003</b>		<b>358,674</b>			

\* Information Not Available--Either Statewide employers, or company unable to identify work location

Prepared by Job Service ND for TrainND FY 2012-2013

01-Jun-11

Funding percentages are calculated by multiplying \$3mil times Covered Employment Percentage

Reference Period: 2010 Annual Averages

Source: Quarterly Census of Employment and Wages Program

# State needs to boost its anemic workforce

By ED COX, Commentary

Published 12:11 am, Sunday, December 30, 2012

Gov. Andrew Cuomo will deliver his third State of the State address next week, and New Yorkers need to hear that our state is still losing jobs and people, fast. New York is the only state that saw a significant increase in unemployment over the last year. Our current rate of 8.7 percent is a full point above the national rate of 7.7 percent. Our anemic population growth of only 2.1 percent last decade, compared with the national average of 9.7 percent, cost us two congressional seats.

Our state's counterproductive tax code and ineffectual workforce development scheme are to blame. Both must be addressed this legislative session if New York is to remain economically competitive. New York is consistently ranked as the least economically free state, a byproduct of our worst-in-the-nation tax regime, and Cuomo has acknowledged that New York "has no future as the tax capital of the nation."

Tax reform must begin with changing the way we treat capital gains. Most states, as well as the federal government, tax capital gains at a low rate to incentivize investment. Not New York. We are one of a minority of states that treat capital gains as ordinary income. Money earned on investments is subject to a punishing tax regime intended for high incomes, one that eliminates deductions and applies the highest rate to the entire income, not just marginal income.

The world's financial capital is chasing away some of our most productive citizens who are eager to invest, build and leave an economic legacy. A phased reduction of the tax rate on capital gains will let entrepreneurs know that New York is once again open for business.

While tax reform will entice businesses back to New York, an overhaul of New York's workforce development scheme will close the skills gap between the number of emerging jobs with high-skill requirements and the comparably small number of workers with those skills.

New York's workforce development program, thus far untouched by Cuomo, is a jumbled mess: 28 different funding schemes are accountable to 11 different agencies and plagued by a pervasive lack of coordination and collaboration. There is a more cost-effective solution: community colleges provide a better training environment and more meaningful career counseling thanks to their relationships with local industries that can communicate their specific needs for new workers.

New York's job training funds should go directly to community colleges for the purpose of consolidating and streamlining our ability to train new workers.

This model has worked for other states. North Dakota's TrainND program works with the private sector to fund community colleges for the purpose of providing worker training to meet employer-defined needs.

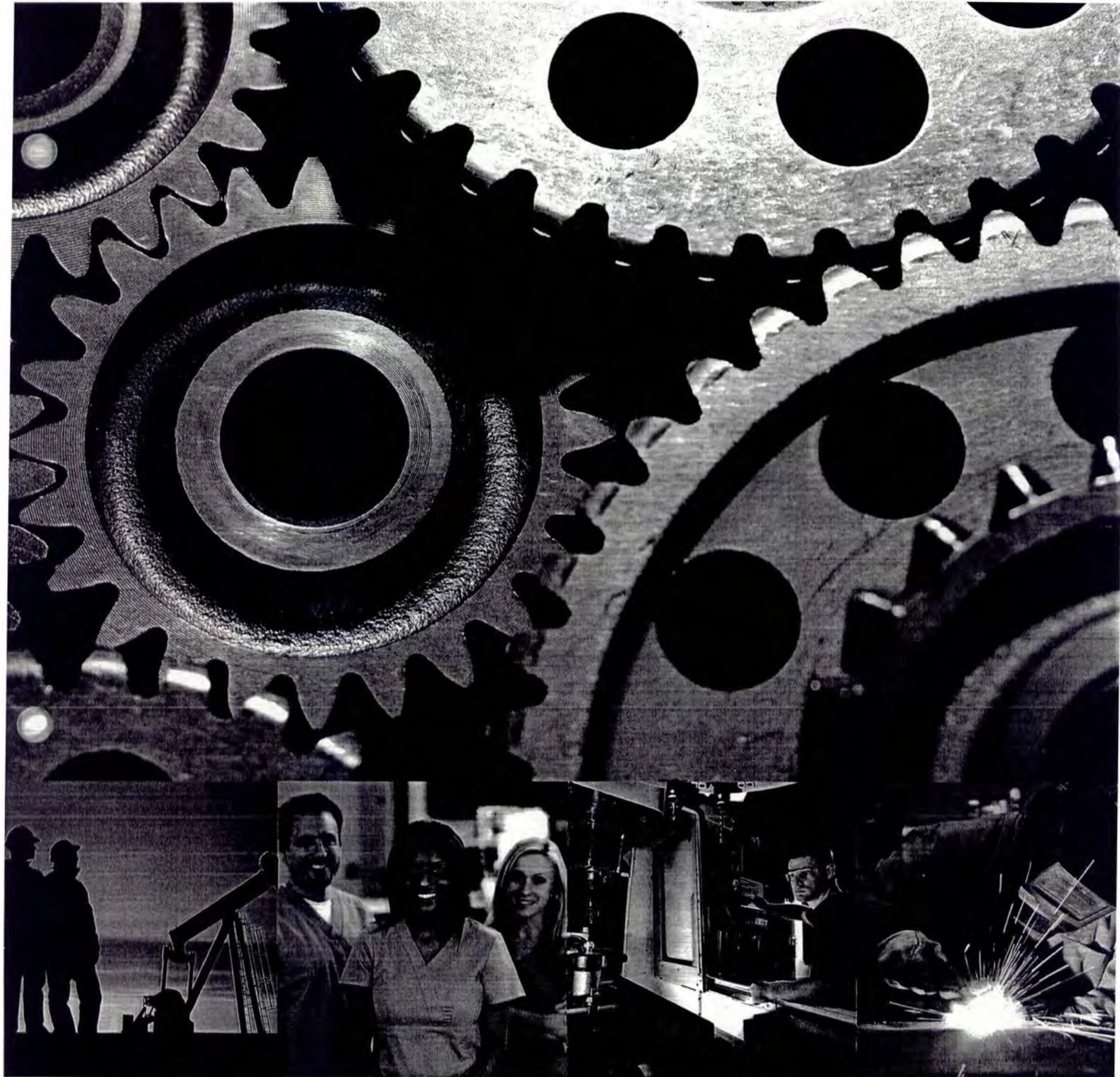
Williston State College has used the program to grow the number of workers it trains from 3,000 to over 10,000 annually. Graduates of the program have a 98 percent job placement rate.

We're already having some success with this model in New York. Hudson Valley Community College's TEC-SMART facility is a joint initiative between the college and the New York State Energy Research and Development Authority.

The facility provides training classrooms in semiconductor manufacturing technology, as well as labs and classrooms for training in renewable energy technologies such as solar, wind and geothermal power. The program graduates workers with skill sets tailor-made for jobs in local industry. We can build on this success. If Cuomo champions workforce development along with tax reform this year, he can transform New York's jobs training programs from a costly drag on our finances to an investment that paves the way for the economic growth we need to regain our competitive edge.

Ed Cox is chairman of the New York Republican State Committee.

Read more: <http://www.timesunion.com/opinion/article/State-needs-to-boost-its-anemic-workforce-4155013.php#ixzz2lpUnaexS>

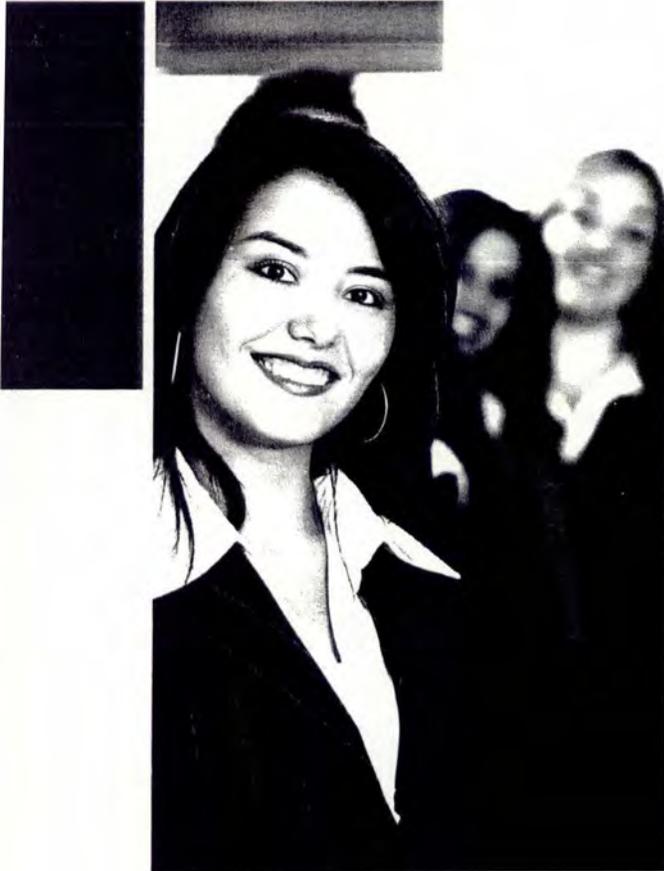
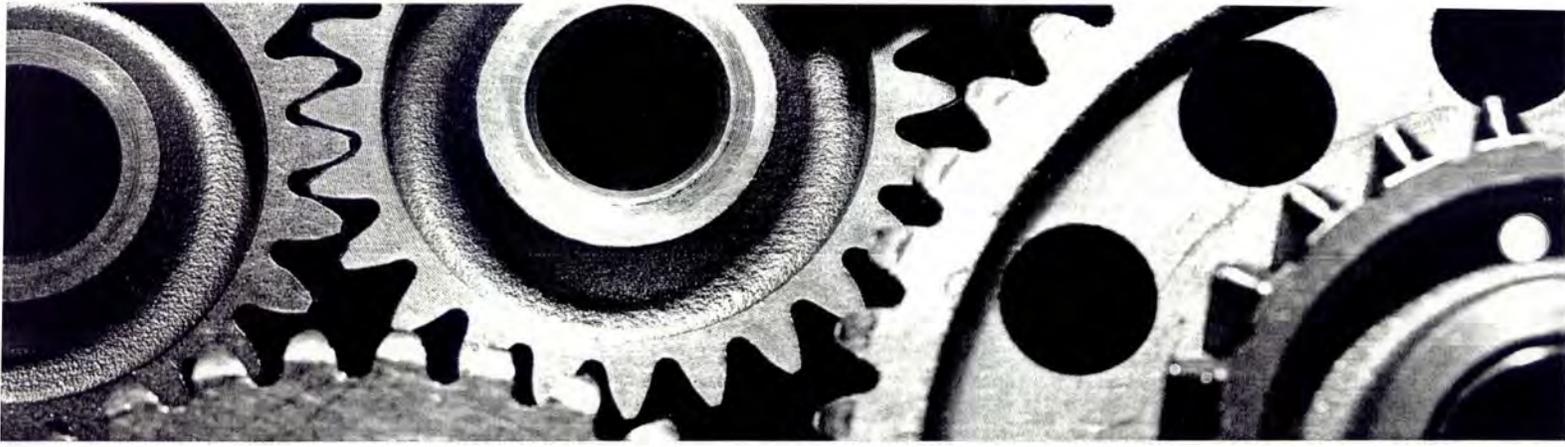


# trainND

[It's a competitive world. Train for it.]

**TrainND** provides training for North Dakota business and industry, enhancing their ability to compete globally.

Powered by: Williston State College, Lake Region State College, North Dakota State College of Science, Bismarck State College



## FOUNDATION

The workforce training system resulted from a 31-member statewide task force on workforce development and training, formed in 1998 to research "best practices" in other states and to design a more effective workforce training system in North Dakota. This initiative was coordinated by the Greater North Dakota Chamber and resulted in a proposal for the North Dakota University System and the state legislature. These recommendations were enacted into legislation during the 1999 session. The primary purpose of House Bill 1443 (1999) was to develop a world-class workforce training system in North Dakota.

## WHY IS **trainND** IMPORTANT TO NORTH DAKOTA?

TrainND is the state's most comprehensive and inclusive training network. Our training services for business and industry help North Dakota businesses compete on a global level, and they are tailored to support their efforts to capitalize on growth potential.

## FOR CLARIFICATION PURPOSES, "WORKFORCE TRAINING"

Workforce training is defined as training which is oriented toward serving the employee training needs of business and industry. It is business and industry-driven and often involves customized or contract training. In contrast, "workforce development" refers to education or training oriented toward meeting the education and training needs of individuals including K-12, higher education, continuing education and life-long learning.

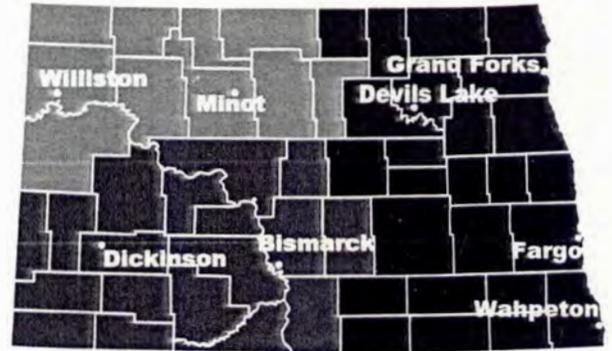
*"TrainND-Northwest delivers our training right on-site, traveling to each of our locations and teaching our company-specific required annual refreshers. Without on-site training, our employees would be traveling on the road and spending that drive time away from the office."*

– Todd Saylor, EHS Supervisor  
ND Base Production, Hess Corporation



## UNIQUELY EQUIPPED TO SERVE NORTH DAKOTA

TrainND is the largest network of training specialists in the state, and we work together to provide training for virtually every industry, in every corner of North Dakota. Our comprehensive customized employee training enables North Dakota businesses to maintain a well-trained workforce to stay viable and competitive.



From 2000 to 2012 trainND provided training for

**21,052**

North Dakota businesses with **174,844**

participants attending over

**2,377,255** contact

hours and at a

**client**

**satisfaction**

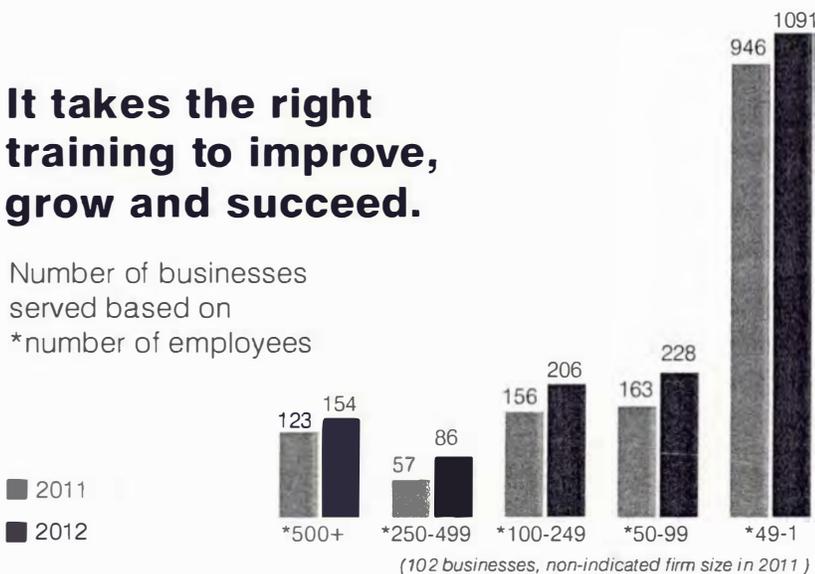
**rate of 98.8%**

## FISCAL YEARS 2011/2012

	2011	2012
Total training hours	351,664	406,174
Businesses Served	1,547	1,765
Repeat businesses served	809	856
Employees receiving training ( <i>unduplicated</i> )	14,593	18,466
Employees receiving training ( <i>duplicated</i> )	23,461	29,113
Employer satisfaction	99%	99%
Employee satisfaction	99%	99%
Direct training revenues	\$4,809,706	\$6,085,763

## It takes the right training to improve, grow and succeed.

Number of businesses served based on  
\*number of employees



*I have now taken several classes at BSC as a DOT employee. All the classes were valuable, interesting and well presented. My previous 17 years of work experience was as a Real Estate Broker/Agent and every year I was required to take multiple CE courses. Deb Mantz, instructor from SW region is far superior to most teachers.*

*She is knowledgeable, dynamic, paces her presentation well and always accommodates student questions or problems and seamlessly weaves her response into the topic. She is also friendly, funny and seems to really enjoy teaching, which translates to a great atmosphere in the class.*

– Roxinne A. McPhail, Realty Officer  
NDDOT Environmental and Transportation Services

## WHAT BUSINESS LEADERS ARE SAYING

*Thank you for your attention in this matter.*

*Aux Sable will continue to use trainND as a training facilitator and look forward to expanding training in 2013. Aux Sable takes safety training seriously as safety for our employees is top priority.*

*At our facility, Aux Sable has had zero OSHA recordable, loss time and zero reportable hazardous waste incidents. We believe safety education is the key to a "Zero accidents or injuries" culture. TrainND has provided quality training that I believe has contributed to our safety success. Thank you again for all your hard work.*

– Mark Moses  
Environmental, Health and Safety  
Aux Sable Midstream

*Class was well-planned and the instructor was very knowledgeable and professional.*

– Jon Ness  
CNC Operator Training

*"We are very thankful to have the Dakota Nursing Program available right here in our community. In most nursing jobs, especially long-term care, each nurse is a "supervisor." That is part of the job. The nurses that come to us have received an excellent clinical education, in either the 1- or 2-year program, which doesn't include a supervisory piece. We looked to TrainND to supplement our nurses' skills. Through this training series, our nurses were able to develop skills in communication, attitude, resolving conflict and building teamwork. We had positive feedback from our staff and have noticed a difference in their communication with their co-workers and subordinates."*

– Karissa Olson, UNHA Administrator  
Lake Region Lutheran Home, Inc.  
dba Heartland Care Center



## PERFORMANCE MEASURES

The president of each community college, assigned primary responsibility for workforce training, appoints an advisory board consisting of 7 to 15 representatives from business, labor, industry and tribal affiliation within the college's designated region. The advisory board roles and responsibilities include;

- establish performance measurements
- share business trends
- define current needs
- identify skill gaps
- outline training priorities
- assess immediate training needs
- forecast future training opportunities
- provide alliances
- approve budgets, reports, and business plans

Quarterly, the workforce training boards meet with their respective region to carry out these responsibilities. This successful model has resulted in an accountability model which receives a 98.8% satisfaction rate from the businesses that have used TrainND.

## PARTNERSHIPS

It is due to the interactive partnerships, the guidance of the advisory boards, the ND State Legislature's vision, and the support of the community colleges and NDUS, that the growth and success of TrainND has resulted in the ability of ND business and industry to outperform the rest of the nation in workforce skills and development.

**Timely** – Provided **WHEN** our customers need it

**Relevant** – Designed for **WHAT** our customers need

**Adaptable** – Customized to **SUIT** our clients

**Innovative** – Developed with **CURRENT** trends in mind

**National** – Recognized **CERTIFICATIONS** and credentials

**Network** – Partner to **COLLABORATE** efficiently

**Dependable** – Committed to **RESPOND** promptly

Powered by:



**CTE Testimony on SB2019  
January 24<sup>th</sup>, 2013  
8:30 – 9:30am Harvest Room**

Mr. Chairman and members of the committee, my name is Kyle Davison. I'm the Executive Director of the South East Education Cooperative (SEEC). The SEEC is one of eight regional education associations (REA) serving over ninety-nine percent of students in North Dakota. Our main office is in Fargo, with staff located in Jamestown and Kulm. We are the largest REA serving nearly 33,000 students in North Dakota. I've included a map with my testimony. **(Handout #1)**

I am here in support of SB2019. Specifically here to support within the bill additional funding included by the Governor's office for a Career and Technical Education Virtual Center.

Within the southeast we've had tremendous economic growth. We've seen an expansion of jobs in the areas bio-medical, health; manufacturing, transportation and agriculture just to name a few. It's not only the expansion of jobs, but the replacement of an aging workforce in key sectors. This has created a tremendous pressure on our workforce pipeline. The challenge for us isn't as much enough workers, but enough workers with the right technical skills.

In Cass County, a group of educational leaders with business and industry began to take a more collaborative approach to improving opportunities to meet these workforce needs. This group spent a few months working through a strategic planning process that lead to a preliminary document and the formation of the "ESTEEM Consortium". **(Hand-out #2) ESTEEM or Encouraging Science, Technology, Engineering, Entrepreneurship and Math** is a partnership with area schools both secondary and post-secondary, economic development, and Sanford Health. The partnership focus is to be a catalyst for advancing educational opportunities not just for students, but also for teachers. These opportunities will leverage our community and private sector resources to their full potential.

One of our goals is the creation of a Career and Technical Education Virtual Center. This center will provide an umbrella for collaboration amongst schools to bring new and expanded programs to our Cass County schools.

I've included some data from a regional Career Expo **(Hand-out #3)** and West Fargo CTE education planning proposal. **(Hand-out #4)** The Career Expo is an opportunity for area 9<sup>th</sup> graders (over 2000) to come to the Fargodome each year to get a hands-on experience in different career fields. The evaluation which was filled out provides some insight into the different career areas students would like to see more opportunities. The higher numbers included advanced engineering, electronic technology, and emergency medical.

With a new high school being built, the West Fargo schools put together a CTE planning committee. This planning committee included business leaders, teachers, administrators and school board members. I've attached the planning committee work and their support of expanding CTE programming and the CTE Virtual Center.

We believe the future for economic growth in North Dakota is bright, but we need to meet the workforce challenge head-on. I ask for your support for the expansion of funding for a CTE Virtual Center in SB2019. I'd be happy to answer any questions.

Hand-drawn  
1/1



 South East Ed Cooperative (SEEC)

*HAND - out #2*

# ESTEEM Consortium

Encouraging Science, Technology, Engineering, Entrepreneurship and Math



**OPPORTUNITIES | CREATIVITY | POSSIBILITIES**

In 2010, there were 7.6 million STEM workers in the United States, representing about 1 in 18 workers.

STEM occupations are projected to grow by 17.0 percent from 2008 to 2018, compared to 9.8 percent growth for non-STEM occupations.

More than two-thirds of STEM workers have at least a college degree, compared to less than one-third of non-STEM workers.

STEM workers command higher wages, earning 26 percent more than their non-STEM counterparts.

STEM degree holders enjoy higher earnings, regardless of whether they work in STEM or non-STEM occupations.

## **ESTEEM Founding Partners**

FARGO PUBLIC SCHOOLS

GREATER FARGO MOORHEAD EDC

MOORHEAD PUBLIC SCHOOLS

NDSU RESEARCH & TECHNOLOGY PARK

NORTH DAKOTA STATE COLLEGE OF SCIENCE

NORTH DAKOTA STATE UNIVERSITY

SANFORD HEALTH

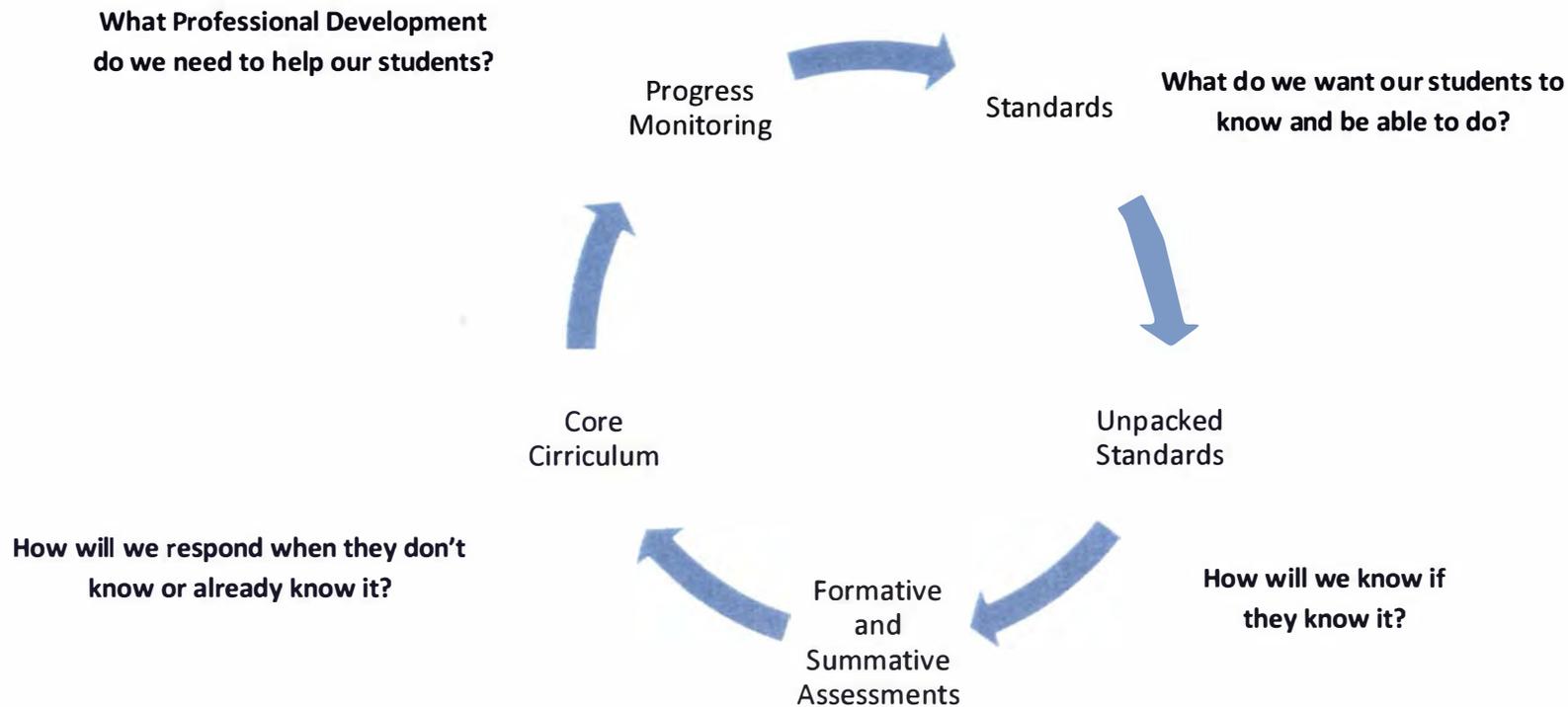
SOUTH EAST EDUCATION COOPRATIVE

WEST FARGO PUBLIC SCHOOLS

## MISSION

The ESTEEM Consortium is a catalyst for advancing educators through professional development and creating environments where students have unlimited opportunities to take charge of their own learning in a culture of questioning, creativity, and possibilities, while utilizing community and private sector resources to their full potential.

### ALL STUDENTS WILL DEMONSTRATE MASTERY OF....



**Goal A: Work with colleges and area schools to create professional development opportunities for all educators**

1. Develop plans to create a STEM professional development center which focuses on education and entrepreneurship
2. Work with the Private Sector to create entrepreneurship and other industry internships
3. Develop research opportunities focused in STEM education
4. Create and develop a variety of delivery methods for training such as: online, IVN, instructor-led, and hybrid
5. Act as a clearing house and resource center for STEM education professional development
6. Expand the GrasUS program

**Goal B: Embed and strengthen entrepreneurship education and opportunities**

1. Incorporate entrepreneurship standards for K-12 curricula
2. Develop STEM opportunities for hands-on/applied learning and discovery (Project-based or Authentic Learning)
3. Expand College of Business Entrepreneurship Certificate Program
4. Develop Faculty and Entrepreneurs in Residence Programs – Technology Incubator
5. Strengthen current student activities which focus on entrepreneurship
  - a. Youth Entrepreneurship Academy
  - b. DECA – Skills USA
  - c. Bison BEST Robotics
  - d. Marketplace for Kids
  - e. Junior Engineering Talent Society
  - f. North Dakota Governor’s School
  - g. Junior Achievement
6. Develop student opportunities for internships, mentorships, and job shadowing

**Goal C: Master education standards**

1. Identify education standards
  - a. National standards
  - b. Industry standards/needs
  - c. 21<sup>st</sup> Century Skills
2. Identify assessments for measuring standards
  - a. National standards
  - b. Industry standards/needs
  - c. 21<sup>st</sup> Century Skills
3. Enhance Career and College Awareness/Readiness

K-12 SCIENCE AND ENGINEERING  
EDUCATION SHOULD FOCUS ON A  
LIMITED NUMBER OF DISCIPLINARY CORE  
IDEAS AND CROSSCUTTING CONCEPTS –  
NATIONAL RESEARCH COUNCIL

**Objective 1: Identify and pursue revenue opportunities to fund priorities**

1. Private Sector
  - a. Grants/Foundations
  - b. In-kind (space and equipment)
  - c. Employee Time and Talent
  - d. Internships
  - e. Cash contribution
  - f. Scholarships
2. State and Federal Funding
  - a. **Career and Technical Education Virtual Center**
  - b. Department of Public Instruction (pass-through grants)
3. Higher Education
  - a. Collaborative grants with K-12
  - b. Space and equipment
  - c. Internships

- d. Employee Time and Talent
- e. EPSCoR
- 4. K-12 Education
  - a. Grants
  - b. Student Fees
  - c. In-kind (space and equipment)
  - d. Employee Time and Talent

**Objective 2: Create a plan to efficiently and effectively use private and public sector space for programming needs**

- 1. ESTEEM Institute
- 2. Laboratory space for different curricula
- 3. Education delivery sites
- 4. Specialized equipment

**Objective 3: Develop organizational structure and governance**

- 1. Memorandum of Understanding developed for stakeholders

**Objective 4: Communication**

- 1. Develop a communications plan to sustain and build consensus among stakeholders and the community



## ESTEEM Entrepreneurship

**Objective** | Provide opportunities for students to learn skills and develop knowledge in core entrepreneurship concepts which include recognizing opportunity, initiating a business concept, identifying and acquiring resources, and understanding risk.

The development and expansion of entrepreneurship curriculum and STEM opportunities for hands-on/applied learning will require the involvement of ESTEEM Consortium K-12 members and the State of North Dakota. An advisory committee of faculty and education leaders could further define, develop and recommend future courses based on the **National Content Standards for Entrepreneurship Education** outlined in this report. To expedite this process, the Advisory Committee should be launched in the Fall 2011 with recommendations for review in January 2012.

The NDSU Research & Technology Park is working with the NDSU College of Business to develop a plan to incentivize students into the Entrepreneurship Certificate Program that began in 2010-2011 in partnership with the University of North Dakota. The goal is to attract 30 students into the introductory course. In conjunction with the expansion of the certificate program, a **Faculty and Entrepreneurs in Residence** program is scheduled to be launched in 2012.

Emphasis should be placed on strengthening current student entrepreneurship activities to include further collaboration and partnerships with existing school organizations and the private sector through internships, mentorships and job shadowing. In addition, options should be explored to expand involvement with the current statewide innovation competition, InnovateND. Building a local business plan competition would generate increased entrepreneurial activity and create a pipeline for the statewide program. Competition could be held twice a year with virtual modeling provided for a broad range of talent and interest.

An initial place to start with building a business plan competition may include expanding the DECA program offered at the Fargo Public Schools whereby each of the students in the 2<sup>nd</sup> year marketing class (Management/Entrepreneurship) prepares a business plan. Each spring students who choose to compete at the North Dakota State DECA Conference use the business plan in either the **Entrepreneurship Participating Event** or the **Entrepreneurship Written Event**. The top two winners in each category at the state level are qualified to compete at the International DECA Conference.

\*HAND-OUT #3

## Career Expo Student Survey Results Overview



Date: 4/18/2012 3:41 PM PST  
Responses: Completes  
Filter: No filter applied

- 1.** The Career Expo included a wide variety of exhibits that represented careers requiring a two-year degree or on-the-job training.

Strongly Agree		264	27%
Agree		589	61%
Disagree		114	12%
Total		967	100%

- 2.** Because of my experience at the Career Expo, I better understand there are many technical careers that do not require four years of training after high school.

Strongly Agree		234	24%
Agree		580	60%
Disagree		150	16%
Total		964	100%

- 3.** Because of what I saw and heard at the Career Expo, I will select high school courses that I might not have considered before.

Yes		299	31%
No		211	22%
Maybe		453	47%
Total		963	100%

- 4.** Before attending the Career Expo, we did at least one class activity about Career Clusters.

Yes		689	72%
No		272	28%
Total		961	100%

- 5.** If you answered yes to question #4, do this question. If you answered no, skip this question and go to #6. Because of the class activity we did, I had a better understanding of Career Clusters and knew which ones I wanted to find at the Career Expo.

Strongly Agree		195	28%
Agree		395	56%
Disagree		118	17%

**12.** If you answered "yes" to item #11, would you be willing to travel to another Fargo school building to take the class(es)?

Yes		302	63%
No		131	27%
NA - I answered "no" to #11.		46	10%
<b>Total</b>		<b>479</b>	<b>100%</b>

**13.** If you answered "yes" to #11, would you be interested in night classes?

Yes		109	23%
No		305	66%
NA - I answered "no" to #11		50	11%
<b>Total</b>		<b>464</b>	<b>100%</b>

**15.** Check those courses you would like to take if they were added to the Fargo Program of Study.

Advanced Engineering		81	19%
Agri-business		27	6%
Alternative Energy		33	8%
Aviation Mechanics		48	11%
Aviation - Pilots License		60	14%
Bio-fuels		26	6%
Cosmetology		75	18%
Culinary Arts		105	25%
Diesel Engines		33	8%
Electronics Technology		100	23%
Emergency Medical Tech		93	22%
Entrepreneurial Horticulture		14	3%
Fiber Optics		32	7%
Forensics/Criminal Justice		91	21%
Heating / Air Conditioning (HVAC)		14	3%

Landscape Architecture		71	17%
Nanoscience		63	15%
Plumbing		22	5%
Small Recreational Engine Repair		39	9%
Vet Tech		93	22%
Video Production		93	22%

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**West Fargo Public Schools  
Career & Technical Education Planning Proposal  
November 28, 2011**

**I. Participants in Forming the Proposal**

- a. The School Board commissioned a Career & Technical Education (CTE) Advisory Committee to “draft advisory recommendations with rationale for the Board of Education’s consideration, that identify additions, modifications and configurations to the district’s Career & Technical Education programming, as well as the location, space and equipment needs for each program when the second high school is phased in.”
- b. The group’s work was outlined in the following categories (Detailed outline attached in **Appendix 1**):
  - i. Current and projected needs for Career/Technical Education programming in our community/region.
  - ii. Current West Fargo High School CTE programs to be continued and/or modified.
  - iii. Current West Fargo High School CTE programs to be offered at both the WFHS *and* the new high school.
  - iv. New/additional CTE programs recommended for the space at the new high school and the type and amount of space required.
  - v. Role of CTE programming in balancing enrollments between the high schools (magnet programs).
  - vi. New or enhanced partnerships to help in expanding CTE opportunities for students (colleges, local or regional cooperatives, school/business partnerships, etc.)
- c. The group consisted of 25 members representing a cross section of community members, staff and parents. (A list of committee members is attached in **Appendix 2**.)
- d. The advisory committee met five times for 1.5 to 2 hours each time between August and late October.

**II. Recommendation Summary**

- a. On October 25, 2011, the advisory committee recommended the top five programs that “should be most fully developed and resourced.” In priority order from highest to lowest:
  - i. Health Careers
  - ii. Information Technology
  - iii. Business/Marketing/Entrepreneurship
  - iv. Manufacturing
  - v. Building Trades/Construction
- b. The advisory committee also rated support of all CTE programs using four categories:
  - i. Most in-depth/comprehensive: offer students introductory as well as possible certificate attainment and/or dual credit and articulation opportunities with higher education.
  - ii. Introductory and some in-depth: offer students introductory, as well as some in-depth, course work.
  - iii. Introductory only: offer only introductory courses.
  - iv. Not an area of focus: should not be offered, or on a very limited, introductory basis.

CTE Program	i. Most In-Depth	ii. Intro Some In-Depth	iii. Intro Only	iv. Not a Focus
Health Careers	79%	21%	0%	0%
Information Technology	53%	42%	0%	5%
Business/Marketing/Entrepreneurship	5%	84%	5%	5%
Building Trades/Construction	32%	53%	16%	0%
Manufacturing	21%	53%	16%	11%
Diesel Mechanics	11%	58%	26%	5%
Recreational Engines	11%	32%	42%	16%
Culinary Arts/FACS	5%	21%	47%	26%
Agriculture	5%	11%	42%	42%
Aviation	0%	16%	42%	42%

- c. The advisory committee also discussed and voted on several ideas and concepts that could be viable solutions for CTE programming decisions:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Collaborating/sharing programs and students	63%	21%	5%	11%
Dual Credit and articulation arrangements with higher ed institutions	79%	16%	5%	0%
Partner with business and industry for training, mentorships and field experiences for students and staff	79%	21%	0%	0%
On-line or virtual coursework available	26%	47%	26%	0%
Pursuit of a regional CTE Center	32%	47%	16%	5%
Students select a HS based on CTE program	21%	32%	21%	26%
Students able to take any CTE course offered at either school	47%	47%	0%	5%

### III. Program Assumptions

- The advisory committee consistently aligned committee meeting work to the Strategic Plan Task Force charge of "What do our students need to know and be able to do to be prepared for their futures, not our past?"
- The advisory committee reviewed multiple sources of information related to local CTE programs (course offerings, enrollments, 8 Career Clusters alignment) and North Dakota and National CTE (16 Career Clusters, Pathways vs. Clusters). *Documents available upon request.*
- The advisory committee reviewed historical information and future job/career predictions related to the labor force (Bureau of Labor Statistics, ND Career

**Testimony of Deana Wiese**  
Executive Director

**In Support of SB 2019**  
January 24, 2013

Chairman Holberg and members of the Senate Appropriations Committee:

My name is Deana Wiese, and I am the executive director of the Information Technology Council of North Dakota (ITCND). I am here today to voice support of SB 2019.

ITCND was created in 2000 by North Dakota business, government and education leaders who recognized the need to strengthen the state's information technology infrastructure and reposition the state as a national leader in IT. ITCND has nearly 100 member organizations, with representatives from both the public and private sector.

North Dakota's IT industry is expanding rapidly. Recent Job Service North Dakota data shows that North Dakota has seen an increase of more than 50 percent in IT occupations over the past decade and is projecting a 20 percent increase for the next decade. Job growth in North Dakota's IT industry has more than doubled that of the nation. A shortage of skilled workforce is a limiting factor for technology-based industry growth. Therefore, the development of a high-quality workforce is vital to the future growth of North Dakota's IT industry. The Department of Career and Technical Education (CTE) has been a strong partner in assisting the IT industry in meeting these needs.

We support this bill as many of its components will strengthen secondary IT education opportunities for North Dakota students and provide training for IT instructors, thus helping our members secure a workforce in the future. CTE has also been a strong partner in promoting IT careers to students, parents and educators through the IT Career Awareness Program.

We thank you for your support of IT educational opportunities in the past and urge your support of SB 2019.



# STRENGTHENING OUR WORKFORCE

## *North Dakota's Strategic Plan for Workforce Development*

**Vision:** *An enterprising workforce that drives North Dakota's global competitiveness, has regional access to exemplary skill development, embraces lifelong learning and contributes to state and community vitality.*

### **GOAL 1: PREPARE OUR FUTURE WORKFORCE**

**STRATEGY 1: Engage students, parents, schools and businesses in a comprehensive career planning process**

*Expand the use of RUPrepareND.com, an online computer-based career development system, and a statewide grade 7-12 career planning curriculum.*

**STRATEGY 2: Expand access to career and technical education and training**

*Make more career and technical program options available to more students statewide, helping to meet workforce demands and increase school completion rates.*

**STRATEGY 3: Increase employer use of internships and cooperative work experiences**

*Expand work-based learning through a core resource for information, promotion and assistance for internships and cooperative work experience activities.*

### **GOAL 2: FACILITATE THE CONNECTION BETWEEN BUSINESS AND WORKFORCE**

**STRATEGY 1: Build partnerships for future workforce needs and opportunities**

*Enhance linkages between employers, students, parents and schools for shared understanding of workforce needs and opportunities.*

**STRATEGY 2: Create a site for displaying employer-provided training and education resources**

*Provide an online inventory of employer-provided opportunities such as scholarships, training, internships, speakers, etc. for access by youth, parents and other career influencers.*



### GOAL 3: EXPAND AND RETAIN OUR WORKFORCE

**STRATEGY 1: Provide communities and employers with tools to support efforts to meet their workforce needs**

*Assist communities and employers as they encourage new workers and their families to make North Dakota their home.*

**STRATEGY 2: Establish a pilot program utilizing federal demonstration grant funds to train unemployed, underemployed and dislocated workers in oilfield and construction trade occupations**

*Focus on securing employment with North Dakota employers experiencing worker shortages. The grant places priority on veterans and Native Americans.*

**STRATEGY 3: Ensure the continuing competitiveness of North Dakota's employers by enhancing the knowledge and skills of current workers**

*Offer frequent opportunities to communicate with employers regarding existing training, training needs and the return on investment resulting from training.*

### GOAL 4: MAP WORKFORCE DEVELOPMENT ACTIVITIES FOR PLANNING AND PROMOTION

**STRATEGY 1: Create an inventory of existing workforce development services and programs, and analyze for strategies and policy recommendations**

*Create a detailed map of the training, education and development activities available in North Dakota for identifying gaps and potential solutions, and promoting North Dakota's opportunities.*

**STRATEGY 2: Promote North Dakota's training and education opportunities**

*Market the value of North Dakota's career opportunities in-state and out-of-state to encourage current, new and future residents to work, stay and play in North Dakota.*

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#### North Dakota Workforce Leadership Team



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*Our purpose is to identify North Dakota's current and emerging workforce needs and work collaboratively to develop and implement strategic, goal-oriented action plans that strengthen our state's workforce.*

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*For additional information on North Dakota's Strategic Plan for Workforce Development, please contact Beth Zander at the North Dakota Department of Commerce.*



**EmPower North Dakota Report**  
**Empower Policy Updates and Recommendations**  
**July 26, 2012**

**EmPower North Dakota**  
***The Key to North Dakota's Energy Future***

**In 2007, the North Dakota Legislature formalized energy policy and created the 16-member Empower Commission which includes representatives from across the energy industry. Their insights provide the substance for this updated EmPower North Dakota Comprehensive State Energy Policy.**

**Empower Commission Members**

**Al Anderson** – North Dakota Department of Commerce, chairman

**Ron Day** - Tesoro, refining or gas-processing

**Terry Goerger** - farmer, agriculture

**Eric Mack** - Archer Daniels Midland, biodiesel

**Ron Ness** - North Dakota Petroleum Council, oil and gas

**Dale Niezwaag** - Basin Electric Power Cooperative, generation and transmission electric cooperatives

**Mark Nisbet** - Xcel Energy, wind

**Mike Rud** - North Dakota Petroleum Marketers Association, petroleum marketers

**Randy Schneider** - North Dakota Ethanol Producers Association, ethanol

**Andrea Stomberg** - Montana-Dakota Utilities Co., investor-owned utilities

**David Straley** - North American Coal Corporation, lignite coal

**Sandi Tabor** - Lignite Energy Council, transmission

**John Weeda** - Great River Energy, biomass

**John DiDonato** - NextEra Energy, Inc., ex officio

**Chuck MacFarlane** - Otter Tail Power Company, ex officio

**Dave Schmitz** - ALLETE/Minnesota Power, ex officio

North Dakota is one of the only states with a multi-resource energy policy, guided by the efforts of the EmPower North Dakota Commission. This report marks the third review of this policy and provides an executive summary along with recommendations and goals.

**EXECUTIVE SUMMARY**

Through the Empower North Dakota Commission, leaders from all major energy industries in North Dakota meet monthly with one common goal: to be critical thinkers for the development of the state's energy resources.

The strategic partnerships between North Dakota's long-standing and emerging energy industries ensure that all sectors of the industry work together to meet our state and country's energy needs without government mandates.

North Dakota is proactive and aggressive in addressing energy development and serves as a model for America in fostering innovative, long-term energy development to meet our nation's growing energy demand and need for energy security in an environmentally responsible manner.

## **WORKFORCE**

North Dakota's strong economic growth, and traditionally low unemployment rate, has created an urgent need for additional workforce. According to Job Service North Dakota, the state is predicting 26,000 job openings by fall 2012. About 35 percent of these positions, or roughly 9,000 jobs, will be energy related. As the state's demand for workers continues to grow, there needs to be greater focus on training and retaining our youth, as well as promoting opportunities to attract workers from outside the state.

One of the challenges impacting the energy industry's ability to attract qualified employees is the lack of general knowledge about the tremendous opportunities for young people in the energy industry. In fact, many of the high-demand positions in several energy sectors rely heavily on skills in science, technology, engineering and mathematics (STEM). Incorporating STEM courses at an earlier age and educating career counselors and parents about high-demand careers will facilitate the long-term growth of the energy workforce talent pool. To improve the overall situation, curriculum at the K-12 levels should incorporate more information about North Dakota's natural resources and energy production to increase youth knowledge and interest in energy careers.

The current workforce landscape has many vocational or technical degree openings that can provide well paying, life-long careers (i.e., welders, linemen, electricians, boilermakers, and mechanics). A majority of the current energy-related workforce needs could be filled by individuals with vocational or technical skills. To take advantage of this opportunity, however, students have to know that two-year technical and vocational career paths exist. The State of North Dakota and energy industry need to strengthen existing partnerships to create new avenues to educate students of all ages about the wide variety of vocational and technical degree openings. In addition, adequate funding must be available for these important educational programs that support energy-related careers.

Also supporting the industry is TrainND, which provides customized training programs (such as CDL and safety training) and employee development initiatives across the state. These training programs have been effective in giving North Dakota businesses an edge to better compete on a local, national and international level. Continued support for programs such as TrainND and Operation Intern, which match youth with businesses also help support long-term workforce growth in North Dakota, is critical.

To meet the state's current demand, North Dakota must grow workforce within its borders, and also seek out-of-state workers and students to fill high-demand careers. North Dakota companies and industry organizations must continue to promote jobs through strategies such as out-of-state job fairs and energy career awareness programs.

The energy industry looks to the Governor's Workforce Development Council and Job Service North Dakota to better identify energy workforce needs and how North Dakota can maximize resources to meet those needs into the future. These efforts will ensure that Governor Dalrymple, the Legislature and industry have needed information to continue to support energy as an economic leader in the state.

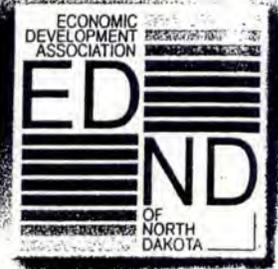
As workforce needs continue to grow, the funding sources that support infrastructure and community development must be enhanced. Companies and private investors are working to address housing shortages throughout the state by providing crew camps, apartments, single- and

multi-family homes. Many of the state's new families have unique financial needs. The Housing Incentive Fund, administered by the North Dakota Housing Finance Agency, is working to meet the need for affordable housing, but enhancements are necessary.

In light of the issues facing workforce related to energy development in the state, the Commission recommends the State of North Dakota:

- Increase efforts to educate North Dakota's youth, as early as grades 4-5, about North Dakota's natural resources by developing curriculum to encourage interest in energy careers.
- Encourage and enable the energy industry to collaborate with the North Dakota University System, Governor's Workforce Development Council, Job Service North Dakota and other agencies to:
  - Fund enhancements to Job Service North Dakota's systems and data collection processes to provide analytical data related to workforce skills and employment to better identify energy industry needs.
  - Develop and enhance core curriculum related to high-demand energy industry careers.
  - Encourage industry interaction with teachers and guidance counselors to grow youth knowledge and interest in energy careers and to better retain youth for high-demand career options.
  - Provide greater accessibility to career and technical education programs, especially through adequate training facilities.
    - Examples of the above include, but are not limited to:
      - science, technology, engineering, and mathematics (STEM) education
      - original equipment manufacturer (OEM) supported programs
      - commercial driver's license (CDL) training sites
      - emergency medical services
      - technical trades/internships
      - energy careers
- Support legislation which recognizes the role distance learning will play in the future of education and improve access to technology for students using distance learning programs.

# Legislative Agenda 2013



- ◆ **Technology Commercialization**
- ◆ **Workforce Enhancement**
- ◆ **Business Financing, Taxation & Community Investment**
- ◆ **Housing & Infrastructure**
- ◆ **Childcare & Early Education**

*The outlook for North Dakota has never been brighter. North Dakota is well-positioned to take advantage of global trends to continue and expand efforts to create economic opportunities across the State.* North Dakota's fiscal strength, strong business climate, portfolio of targeted economic development support programs, higher education system, high-quality human capital, technology infrastructure and abundant natural resources are in place to leverage these opportunities for strong growth and the diversification of the State's economy.

The primary purpose of the Economic Development Association of North Dakota (EDND) is to promote the creation of new wealth throughout North Dakota. EDND supports the creation of policies and programs that encourage investment in and expansion of North Dakota's diverse economic sectors. EDND recognizes that healthy, vibrant communities are essential for new wealth creation and therefore supports programs that assist North Dakota communities establish a critical foundation to support effective economic development.

Economic development policy endorsed by EDND directly supports the creation of new wealth and supports infrastructure development and critical quality of life amenities to position North Dakota communities for new wealth creation. EDND places the highest priority on the development of high-wage career opportunities that will retain the States workforce and attract skilled labor from areas outside the state.

## ECONOMIC DEVELOPMENT PRIORITIES

### Technology Commercialization

EDND recognizes the need to diversify North Dakota's economy and capitalize on our strengths. One way to diversify the economy is to leverage the research expertise at North Dakota's institutions of higher education for technology commercialization. EDND supports a revitalized research program that creates a clear system of metrics for success evaluation, focuses on targeted research areas, provides for additional technical assistance for individuals or businesses working in collaboration with the State's universities, and creates a stronger connection to the business community.

### Workforce

EDND supports workforce development and training programs that address the comprehensive workforce needs of North Dakota companies. As North Dakota companies face increasingly greater competition, the state's workforce programs must support a company's needs to increase capacity through greater efficiency and automation, as well as traditional workforce expansion initiatives. EDND recognizes the importance of connecting the needs of businesses to secondary and post-secondary education through expanded career counseling and support of vocational education programs.

- ◆ *Encourage coordination between high school and vocational awareness.*
- ◆ *Structure Train ND program to provide financial assistance to companies.*
- ◆ *Expand vocational school job training program availability.*
- ◆ *Continue and expand the Operation Intern program as a means to introduce young North Dakotans to the vast array of career opportunities available in the State.*

# ECONOMIC DEVELOPMENT ASSOCIATION

## **Business Financing, Taxation & Community Investment**

A competitive taxation and regulatory environment and appropriate financing tools are essential to the success of any business. North Dakota's menu of financing options has served the state well. EDND has worked with the North Dakota Department of Commerce and the Bank of North Dakota to sculpt detailed yet flexible financing options. Few changes are needed in this area but the program's sustainability is critical.

North Dakota communities have historically been challenged to attract the capital necessary to support the growth of early stage companies. The State is uniquely positioned to address this long-standing challenge as North Dakota continues to expand its positive profile. A stable tax base is critical to sustain continued growth of the State's economy.

- ♦ *Reduce corporate and personal income tax.*
- ♦ *Continue to reduce property taxes and maintain property tax incentives for new and expanding businesses.*
- ♦ *Continue the Renaissance Zone program.*
- ♦ *Increase funding for PACE and Flex PACE programs.*
- ♦ *Continue TIF districts as a business incentive for building, renovation and new construction, or to address site development hurdles.*

## **Housing & Infrastructure**

EDND recognizes that availability of housing, particularly affordable housing, is a fundamental element that provides North Dakota communities the ability to foster economic development and grow their communities. EDND also recognizes the need to increase the availability of housing for certain populations and the associated services that allow these populations to live independently.

EDND recognizes the need to support the essential infrastructure requirements of North Dakota communities. North Dakota has been transformed from a state with a gradually diminishing population to a state with expanding opportunities and a growing population with sophisticated expectations. To continue to capture this growth, North Dakota must meet those expectations.

Judicious yet progressive investment strategies are needed to not only maintain existing physical infrastructure, but also to build for future broad-based growth. Communities and counties need to develop comprehensive plans that will carry them to a more prosperous tomorrow. EDND believes statewide support is necessary to promote planning by local units of government.

- ♦ *Increase Housing Investment Fund (HIF) funding.*
- ♦ *Establish low interest loan pool.*
- ♦ *Increase Flex Pace dollars.*
- ♦ *Allow Communities credit for in-kind or asset contributions.*
- ♦ *Provide a State guarantee for a tax free bond sale for affordable housing project financing.*

## **Childcare – Early Education**

EDND recognizes the dramatic shortage of childcare throughout the state brought on by the extraordinary population growth and employment demands. Businesses repeatedly express concerns that employees are forced to leave jobs because they cannot find childcare. Lack of childcare services is also a barrier to employers in attracting new, qualified employees. EDND supports the needs of parents that their children are in a care setting that provides safety, security, nurturance and preparation for school success.

- ♦ *Create a fund to build childcare facilities and/or to expand existing facilities statewide in the non-profit and profit arena.*
- ♦ *Establish a low interest loan fund to assist with facility construction financing.*

# NORTH DAKOTA 2013 LEGISLATIVE AGENDA

## VALUE STATEMENTS

North Dakota currently has an excellent economic development program which has brought great success to our state. EDND supports continued use of the economic development tool chest and recognizes that enhancements and changes are necessary with North Dakota's current business climate and population growth. The economic development profession is one that seeks to put into action programs and policies that enhance the economic well-being and quality of life for our constituents. The value statements listed below are intended to affirm EDND's passion for providing leadership, as well as improving the sustainability and growth of North Dakota's economy.

### **Business Development & Entrepreneurship**

Entrepreneurship and successful growth of small business are important to North Dakota's economic future. EDND views entrepreneur assistance as crucial and supports consistent and stable funding to maintain or expand these services. EDND supports providing the necessary funding to encourage entrepreneurship, and small business development.

### **Pro-Business Climate**

EDND is committed to improving the state's economic and business climate. We believe the best way to accomplish this is to support freedom of enterprise and allow the free market system to function in an attractive tax and regulatory climate.

### **Leadership Development**

EDND recognizes the importance of leadership development and supports the continued funding for programs that provide that education and training.

It is also important that professional development programs be accessible to economic development practitioners to increase their effectiveness and develop strong leadership in this profession. EDND supports a continued appropriation of the North Dakota Department of Commerce budget so that the department and the association can partner to provide training.

### **Quality of Life**

EDND recognizes that the growth potential of North Dakota communities is frequently dependent upon the quality of life perceived to exist in those communities. This is also true on a broader geographic basis for all of the rural areas across North Dakota. EDND supports the development/maintenance of local amenities that support a pleasant and attractive living environment and local activities which people have the opportunity to enjoy.

### **Transportation**

EDND recognizes that a strong statewide transportation system is vital to economic development. Without attention to enhanced long-range planning for roads, rail and air service, economic development will be severely hindered. EDND supports long-range planning for all transportation services and the design-build concept for highways in North Dakota.

### **Agriculture**

EDND is committed to promoting a healthy economic and environmental climate for agriculture and the rural communities through leadership, advocacy and education. We believe that a strong agricultural economy is vital to the long-term well-being of North Dakota.



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**State Board for Career and Technical Education  
2013-2015 Biennium Budget**

	2011-2013 Appropriation	Executive Recommendation	2013-2015 Budget	Additional Request to Executive Budget**	Total Request
<b>LINE ITEMS</b>					
Salaries and Wages	4,362,974	497,192	4,860,166		4,860,166
Operating Expenses	1,253,339		1,253,339		1,253,339
Grants	29,025,000	(626,302)			
		2,505,000	30,903,698	470,000	30,903,698
Adult Farm Management	749,802	-	749,802		749,802
Workforce Training	3,000,000	-	3,000,000		3,000,000
Postsecondary Grants	357,452	-	357,452		357,452
<b>Total Line Items</b>	<b>38,748,567</b>	<b>2,375,890</b>	<b>41,124,457</b>	<b>470,000</b>	<b>41,124,457</b>
<b>FUNDING SOURCE</b>					
General Fund	27,981,679	2,852,293	30,833,972	470,000	31,303,972
Special Funds	204,974		204,974		204,974
Federal Funds	10,561,914	(476,403)	10,085,511		10,085,511
<b>Total Funding Source</b>	<b>38,748,567</b>	<b>2,375,890</b>	<b>41,124,457</b>	<b>470,000</b>	<b>41,594,457</b>
FTE	27.5	(0.5)	27.0		27.0

<u>Agency Budget Priorities</u>	Executive Recommendation	Agency Request**
(1) Cost to Continue Reimbursements to Schools	500,000	500,000
(2) Increase Access to CTE Programming		
New and Expanding Programs in Schools	500,000	800,000
ITV and Online Distance Delivery of CTE	150,000	150,000
Pilot Distance Delivery of "intense" hands on CTE Program	150,000	150,000
Expand Emerging Technology	205,000	205,000
<b>Increase Access to CTE Programming Total</b>	<b>1,005,000</b>	<b>1,305,000</b>
(3) Funding for STEM-based Engineering by Design (EbD) or Project Lead the Way (PLTW)	0	350,000
(4) Equity Funding for Family and Consumer Sciences Programs	0	320,000
(5) New Virtual Area Center - (No official proposal received yet - Cass County)	1,000,000	500,000
	<b>\$ 2,505,000</b>	<b>\$ 2,975,000</b>

## Department of Career and Technical Education 2013 – 2015 Biennium Budget Request

### Optional Budget Enhancement Package - \$2,975,000 – Grants

#### **\$500,000 - Cost to Continue Funding**

This is to cover the inflationary increases in program costs. We are on track to expend \$480,000 in cost to continue funding for the 2011 – 2013 biennium. This represents an approximate 30% match with districts paying 70% of the cost to continue costs.

**Total** **\$500,000**

#### **\$2,475,000 - Increase Access to CTE**

We funded \$170,000 in new and expanding program requests in FY2012. There is \$220,000 of requests we were not able to fund for FY2013, programs in Ag Education, Business and Office, Construction, Career Development, and Family and Consumer Sciences, with a number of additional program expansions - we have an anticipated need of \$800,000.

Continued expansion of CTE programming through distance delivery, such as ITV or online, which provides access to quality programming in schools that could not offer it themselves. The increase for the past two years amounted to \$150,000 which is what we are requesting for the upcoming biennium \$150,000.

Create a pilot for the distance delivery program of intense "hands on" technical programs such as Auto or Construction - \$150,000

Expand Emerging Technology, there are currently 99 schools in 8 consortiums to we would like to expand this opportunity to an additional consortium of schools - \$205,000

**Total** **\$1,305,000**

Provide reimbursement funding to Technology & Engineering Education programs which teach a minimum of 2 credits of either an Engineering by Design (EbD) or Project Lead the Way (PLTW), a pre-engineering and bio-medical curriculum. This funding will help drive change to move existing programs still teaching old Industrial Arts curriculum and help meet some of the extra costs associated with the new programming. This represents an approximate 30% match with districts paying 70% of the costs.

**Total** **\$350,000**

Provide equity funding for Family and Consumer Sciences programs to move the current 15% reimbursement rate towards the standard reimbursement rate of 27% such as in other programs. This funding would increase it by four percent, to 19%, starting the 2013-2014 school year. Schools are currently paying 85% of the cost of these programs; this would reduce the schools share to 81% of the total cost.

**Total** **\$320,000**

New Virtual Area Center proposal received from the Southeast Education Cooperative involving five schools, Fargo, West Fargo, Casselton, Kindred, and Northern Cass. This is 75% funding for year 1 & 2, 60% for years 3, 4, 5 then 40%.

**Total** **\$500,000**  
**Grand Total** **\$2,975,000**

**ND Department of Career & Technical Education**  
**Cooperative Arrangements**  
**School Districts On-Line Programs 2012-2013**

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Course Code</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
Bismarck (MRACTC)	Ashley	Aviation II	17813	2	1	
		IT Essentials Intro	27101	1	1	
		IT Essentials	27219	1	1	
		Marketing	04210	2	6	
		Medical Careers I	07033	2	3	
		Medical Terminology	07036	1	3	
		Medical Terminology	07036	1	1	
		Sports & Entertaining Marketing	04210	1	3	
		Beulah		Aviation I	17812	2
Electronics I	17150			2	1	
Intro to IT	27101			1	1	
IT Essentials	27219			1	1	
Medical Careers I	07033			2	4	
Binford (Midkota)		Electronics I	17150	2	5	\$250
		Intro to Programming Languages	27120	1	1	\$250
		Visual Basic	27122	1	1	\$250
Bismarck		Medical Terminology	07036	1	7	
		Medical Terminology	07036	1	2	
Center-Stanton		Aviation I	17812	2	1	
		Medical Terminology	07036	1	2	
		Medical Terminology	07036	1	1	
Dickinson (RACTC)		Intro to Programming Languages	27120	1	1	\$250
		Visual Basic	27122	1	1	\$250
Flasher		Electronics	17150	2	2	
		Intro to IT	27101	1	1	
		IT Essentials	27219	1	1	
		Medical Terminology	07036	1	5	
Garrison		Medical Terminology	07036	1	2	
Goodrich		Marketing	04210	2	2	
		Medical Careers I	07033	2	3	
Grand Forks (GFACTC)		Aviation I	17812	2	5	\$250
		Intro to IT	27101	1	7	\$250
		IT Essentials	27219	1	7	\$250
HMB (Hazelton-Moffit-Braddock)		Medical Careers I	07033	2	1	
Hazen		Medical Terminology	07036	1	1	
		Intro to IT	27101	1	4	
Linton		Intro to Programming Languages	27120	1	2	
		IT Essentials	27219	1	4	
		Medical Careers I	07033	2	5	
		Medical Terminology	07036	1	3	
		Visual Basic	27122	1	2	
Mandan		Aviation I	17812	2	1	
		GIS	27400	1	1	
		Intro to IT	27101	1	2	
		Intro to Programming Languages	27120	1	4	
		IT Essentials	27219	1	2	
		Medical Terminology	07036	1	7	
		Medical Terminology	07036	1	11	
		Visual Basic	27122	1	4	
		Medical Terminology	07036	1	2	
		Napoleon		GIS	27400	1
New Salem/Almont		Intro to Programming Languages	27120	1	1	
		Marketing	04210	2	1	
		Medical Careers I	070363	2	3	
		Medical Careers II	07035	2	2	

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Line Charge</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
	Medina	Health Careers		2	6	\$300
	Veiva	Health Careers		2	3	\$300
<b>Wolla (Mt. Pleasant)</b>	Granville (NCACTC)	Sports Nutrition		1	4	\$300
	Midkota	Parenting	\$286	1	1	\$300
	Pingree-Buchanan	Parenting	\$286	1	5	\$300
	Rugby (NCACTC)	Parenting		1	5	\$300
		Sports Nutrition		1	3	\$300
<b>Valley City (SVACTC)</b>	Casselton (Central Cass)	Cisco Discovery II		2	2	\$300
		Fundamentals of Web Design		1	3	\$300
		Health Careers		2	11	\$300
		Introduction to Program Visual Basic		1	3	\$300
	Drayton	Cisco Discovery I		2	4	\$300
		Fundamentals of Web Design		1	1	\$300
		Introduction to Program Visual Basic		1	1	\$300
	Enderlin	Cisco Discovery I		2	1	\$300
	Finley-Sharon	Health Careers		2	3	\$300
	Fordville-Lankin	Computer Hardware & Operating Systems		2	2	\$300
	Hillsboro	Computer Hardware & Operating Systems		2	1	\$300
		Health Careers		2	3	\$300
	Hope-Page	Health Careers		2	7	\$300
	Hunter (Northern Cass)	Cisco Discovery I		2	1	\$300
		Cisco Discovery II		2	1	\$300
	Inkster (Midway)	Fundamentals of Web Design		1	3	\$300
		Introduction to Program Visual Basic		1	3	\$300
	Kindred	Cisco Discovery I		2	1	\$300
	Larimore	Cisco Discovery I		2	1	\$300
		Health Careers		2	4	\$300
	Minto	Health Careers		2	7	\$300
	Park River	Cisco Discovery I		2	3	\$400
	Rogers (Barnes County North)	Commerical Arts I		2	3	\$300
		Fundamentals of Web Design		1	2	\$300
		Introduction to Program Visual Basic		1	2	\$300
	Thompson	Health Careers		2	12	\$300
<b>Wahpeton (SERCTC)</b>	Coffax (Richland 44)	EMT		2	6	\$250
		Health Careers		2	4	\$250
		TV Production		2	4	\$250
	Forman (Sargent Central)	Ag Science		2	1	\$250
		EMT		2	2	\$250
		Health Careers		2	1	\$250
		Marketing		2	10	\$250
		Sports Marketing		2	3	\$250
		TV Production		2	2	\$250
		Web Design		2	2	\$250
	Gwinner (North Sargent)	EMT		2	2	\$250
		Health Careers		2	4	\$250
		Marketing		2	3	\$250
		Web Design		2	8	\$250
	Hankinson	Ag Science		2	3	\$250
		EMT		2	14	\$250
		Health Careers		2	4	\$250
		Sports Marketing		2	7	\$250
		TV Production		2	6	\$250
	Lidgerwood	Health Careers		2	3	\$250
	Milnor	Health Careers		2	4	\$250
		Marketing		2	3	\$250
	Wahpeton	Ag Science		2	3	\$250
		Visual Basic		2	5	\$250
		Web Design		2	1	\$250
	Wyndmere	Health Careers		2	6	\$250
				<b>287</b>	<b>635</b>	

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Line Charge</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
	Hebron	Health Careers		2	1	\$200
		Medical Terminology		2	1	\$200
	Hettinger	Medical Terminology		2	1	\$2
		Sports Medicine		2	1	\$200
	Killdeer	Health Careers I		2	13	\$200
		Health Careers II		2	3	\$200
		Medical Terminology		2	13	\$200
		Nurse Assistant		2	2	\$200
		Sports Medicine		2	3	\$200
	Mott	Health Careers		2	7	\$200
		Nurse Assistant		2	1	\$200
	New England	Health Careers		2	3	\$200
	Richardton-Taylor	Health Careers		2	10	\$200
		Sports Medicine		2	1	\$200
	South Heart	Medical Terminology		2	5	\$200
Glen Ullin	Richardton-Taylor	Spreadsheets		1	1	\$200
Hebron	New Salem	Vet Science		2	1	\$250
	Richardton-Taylor	Ag Ed IV		1	2	\$200
	Scranton	Vet Science		2	1	\$200
Hettinger (RACTC)	HMB	Ag Science		2	3	\$250
		Vet Science		2	2	\$250
	Hebron	Vet Science		2	2	\$250
	Mott-Regent	Ag Science		2	5	\$200
	New Salem	Ag Science		2	10	\$250
	Richardton-Taylor	Ag Science		2	2	\$200
		Ag Science		1	2	\$200
	Wing (MRACTC)	Ag Science		2	8	\$250
Richardton-Taylor (RACTC)	Hebron	Sports Marketing		2	2	\$200
	Hettinger	Sports Marketing		2	8	\$200
	Killdeer	Sports Marketing		2	5	\$200
	Mott-Regent	Marketing I and II		2	1	\$200
	Steele	Sports Marketing		2	6	\$200
Scranton (RACTC)	Bowman	Ag III		1	5	
		Ag IV		1	5	
	Hebron	Ag III		1	1	\$200
		Ag IV		1	1	\$200
	Linton (MRACTC)	Ag Technology		2	5	\$250
	Richardton-Taylor	Ag III		1	2	\$200
		Ag IV		1	2	\$200
South Heart	Hettinger	Web Design		1	4	\$200
	Scranton	Web Design		1	2	\$200
<b>Grafton (NFACTC)</b>	Pembina (North Border)	Marketing	\$530	2	3	
	St. Thomas	Health Careers	\$530	2	1	
	Walhalla (North Border)	Health Careers	\$530	2	3	
		Marketing	\$530	2	8	
<b>Hebron</b>	Center-Stanton	Parenting-Independent Living		2	3	\$575
	Turtle Lake-Mercer	Parenting-Independent Living		2	1	\$575
	Wing	Parenting-Independent Living		2	3	\$575
<b>Jamestown (JVACTC)</b>	Binford (Midkota)	Medical Terminology	\$286	1	5	\$300
		Sports Medicine	\$286	1	5	\$300
	Cooperstown (Griggs County)	Agriscience	\$286	2	6	\$300
	Ellendale	Agriscience	\$286	2	3	\$300
		Medical Terminology	\$286	1	4	\$300
		Sports Medicine	\$286	1	4	\$300
	Litchville-Marion	Agriscience	\$286	2	1	\$300
<b>LaMoure</b>	Ashley	Farm Management	\$360	1	7	\$300
		Vet Science	\$360	1	7	\$300
	Berthold	Farm Management	\$360	1	3	\$300
		Vet Science	\$360	1	3	\$300
	Litchville-Marion	Farm Management	\$286	1	2	\$300
		Vet Science	\$286	1	2	\$300
	Medina	Farm Management	\$286	1	1	\$300
		Vet Science	\$286	1	1	\$300
<b>Minot</b>	Be thold (Lewis & Clark)	Health Careers		2	2	\$300
	Garrison	Health Careers		2	2	\$300

**ND Department of Career & Technical Education  
Cooperative Arrangements  
Interactive TV 2012-2013**

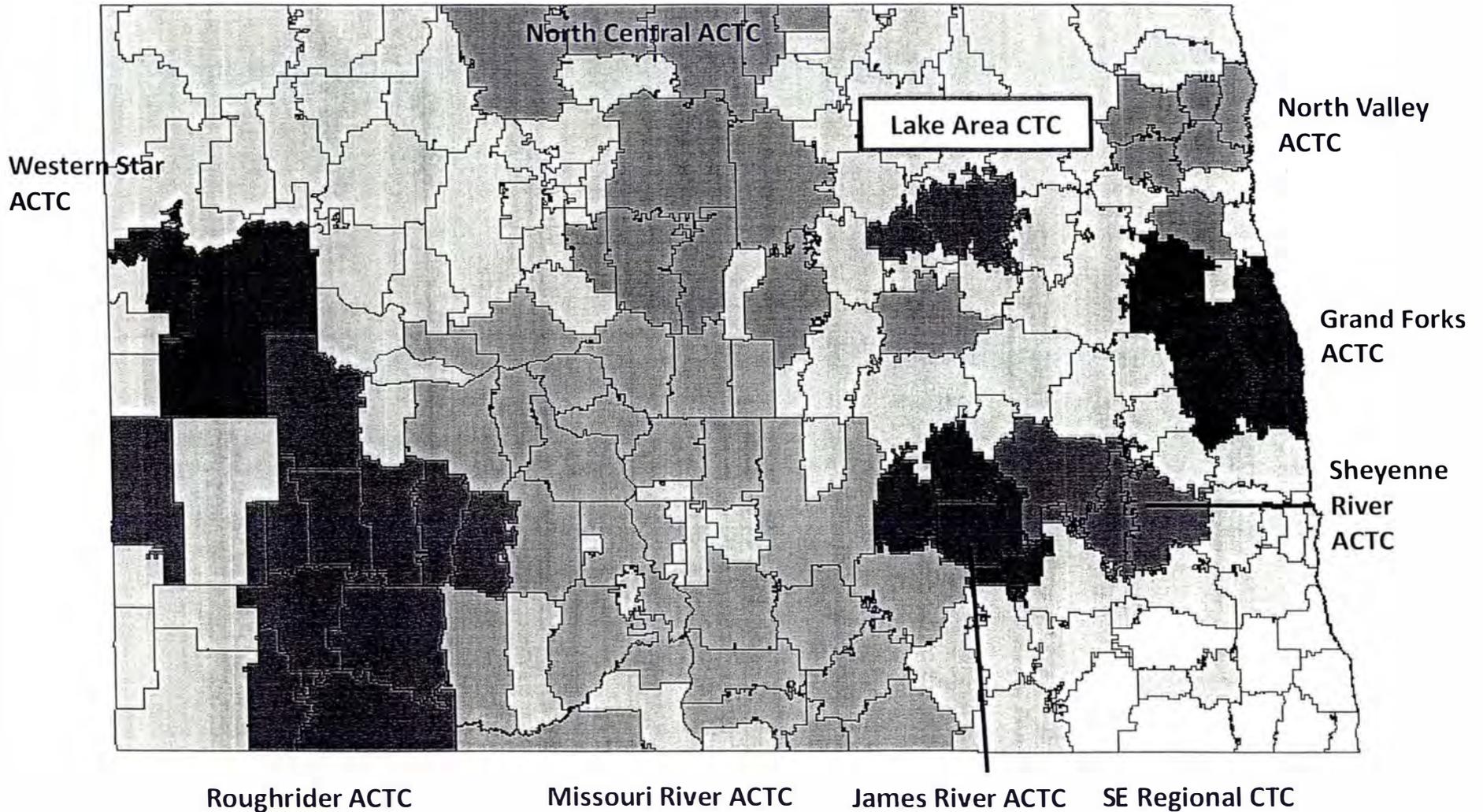
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<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Line Charge</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>	
<b>Binford (Midkota)</b>	Cooperstown (Griggs County)	GPS	\$286	1	4	\$300	
		GIS	\$286	1	4	\$300	
	Fessenden-Bowdon	GPS	\$286	1	4	\$300	
		GIS	\$286	1	4	\$300	
	Pingree-Buchanan	GPS	\$286	1	5	\$300	
		GIS	\$286	1	5	\$300	
<b>Bismarck (MRACTC)</b>	Berthold	Medical Careers I		2	6	\$250	
	Carrington	Medical Careers I		2	5	\$250	
	Elgin (Grant County)	Medical Careers I		2	6		
	Garrison	Medical Careers I		2	1		
	Goodrich	Certified Nurse Assistant			2	1	
		Prevention & Care of Athletic Injury			2	1	
	Mandan	Certified Nurse Assistant			2	1	
		Medical Careers I			2	7	
	Scranton (RRACTC)	Prevention & Care of Athletic Injury			2	1	\$250
		Prevention & Care of Athletic Injury			2	1	
	Wishek	Prevention & Care of Athletic Injury			2	1	
	<b>Bottineau</b>	Granville (NCACTC)	Sports and Entertainment Marketing		1	1	\$300
		Kensel	Sports and Entertainment Marketing	\$286	1	1	\$300
Rugby (NCACTC)		Sports and Entertainment Marketing		1	3	\$300	
<b>Devils Lake (ND School for the Deaf)</b>	Beulah (MRACTC)	ASL I		1	5	\$300	
		ASL II		1	5	\$300	
	Bottineau (NDACTC)	ASL101			1	7	\$300
		ASL102			1	7	\$300
	Cando	ASL101			1	1	\$300
		ASL102			1	1	\$300
	Carrington	ASL101			1	5	\$300
		ASL102			1	5	\$300
	Cavalier	ASL101			1	5	\$300
		ASL102			1	5	\$300
	Drake (NCACTC)	ASL101			1	3	\$300
		ASL102			1	3	\$300
	Goodrich (MRACTC)	ASL101			1	3	\$300
		ASL102			1	3	\$300
	HMB (MRACTC)	ASL I			1	4	\$300
		ASL II			1	4	\$300
	New Salem (MRACTC)	ASL I			1	1	\$300
		ASL II			1	1	\$300
	Scranton (RACTC)	ASL101			1	1	\$300
		ASL102			1	1	\$300
	Selfridge (MRACTC)	ASL I			1	2	\$300
		ASL II			1	2	\$300
	Turtle Lake (MRACTC)	ASL I			1	1	\$300
		ASL II			1	1	\$300
	Westhope (NCACTC)	ASL101			1	3	\$300
		ASL102			1	3	\$300
	Wilton (MRACTC)	ASL I			1	2	\$300
		ASL II			1	2	\$300
	Wishek (MRACTC)	ASL I			1	1	\$300
		ASL II			1	1	\$300
<b>Dickinson (RACTC)</b>							
Belfield	Beach	Health Careers		2	2	\$200	
		Medical Terminology		2	2	\$200	
		Sports Medicine		2	4	\$200	
	Bowman	Medical Terminology			2	3	\$250
		Health Careers			2	4	\$200
	Glen Ullin	Marketing I			1	8	\$200
		Marketing II			1	4	\$200

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Course Code</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
		Medical Terminology	07036	1	2	
		Medical Terminology	07036	1	1	
		Visual Basic	27122	1	1	
	Selfridge	GIS	27400	1	1	
		Intro to IT	27101	1	1	
		Information Technology	27219	1	1	
		Medical Careers II	07035	2	1	
	Tappen (Kidder County)	Medical Terminology	07036	1	2	
		Medical Terminology	07036	1	2	
	Steele (Kidder County)	Intro to IT	27101	1	7	
		IT Essentials	27219	1	7	
		Intro to Java	27125	1	4	
		Intro to Programming Languages	27120	1	1	
		Java	27127	1	4	
		Visual Basic	27122	1	1	
	Strasburg	Aviation I	17812	2	4	
		Intro to IT	27101	1	3	
		Intro to Programming Languages	27120	1	3	
		Information Technology	27219	1	3	
		Medical Careers I	07033	1	5	
		Medical Terminology	07036	1	1	
		Visual Basic	27122	1	3	
	Turtle Lake-Mercer	Aviation I	17812	2	5	
		Aviation II	17813	2	1	
		Electronics I	17150	2	2	
		GIS	27400	1	2	
		Intro to IT	27101	1	3	
		IT Essentials	27219	1	3	
		Medical Careers I	07033	2	1	
		Medical Terminology	07036	1	4	
		Medical Terminology	07036	1	1	
	Underwood	Medical Careers I	07033	2	3	
	Velya (NCACTC)	Electronics I	17150	2	7	\$250
	Washburn	Medical Careers I	07033	2	3	
		Medical Careers II	07035	2	1	
	Wilton	Aviation I	17812	2	3	
		Marketing	04210	2	2	
		Medical Careers I	07033	2	6	
		Medical Terminology	07036	1	1	
	Wishek	Aviation I	17812	2	1	
		Electronics	17150	2	1	
		Medical Careers I	07033	2	3	
		Medical Careers II	07035	2	1	
		Sports & Entertaining Marketing	04240	1	2	
	Zeeland	Aviation II	17813	2	1	
		Electronics I	17150	2	1	
		Intro to IT	27101	1	1	
		IT Essentials	27219	1	1	
		Medical Careers I	07033	2	1	
		Medical Terminology	07036	1	1	
Grafton (NVACTC)	Cavalier	Agriscience Tech I	01021	2	2	
		Agriscience Tech II	01022	2	1	
	Grafton	Agriscience Tech I	01021	2	1	
		Entrepreneurship	04111	2	4	
	Inkster (Midway)	Agriscience Tech I	01021	2	1	
	St. Thomas	Agriscience Tech II	01022	2	1	
	Valley-Edinburg	Agriscience Tech II	01022	2	1	
		Entrepreneurship	04111	2	5	

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Course Code</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
	Walhalla (North Border)	Agriscience Tech I	01021	2	1	
		Agriscience Tech II	01022	2	3	
Grand Forks (GFACTC)	Buxton (Central Valley)	Certified Nursing Assistant	07032	1	4	
		Medical Terminology	07036	1	4	
	Hatton	Auto Tech	17032	2	7	
		Medical Terminology	07036	1	4	
		Programming Essentials	27122	1	5	
	Hillsboro	Certified Nursing Assistant	07032	1	15	
		Medical Terminology	07036	1	14	
		Programming Essentials	27122	1	2	
	Larimore	Certified Nursing Assistant	07032	1	16	
		Medical Terminology	07036	1	15	
	May-Port CG	Certified Nursing Assistant	07032	1	1	
		Medical Terminology	07036	1	3	
		Programming Essentials	27122	1	4	
	Northwood	Certified Nursing Assistant	07032	1	5	
		Medical Terminology	07036	1	4	
		Programming Essentials	27122	1	1	
	Thompson	Certified Nursing Assistant	07032	1	10	
		Medical Terminology	07036	1	5	
Oakes (SERCTC)	Milnor	Marketing	04210	2	1	\$250
Wahpeton (SERCTC)	Lidgerwood	Agriscience Tech IV/Vet Science	01025	2	3	\$250
	Wahpeton	Agriscience Tech/Vet Science	01025	2	2	\$250
	Wyndmere	Agriscience Tech/Vet Science	01025	2	4	\$250
				<b>190</b>	<b>420</b>	

# Area Career and Technology Centers



**Area Career and Technology Centers  
Member Schools (91)  
2012 - 2013**

**Grand Forks Area CTC (Virtual)**

Central Valley, Grand Forks, Hatton, Hillsboro, Larimore, May-Port CG, Northwood, Thompson

**James Valley Area Career & Technology Center - Jamestown**

Jamestown, Medina, Montpelier, Pingree-Buchanan

**Lake Area Career & Technology Center -Devils Lake**

Devils Lake Central, Minnewaukan, School for the Deaf

**Missouri River Area CTC (Virtual)**

Ashley, Beulah, Bismarck, Center-Stanton, Elgin-New Leipzig, Flasher, Gackle-Streeter, Garrison, Goodrich, Hazen, HMB (Hazelton, Moffit, Braddock), Kidder County, Linton, Mandan, McClusky, Napoleon, New Salem, Selfridge, Solen-Cannonball, Standing Rock, Strasburg, Turtle Lake-Mercer, Underwood, Washburn, White Shield, Wilton, Wing, Wishek, Zeeland

**North Central Area CTC (Virtual)**

Bottineau, Drake, Dunseith, Harvey, MLS (Mohall, Lansford, Sherwood), New Rockford, Rugby, St John, Sawyer, TGU (Towner, Granville, Upham), Velva, Westhope

**North Valley Area Career & Technology Center- Grafton**

Drayton, Grafton, Inkster (Midway), Park River, St. Thomas, Valley-Edinburg

**Roughrider Area Career and Technology Center (Virtual)**

Beach, Belfield, Dickinson, Glen Ullin, Hebron, Hettinger, Killdeer, Mott-Regent, New England, Richardton-Taylor, Scranton, South Heart

**Sheyenne Valley Area Career and Technology Center – Valley City**

Barnes County North at Rogers & Wimbledon, Maple Valley-Tower City, Valley City

**Southeast Region Career & Technology Center - Wahpeton and Oakes**

Campbell-Tintah, Fairmount, Hankinson, Lidgerwood, Lisbon, Oakes, Richland-Colfax, Sargent Central, Wahpeton, Wyndmere

**Western Star Area CTC (Virtual)**

Alexander, Trenton, Watford City, Williston

## Career and Technical Education Performance of CTE Concentrators on ND Assessment

<b>Reading Achievement Rates</b>		
	CTE "Concentrators" met Proficient* level	All Students who met Proficient* level
Total Enrolled	77.1%	66.2%
Female	80.6%	70.8%
Male	74.5%	62.2%
American Indian or Alaska Native	57.8%	36.9%
Asian	56.3%	67.3%
Black or African American	54.3%	37.1%
Hispanic or Latino	57.8%	50.0%
White	79.2%	69.8%
Economically Disadvantaged/Low Income	68.2%	50.1%
Limited English Proficient	15.1%	15.0%
Single Parents	80.0%	N/A
Nontraditional Enrollees	74.9%	N/A
Individual with Disabilities	55.7%	34.7%
Migrant Students	50.0%	N/A

<b>Math Achievement Rates</b>		
	CTE "Concentrators" met Proficient* level	All Students who met Proficient* level
Total Enrolled	63.7%	57.3
Female	61.7%	55.5
Male	65.0%	59.1
American Indian or Alaska Native	48.3%	29.4
Asian	50.0%	61.1
Black or African American	33.3%	25.9
Hispanic or Latino	45.0%	38.3
White	65.3%	60.7
Economically Disadvantaged/Low Income	54.6%	38.6
Limited English Proficient	10.0%	13.1
Single Parents	20.0%	N/A
Nontraditional Enrollees	62.4%	N/A
Individual with Disabilities	51.9%	27.5
Migrant Students	25.0%	N/A

<b>High School Student Graduation Rates</b>		
	CTE Graduates	All Student Graduates
Total Enrolled	94.7%	86.2%
Female	94.7%	87.8%
Male	94.6%	84.8%
American Indian or Alaska Native	85.2%	62.0%
Asian	80.0%	87.6%
Black or African American	82.9%	74.0%
Hispanic or Latino	79.2%	75.6%
White	95.9%	89.5%
Economically Disadvantaged/Low Income	89.8%	72.8%
Limited English Proficient	65.7%	62.1%
Single Parents	83.3%	N/A
Nontraditional Enrollees	94.9%	N/A
Individual with Disabilities	81.1%	66.7%
Migrant Students	100.0%	N/A

\* Combines students who achieved a proficient or advanced proficient on the assessment  
 N/A = Data could not be disclosed  
 "Concentrator" = A CTE concentrator is a student who has earned two or more credits in a single CTE program area recognized by the state

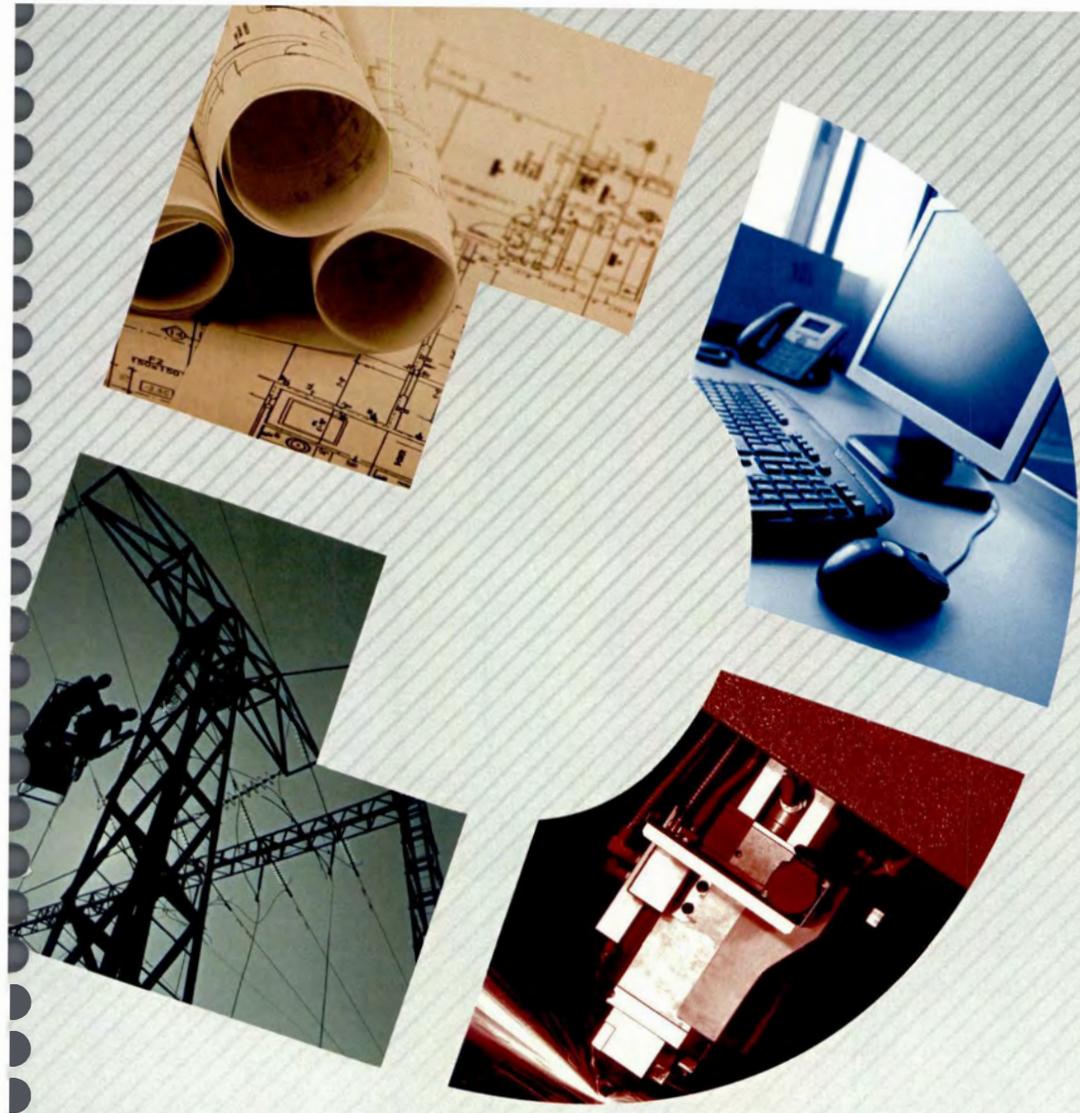
Eddie Arney |  
 SB 2019  
 2-8-13

<b>Budget</b>		
<b>FY 2011-2012 STATEMENT OF REVENUES, EXPENSES, AND FUNDING SOURCES</b>		
	Actual FY 2011	Actual FY 2012
<b>Revenues</b>		
Direct Training Revenues	\$5,628,615	\$6,743,927
Community/Regional Funds	\$35,000	\$0
Institutional Funds	\$155,041	\$153,388
Grant Funding	\$311,114	\$342,334
State General Fund	\$1,509,201	\$1,500,000
<b>Total Revenues</b>	<b>\$7,638,971</b>	<b>\$8,739,649</b>
<b>Expenditures</b>		
<b>Total Direct Training Expenditures</b>	<b>\$2,575,264</b>	<b>\$3,172,714</b>
<b>Outreach/Coordination Expenses</b>		
Total Salaries/Wages/Benefits	\$2,726,853	\$3,701,707
Marketing	\$144,533	\$132,721
Travel	\$103,257	\$118,495
Other Operating Expense	\$554,884	\$574,164
New Initiatives	\$68,144	\$92,009
Professional Development	\$81,262	\$114,137
Transfer of Funds to WSC	\$526,000	
<b>Total Operational Expenses</b>	<b>\$1,478,080</b>	<b>\$1,031,526</b>
<b>Total Expenditures</b>	<b>\$6,780,197</b>	<b>\$8,937,473</b>
<b>Net Result For Future Investments</b>	<b>\$858,774</b>	<b>\$833,702</b>

# Budget

## FY 2011 - 2012 STATEMENT OF REVENUES, EXPENSES, AND FUNDING SOURCES

	Northwest Actual FY 2011	Northwest Actual FY 2012	Northeast Actual FY 2011	Northeast Actual FY 2012	Southeast Actual FY 2011	Southeast Actual FY 2012	Southwest Actual FY 2011	Southwest Actual FY 2012
<b>Revenues</b>								
Direct Training Revenues	\$2,037,056	\$2,936,480	\$325,410	\$464,160	\$1,894,603	\$2,127,453	\$1,371,546	\$1,215,834
Community/Regional Funds	\$35,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Institutional Funds	\$0	\$0	\$7,841	\$6,188	\$147,200	\$147,200	\$0	\$0
Grant Funding	\$311,114	\$218,349	\$0	\$0	\$0	\$0	\$0	\$123,985
State General Fund	\$242,880	\$255,934	\$275,338	\$267,746	\$604,245	\$585,534	\$386,738	\$390,786
<b>Total Revenues</b>	<b>\$2,626,050</b>	<b>\$3,410,763</b>	<b>\$608,589</b>	<b>\$738,094</b>	<b>\$2,646,048</b>	<b>\$2,860,187</b>	<b>\$1,758,284</b>	<b>\$1,730,605</b>
<b>Expenditures</b>								
<b>Total Direct Training Expenditures</b>	<b>\$908,155</b>	<b>\$1,511,759</b>	<b>\$179,227</b>	<b>\$132,738</b>	<b>\$736,092</b>	<b>\$792,037</b>	<b>\$751,790</b>	<b>\$736,180</b>
<b>Outreach/Coordination Expenses</b>								
Total Salaries/Wages/Benefits	\$476,361	\$1,355,914	\$286,197	\$280,848	\$1,378,443	\$1,387,126	\$585,852	\$677,819
Marketing	\$37,298	\$16,569	\$5,761	\$20,078	\$63,456	\$64,000	\$38,018	\$32,074
Travel	\$12,007	\$3,930	\$15,805	\$20,074	\$63,899	\$62,346	\$11,546	\$32,145
Other Operating Expense	\$46,608	\$57,816	\$48,853	\$32,538	\$424,574	\$452,910	\$34,849	\$30,900
New Initiatives	\$52,634	\$21,704	\$0	\$0	\$0	\$0	\$15,510	\$70,305
Professional Development	\$21,561	\$39,155	\$3,234	\$25,577	\$38,500	\$36,000	\$17,967	\$13,405
Transfer of Funds to WSC	\$526,000							
<b>Total Operational Expenses</b>	<b>\$696,108</b>	<b>\$139,174</b>	<b>\$73,653</b>	<b>\$98,267</b>	<b>\$590,429</b>	<b>\$615,256</b>	<b>\$117,890</b>	<b>\$178,829</b>
<b>Total Expenditures</b>	<b>\$2,080,624</b>	<b>\$3,006,847</b>	<b>\$539,077</b>	<b>\$511,853</b>	<b>\$2,704,964</b>	<b>\$2,794,419</b>	<b>\$1,455,532</b>	<b>\$1,592,828</b>
<b>Net Result For Future Investments</b>	<b>\$545,426</b>	<b>\$403,916</b>	<b>\$69,512</b>	<b>\$226,241</b>	<b>-\$58,916</b>	<b>\$65,768</b>	<b>\$302,752</b>	<b>\$137,777</b>



# Business Plan

Fiscal Years 2012–2013



**train** 

[It's a competitive world. Train for it.]

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## MISSION AND VALUE STATEMENTS

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### **Mission**

TrainND provides training for North Dakota business and industry enhancing their ability to compete globally.

### **Value Statements**

Timely – provided WHEN our customers need it

Relevant – designed for WHAT our customers need

Adaptable – customized to SUIT our customers

Innovative – developed with CURRENT trends in mind

Natural – instructors who FIT the topic and the audience

Networked – statewide partnerships to COLLABORATE efficiently

Dependable – committed to RESPOND promptly

### **Statewide Goal**

The “statewide goal” is outlined in the NDUS Strategic Plan and Objectives, 2009-2013. The TrainND goal is to increase the number of businesses served by at least 4 percent by 2013.

This goal supports the Roundtable cornerstone of economic development and goal 3 in the strategic plan: The North Dakota University System increases the overall vitality of the state through exceptional education, research, training, and service.

For clarification purposes, “workforce training” (WFT) is defined as training which is oriented toward serving the training needs of business and industry. It is business and industry-driven and often involves customized or contract training. In contrast, “workforce development” refers to education or training oriented toward meeting the education and training needs of individuals including K-12, higher education, continuing education and life-long learning.

## STATEMENT FROM THE CHAIR

In today's business world it is vital for organizations like TrainND to change rapidly to meet market demands and to adjust to the ever-changing global economy. An organization that is capable of prompt responses to change demonstrates a culture of constant improvement. Those within an innovative organization are capable of creating the change necessary to increase productivity. Synergy empowers all to look for ways to save the organization money and time.

An entrepreneurial spirit means being open to risk and to new ways of doing things. It means seeking out new opportunities for programs, products, and services – and turning a want into a new project, a new source of revenue, or a new relationship. TrainND is entrepreneurial and fosters a culture that:

- Is open to risk and new ways of conducting business
- Embraces emerging trends
- Seeks out new opportunities for programs and services
- Develops training needs into a source of revenue

Future planning is needed to understand regional, state, national, and global training dynamics. The strategy for TrainND is to attract resources needed through:

- Public/private partnerships
- Effective/profitable training
- Global relationships/partnerships
- Collaborative process

The new world of work demands new competencies, courage, and confidence. Our success in the evolving and dynamically charged workplace is dependent upon our ability to anticipate and adapt to emerging demands and new expectations. TrainND will deliberately and decisively match talents, skill sets, experience, and temperament to changing marketplace demands and dynamic organizational conditions.

Culture, Partnerships, Relationships, Change, Innovation, and Entrepreneurship are the leading objectives for TrainND.

Sincerely,

Deanette Piesik  
*Chair*  
TrainND Director

***It's a competitive world. Train for it!***

## FOUNDATION

The workforce training system resulted from a 31-member statewide task force on workforce development and training formed in 1998 to research “best practices” in other states and to design a more effective workforce training system in North Dakota. This initiative was coordinated by the Greater North Dakota Chamber of Commerce and resulted in a proposal for the North Dakota University System and the state legislature. These recommendations were enacted into legislation during the 1999 session. The primary purpose of House Bill 1443 (1999) was to develop a world-class workforce training system in North Dakota. The key components include: the establishment of four service regions within the state; designation of primary responsibility for providing workforce training for business and industry to four two-year colleges in the North Dakota University System; the establishment of local advisory boards; financial support from state funds, local/regional funds, institution support, and training fees; and the development of collaborative relationships.

The State Board of Higher Education further defined the roles and responsibilities (NDCC 52-08, June 1999) of the Advisory Boards are to:

- Make recommendations concerning priorities of the workforce training region
- Assist in identifying skill shortages and workforce training needs
- Provide input for preparation of the business plan
- Make recommendations for funding the business plan
- Provide connections between institutions and business, labor and industry associations
- Assist with establishing strong and effective partnerships with other NDUS institutions and all other related colleges, organizations, and agencies
- Provide fund-raising support, when necessary, to achieve the goals set forth in the business plan for the workforce training region

- Assist the College and Technical Education Council with the development of performance measurements for workforce training
- Serve as an advocate for workforce training
- Assist with preparation or review of annual workforce training reports

A meeting was held in 2004 with the four Advisory Boards and the original steering committee to determine the next steps for the workforce training system. In order for the regions to move to the next level of service while maintaining a high level of accountability the Advisory Boards of the four workforce training regions identified three major conclusions: 1. The workforce training system has been very effective in responding to needs of business and industry. 2. The workforce training system has reached its capacity with its current resources. 3. The number of businesses and employees served will remain relatively constant unless or until additional resources are received.

These recommendations resulted in increased funding during the 2007-09 biennium that enabled TrainND to increase its outreach and service to North Dakota.

In June 2010, the NDUS and Legislative Interim Workforce Committee jointly convened a Workforce Training Forum to examine the status of training activities, including: effectiveness in meeting training needs of business and industry in the respective regions; responsiveness, results achieved, financial performance, and other performance measures; and review of an appropriate funding mechanism. Participants included legislators, the Chancellor, community college Presidents, TrainND representatives, and business/industry representatives. The Forum concluded that the workforce training model and funding mechanism are effectively achieving results and that TrainND must maintain its primary focus on involvement of business and industry.

The statewide TrainND Directors meet quarterly to update each other on new initiatives and trends, and to strengthen cross-region training alliances. The intent is to provide the businesses in each region with a single contact number and location for all of their training needs. A Position Statement on Cross Region Alliances outlines the collaborative efforts to offer services and training in order to provide a unified and seamless system of training. Each region is based at a community college and offers specific expertise in various training fields. If a TrainND region does not have the expertise needed to provide that training they will collaborate with the appropriate region. The regions are to use the trainers, curriculum, and equipment already available in each region to speed the delivery of training and reduce replication of high cost development. In an effort to provide quality customer service in an individualized and customized manner to the employers of North Dakota, TrainND representatives agree to provide a clear message that we are the state's workforce training system.

In order to identify, expand, diversify, and reduce replication, the regions continue to collaborate with several agencies including the Department of Commerce, Job Service North Dakota, the U.S. Small Business Administration, tribal colleges, local economic developers, state agencies, vocational centers, and secondary schools with vocational educational programs. The goal of these strategic alliances is to increase current resources and partnership opportunities by opening the lines of communication among agencies. The anticipated outcomes with these alliances include:

1. Understand each agency's services;
2. Increase involvement and shared resources;
3. Develop a referral service for agencies' services;
4. Provide information to plan and serve the state's business needs.

# COLLABORATION POLICY

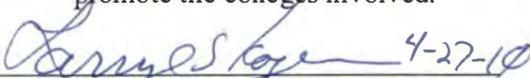
## Collaboration Policy for Cross Regional Training

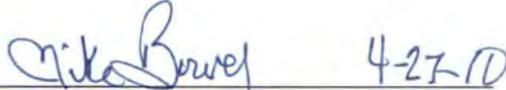
*TrainND provides training for North Dakota business and industry enhancing their ability to compete globally.*

In an effort to provide quality customer service in an individualized and customized manner to the employers of North Dakota, TrainND representatives agree to provide a clear message that we are the state's workforce training system. TrainND is a unified system made up of four distinct regions, each based at a community college. TrainND is a system where four regions and their personnel act as brokers in order to identify the appropriate training to serve the needs of the customer. The strength of this system is that it allows the unique needs of each region to be met while collectively providing resources that serve the state as a whole.

The following guidelines ensure that the TrainND system is successful in meeting the needs of business and industry.

1. Upon receiving a request for training outside your region:
  - a. When a training lead is obtained from outside one's region it is the responsibility for that region who obtained the lead to contact the region's representative in order for the appropriate and immediate follow up with the customer to determine their needs.
  - b. Contact the appropriate region to work out the details of the contract and the regional partnership.
2. In recognizing that each region has training specialties and content experts, the four regions will contract with those regions in order to deliver the training requested by the customer. In a collaborative effort the region in which the client is located will determine the appropriate means to proceed. (An example: When providing training in another region, revenue and expenses will stay with the region providing the customized training. The counts for the businesses served and employees trained will stay with the region where the company is located. This will address the region's responsibility and accountability).
3. List the cooperating region's name and representatives on all bids, proposals, contracts, and training materials when providing training outside of the region in which the customer is located.
4. In the event two or more regions are collaborating, use the statewide TrainND logo, as well as promote the colleges involved.

  
Dr. Larry Skogen, BSC                      4-27-10                      Date

  
Dr. Mike Bower, LRSC                      4-27-10                      Date

  
Dr. Raymond Nadolny, WSC                      4-27-10                      Date

  
Dr. John Richman, NDSCS                      4-27-10                      Date

Revised: March 21, 2010

The state has worked hard to create the best business environment possible and in this global market North Dakota must continue to provide those resources that can stimulate growth and ensure businesses remain highly competitive.

While North Dakota hasn't suffered as much as many areas as a result of the recession, firms here are feeling the effects. Exports and employment are down, especially in manufacturing. On the other hand, home prices have remained stable and the current debt and credit crisis has had less impact here than in the rest of the country. However, the potential exists for more negative impact before the recession is over.

Because healthcare is our largest employer and carbon-based energy is a significant and growing part of our economy, national government policy changes such as health care reform and cap-and-trade will have a major effect on North Dakota.

North Dakota's economic growth is creating new challenges such as housing shortages, childcare needs, stress on infrastructure and water resources, and the recruitment and retention of an efficient, effective workforce.

According to the North Dakota Economic Development Strategic Plan, the fastest growing sector of the state's economy is natural resources, led by oil and gas followed by management, professional and technical services, construction, transportation, and agriculture. Information had the sharpest percentage decline driven by significant changes and job losses in the newspaper and media business. Manufacturing, trade, finance, and real estate showed slight percentage decreases.

### **Emerging Sectors**

#### **Chemicals and Plastics**

Currently, this is a small sector in North Dakota that offers growth potential because of oil and gas development and emerging bio-fuels. This sector includes manufacturers of refined petroleum products into non-durable end products made from hydrocarbons such as benzene or durable end products made of plastic.

#### **Agriculture**

By far the strongest industry sector in North Dakota is agriculture. This sector points clearly to the extraordinarily important role North Dakota plays in raising crops and livestock to feed the world's growing population and meet increasing demands for renewable energy. Based on three-year estimates obtained in the 2006-2008 American Communities Survey, agriculture in North Dakota employs more than 29,000 workers.

#### **Natural Resources**

North Dakota's second strongest private sector is natural resources, which includes oil and gas production and coal mining. According to 2008 U.S. Bureau of Labor Statistics, the state employs almost 7,000 workers in this sector.

#### **Higher Education and Research**

This sector includes teaching professionals and staff in both public and private universities, community colleges, and commercial and noncommercial research organizations.

#### **Tourism**

Recent studies show North Dakota's tourism growth has outpaced the nation, 37.6 percent since 2001 compared to the nation's growth of 31 percent according to the U.S. Travel Association.

## TRAINING TRENDS

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### Other sectors of strength for North Dakota

- Utilities: electric services, gas distribution, water supplies, and irrigation systems. Utilities are strongly influenced by North Dakota's strengths in natural resources and agriculture.
- Wholesale Trade: the strength of this sector is most likely connected to the state's strong agricultural economy.

Employment indicators released by the U.S. Bureau of Labor Statistics show significant decreases in manufacturing employment and clearly show that the U.S. economy is transitioning away from manufacturing toward a more service-oriented economy. Services include jobs in law, information technology, engineering, software development, architecture, accounting, and research services.

Another ongoing impact to the ND labor force is the retirement of the baby boom generation. Although economics may have extended the length of a career, ND business will still be impacted by a significant number of vacancies.

In response to the economic climate of North Dakota, the statewide TrainND regions will:

- Continue developing curriculum and training for the state's growth industries, including healthcare, technical, energy, and service industries
- Continue providing training and solutions that foster entrepreneurship and nurture a business culture
- Provide needs assessments at clients' request
- Provide training on performance management strategies
- Partner with new and emerging industries

- Prepare business for a smooth transition from one generation to the next through succession planning, training initiatives, retention programs, mentorship programs, leadership certifications
- Continue refining training programs to develop the skills needed by the state's businesses and industries.
- Continue participation with the Workforce Intelligence Council
- Provide training using a variety of delivery methods: IVN, Web, on-line, labs, on-site, face to face, etc.

This assessment is based on data collected from the following sources:

- U.S. Bureau of Labor Statistics
- ND Department of Commerce, Tourism Division
- North Dakota Job Service
- ND Industrial Commission, Oil & Gas Division
- North Dakota data from Base Year 2006 to Projected Year 2016 (all industries).

Performance measures for TrainND were originally recommended by the statewide Task Force on Workforce Development and Training and agreed upon by all workforce training regions in North Dakota. These performance measures have been approved by the North Dakota State Board of Higher Education, the North Dakota Legislature and the College Technical Education Council. These measures are evaluated via standardized assessment tools given post-training to both the training participant and the contracted employer/organization.

The performance measures are reviewed at regional strategic planning and Advisory Board meetings. They are reported to the ND Legislature and its Interim Committees, the North Dakota Board of Higher Education and the College Technical Education Council on a yearly basis.

### **Advisory Board Data**

In order to foster the role of the Advisory Board as outlined in HB 1443 (1999), the following data is collected:

- Business name and address
- Training location
- Training date
- Course title
- Length of training
- Number of participants
- Total contact hours
- Gross revenue
- NAICS Code
- Overall evaluation rating by clients
- Overall evaluation rating by participants

### **North Dakota University System (NDUS) Data**

In order to satisfy accountability reporting, the following data is provided annually:

- Budget update and comparison tracking
- Number and percentage of businesses served
- Number and percentage of businesses requesting repeat training
- Level of overall satisfaction based on results provided by employer and employee surveys
- Gross Revenue generated from training
- Number of training referrals made to other TrainND regions or other organizations
- Number of participants - unduplicated
- Number of training events

### **North Dakota Department of Commerce Data**

TrainND and the Department of Commerce are working to ensure alignment between the original legislative goal for TrainND (“to serve the workforce needs of business and industry and to serve as a broker in arranging the delivery of training”) and performance accountability reporting as cited in ND Century Code 54-60-19.2. Performance measures such as the number of business customers, repeat customers, number of individuals trained and customer satisfaction ratings will be established to measure the outcomes related to the TrainND goal of serving the workforce needs of North Dakota’s employers. This alignment will be completed with performance measures to be finalized by July 1, 2011.

## FINANCIAL HISTORY AND PROJECTIONS

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A financial history for TrainND activity in FY 2009 and 2010 is provided on the following spreadsheet. TrainND has also provided the financial projections for FY 2011, 2012, and 2013.

The four TrainND regions collectively delivered over \$4,490,000 in training to businesses in the state in Fiscal Year 2010. Comparing direct training revenue to state aid, TrainND earns approximately \$3.01 for every dollar provided through legislative aid.

Both state aid and net margin are used to pay for costs that are non-billable to the client. Such costs include program management, support staff, outreach to potential new clients, awareness building, and office supplies.

Funds listed under net results for future investments can include grant dollars received that fiscal year, but not spent. Many times grant dollars expenses cross several fiscal years. These dollars are often used to enhance programs with new equipment, for upgrades in software and equipment, investing in trainers through professional development, etc.

Of great value, but not quantified in this report, are the in-kind services provided by the four community colleges charged with operating the four TrainND regions in the state. These institutions provide physical space, utilities, and equipment for both office and training activities. Leadership is provided by the College Presidents, not to mention indirect services provided by payroll, business offices, plant services, and others too numerous to mention.

**FY 2009-2013 STATEMENT OF REVENUES, EXPENSES, AND FUNDING SOURCES**

	Actual FY 2009	Actual FY 2010	Budget FY 2011	Budget FY 2012	Budget FY 2013
<b>Revenues</b>					
Direct Training Revenues	\$3,797,183	\$4,491,987	\$4,351,010	\$4,702,000	\$4,868,142
Community/Regional Funds	\$15,000	\$24,750	\$0	\$0	\$0
Institutional Funds	\$97,456	\$17,841	\$42,955	\$10,000	\$10,000
Grant Funding	\$523,694	\$0	\$0	\$300,000	\$300,000
State General Fund	\$1,510,600	\$1,491,553	\$1,508,446	\$1,500,000	\$1,500,000
<b>Total Revenues</b>	<b>\$5,943,933</b>	<b>\$6,026,131</b>	<b>\$5,902,411</b>	<b>\$6,512,000</b>	<b>\$6,678,142</b>

	Actual FY 2009	Actual FY 2010	Budget FY 2011	Budget FY 2012	Budget FY 2013
<b>Expenditures</b>					
<b>Total Direct Training Expenditures</b>	<b>\$2,431,843</b>	<b>\$2,188,786</b>	<b>\$2,265,081</b>	<b>\$2,376,490</b>	<b>\$2,525,920</b>
<b>Outreach/Coordination Expenses</b>					
Total Salaries/Wages/Benefits	\$2,192,926	\$2,418,631	\$2,744,600	\$2,925,763	\$3,050,086
Marketing	\$117,885	\$118,023	\$147,750	\$230,000	\$235,000
Travel	\$122,901	\$102,009	\$139,000	\$126,000	\$123,000
Other Operating Expense	\$321,021	\$537,285	\$258,850	\$293,000	\$296,000
New Initiatives	\$227,764	\$83,568	\$113,000	\$125,000	\$175,000
Professional Development	\$88,132	\$67,589	\$108,500	\$72,000	\$70,000
<b>Total Operational Expenses</b>	<b>\$877,704</b>	<b>\$908,474</b>	<b>\$767,100</b>	<b>\$846,000</b>	<b>\$899,000</b>
<b>Total Expenditures</b>	<b>\$5,502,472</b>	<b>\$5,515,891</b>	<b>\$5,776,781</b>	<b>\$6,148,253</b>	<b>\$6,475,006</b>

<b>Net Result For Future Investments</b>	<b>\$441,460</b>	<b>\$510,240</b>	<b>\$125,630</b>	<b>\$363,747</b>	<b>\$203,136</b>
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TrainND Northwest will continue its focus on awareness and expansion of services provided to business and industry in State Planning Regions I and II. These regions are comprised primarily of small businesses (50 employees or less) and will require that we expand our outreach efforts to outlying areas by building partnerships and offering open training to meet small business needs. Our goal is to expand the training services we offer to smaller businesses while maintaining our service to larger businesses.

The largest industry employer in Planning Regions I and II is Mining, with 24 percent of the employment, followed by Construction, Transportation, and then Agriculture (Job Service ND 2009 Report). These industries participate in many of the training programs provided by TrainND. The top occupations for anticipated openings due to new job growth as identified by Job Service ND through 2018 are Roustabouts, Service Unit Operators, Networks Systems/Data Communication Analysts, Wellhead Pumpers, and Derrick Operators. Most of these positions are in the oil and gas industry.

Relationship building is vital to the success of the TrainND Division. The Training Specialists demonstrate that they are trustworthy, competent, and credible as business consultants and advisors. Customers are assured of reliability and can count on our representatives to protect their interests, respond quickly to meet special needs, and offer reliable business training results.

The Training Specialists build strong relationships by:

- Establishing professional credibility
- Building trust
- Demonstrating the value of a relationship with every customer
- Analyzing the customer's marketplace and business strategy
- Gaining a clear understanding of the customer's business processes
- Recognizing the customer's long-term goals and priorities

TrainND's activities are reported to and its success is measured by the Advisory Board, North Dakota University System, and other constituents served. As a state workforce system, all four regions are collecting similar information using consistent measurement and reporting procedures that will represent the success of the workforce training initiative. Businesses and employees continue to report a high level of satisfaction with training received through the system. These results demonstrate responsiveness by the training system to a strong demand for workforce training in the state. Quality of the workforce or the availability of a well-educated, highly-skilled workforce has been identified as the single most important factor that determines the success of business and industry.

Provide training for business and industry in Northwest North Dakota.

### Objectives for FY 2012

- Provide customized training to 285 regional businesses
- Train 5,000 employees (unduplicated count)
- Contact 425 businesses in the region
- Meet budgeted training revenue as outlined in the Biennial Business Plan
- Maintain a 98% or higher satisfaction level for the training provided to business/industry

### Objectives for FY 2013

- Provide customized training to 300 regional businesses
- Train 5,250 employees (unduplicated count)
- Contact 440 businesses in the region
- Meet budgeted training revenue as outlined in the Biennial Business Plan
- Maintain a 98% or higher satisfaction level for the training provided to business/industry

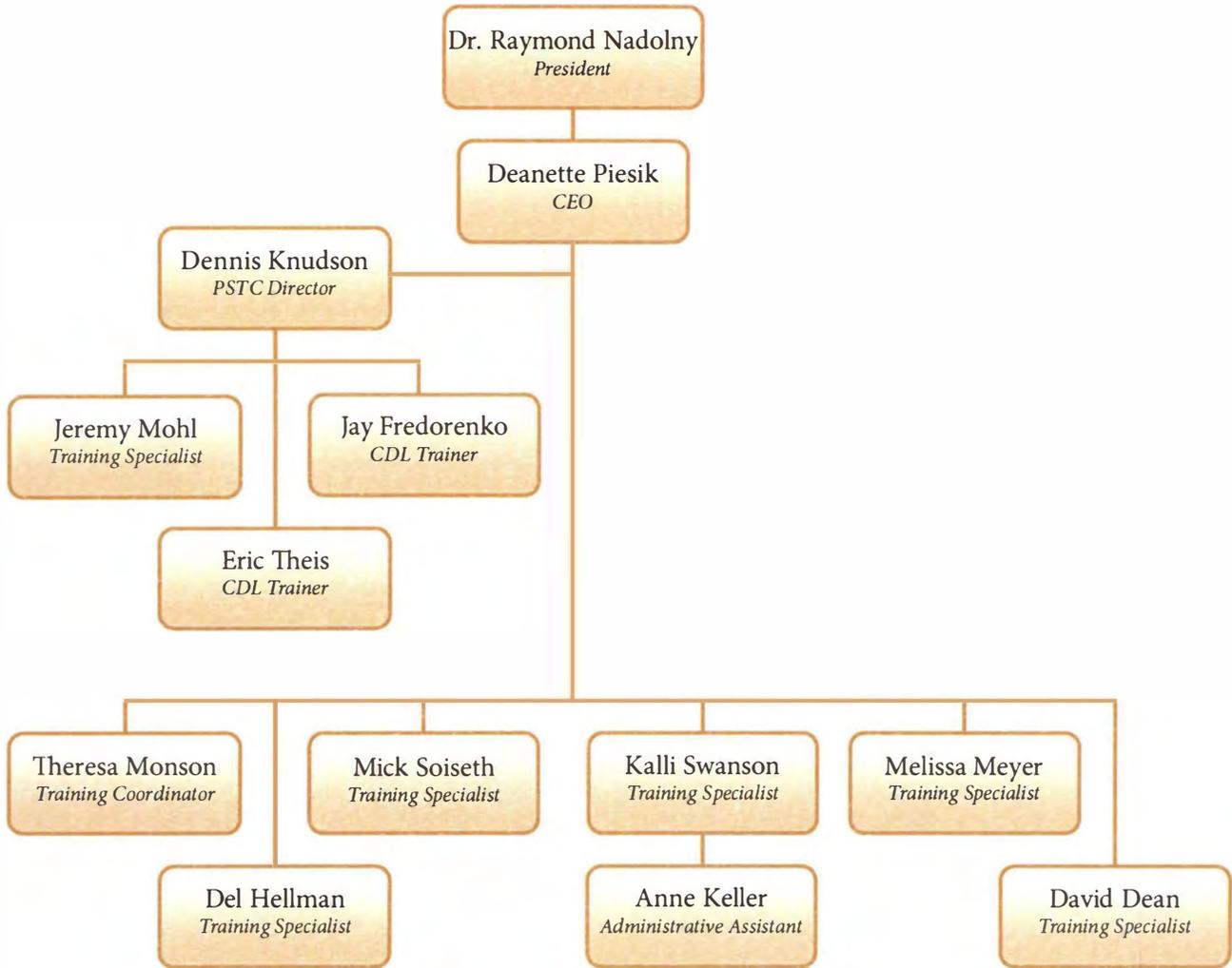
The following strategies will be implemented in order to accomplish the objectives:

- Serve as marketer, broker, and coordinator of training programs
- Implement an infrastructure that will support business, industry, and organizations
- Collaborate with business and industry to promote economic development
- Identify and develop trainers and facilitators
- Develop a marketing plan
- Collaborate with other regions
- Partner to serve one global community

As the training industry changes, staff will need to adapt skills and knowledge to deliver leading-edge services and techniques. This will be accomplished by attending state, regional, and national trainings and conferences that focus on training issues. Staff represent TrainND at regional, state, and national meetings as well as present information to interested businesses, organizations, and agencies.

<b>Member</b>	<b>Affiliation</b>	<b>City</b>
Dean Arnson	Sun Well Service	Williston
Wayne Biberdorf	WB Consulting, LLC	Williston
Kurt Ehrmantraut	Job Service North Dakota	Bismarck
Brent Eslinger	Halliburton Energy Services	Williston
Terry Fredrickson	Hess	Tioga
Sherry Kondos	SRT	Minot
Terry Kovacevich	Marathon Oil	Dickinson
Ryan Leiningner	S & S Chemical, INC	Williston
Bill Morris	Schlumberger	Williston
Rory Nelson	Tioga Gas Plant	Tioga
Diane Olson	Bottineau County EDC	Bottineau
John Olson	Nabors Well Service	Williston
Tanya Vachal	Job Service North Dakota	Williston
Terry Wilbur	Mandaree Enterprises	New Town
Shawn Wenko	Workforce Development	Williston

# ORGANIZATIONAL CHART



There are a total of 12 FTE positions in the division.

Williston State College (WSC) plays a vital role in managing the TrainND region. Dr. Raymond Nadolny, WSC President, holds primary responsibility for the TrainND Division. Justin Maddison, Vice President of Business Affairs, oversees the financial goals of the division.

Deanette Piesik, Chief Executive Officer of Continuing Education and TrainND, manages the division. Her responsibilities include budgeting; pricing guidelines; hiring, training, and supervision of the TrainND staff; and liaison to the Advisory Board. The CEO sets policies and guidelines; ensures that the goals and objectives in the business plan are carried out; directs the TrainND staff; networks with public and private higher education institutions, local development organizations, private sector trainers, vocational centers, high schools, tribal colleges, and other state agencies involved in workforce training; performs public relations and contributes to the overall marketing effort in the region.

Dennis Knudson, Director of the Petroleum Safety and Technology Center of Excellence is responsible for all technical training activities. His responsibilities include supervising staff, development, and implementation of oil and gas programs, Commercial Drivers License Training Program, and specialty training.

The Training Specialists develop relationships with business and industry, make sales calls, sell training, design training packages, contract with trainers, and work with support staff to guarantee customer satisfaction. Currently these positions are filled by Melissa Meyer, Jeremy Mohl, Del Hellman, Mick Soiseth, and David Dean at Williston State College; and Kalli Swanson in Minot. They have experience in developing and delivering business and industry training.

Support is provided by the Training Coordinator/Administrative Assistant in both the Minot and Williston offices. Theresa Monson serves as Training Coordinator in Williston and Anne Keller serves as Administrative Assistant in Minot. Their duties include arranging facilities/equipment, scheduling training programs, maintaining training records, maintaining a database of trainers, providing support services to trainers, coordinating services for training activities, and processing of documents.

The contract trainers are critical to the success of TrainND Northwest. Trainers are carefully selected for their expertise, and their ability to work with, and respond to business/industry needs. The TrainND Division trainers must know their subject matter, understand the audience, be well prepared, have training experience in the industry, be comfortable working with adults, display enthusiasm and excitement, use proper presentation skills, present concepts-ideas-facts, be flexible to logistics of industrial training, use a variety of instructional aids, and have the ability to address delicate situations.

TrainND Northwest will continue to partner with other service providers. These service providers include colleges and universities within the University System, tribal colleges, private sector businesses, associations, unions, chambers of commerce, economic development organizations and in-house company trainers. We will continue to collaborate with others to provide premier training in our region.

In July 1999, Williston State College was assigned primary responsibility for the workforce training initiative for the northwest region of North Dakota. Williston State College's Office of Continuing Education was responsible for the new division. At that time, two offices were established to serve the ten-county region. The first is located on the Williston State College campus in the Crighton Building (1410 University Avenue, Williston). The second office is located in Minot and is housed with the Job Service North Dakota Office (3416 North Broadway, Minot).

In June of 2009 the Petroleum Safety and Technology Center of Excellence building (421 22nd Avenue East, Williston) opened. The purpose of this facility is to offer technical and entry level training programs for the oil and gas industry.

To serve the growing needs of the health care industry, partnerships have been established with regional hospitals and long term care associations. Facilities in Williston, Minot, and Bottineau are utilized to provide training for their staff.

The TrainND Division in Williston has a computer lab and four training rooms. The computer lab has 12 state-of-the-art personal computer stations and one instructor station. The four training rooms have specialized safety training equipment with the latest technology available.

TrainND Northwest partners with Minot State University and the Adult Learning Center to offer computer training, as well as other types of training at their facilities.

The Petroleum Safety and Technology Center (PSTC) has three classrooms and offices. The building and training site is located in the East Industrial Park. The Center was started with the assistance of area oil and gas companies, as well as the State of North

Dakota. The main purpose of the program was to train entry level workers for the oilfield. Since that time the training facility has evolved to offer technical training as well. The building and site allow students to learn in a classroom environment and then receive hands-on experience on the oilfield equipment located adjacent to the building. The main areas of technical training are:

### **Introduction to Oil and Gas Operations for Office Personnel**

This 8-hour course, including classroom instruction and a field trip to a rig, is a comprehensive primer on oil and gas operations designed for administrative support staff and newcomers to the oil and gas industry in North Dakota. From basic geology and reservoir characteristics to regulations, tools, and procedures required throughout the lifecycle of a well, this course aims to provide participants the resources, concepts, and terminology to more efficiently and productively function in an oil and gas office environment.

### **Lease Operator Program**

The Lease Operator program is designed to provide technically oriented entry-level employees with the basic knowledge and skills of production processes and equipment operation required to efficiently and safely monitor, trouble shoot, and operate oil and natural gas wells in their area of responsibility.

### **Floorhand for Well Servicing Class**

This program prepares students for entry level employment on a service rig. The training provides students with an understanding of petroleum technology and its principles of operation and control. Students will understand the technical aspects of the work, the responsibilities of the work, and the importance of safety.

### **Commercial Drivers License**

The Commercial Drivers License Program is a three-week, 135-hour course. The training includes: classroom instruction and behind the wheel driving. This program offers the best opportunity to learn by presenting information in hands-on situations from behind the wheel and from experienced instructors in the classroom. The course is comprehensive and includes all materials, training aids, and preparation to take the state regulated CDL test.

### **Fire Protection Training**

Fire Protection and Control is a 4-hour program designed to improve the individual's ability to safely handle a fire emergency. Students learn through hands-on experience either in the comfort of the classroom with our portable digital simulator or with live fire training at our outdoor training site using various types of obstacles and fuels.

### **Aerial Lift**

This 6-hour training is designed to familiarize individuals with the requirements of OSHA Standard 1926.453 and ANSI A92.2 2001. Some of the topics covered are vehicle requirements, inspections, maintenance, fall protection, hazards, lateral/dynamic stability, and safe work practices. The training includes classroom instruction as well as hands-on training.

### **Well Control for Drillers and Workover Rigs**

Well control training and certification is a necessity for drilling contractors, well-servicing companies, consultants, and operators. Well-training personnel reduce the likelihood of blowouts, minimize lost time, and damages caused by well-control problems, and generally enhance the overall operational safety. This class is IADC (International Association of Drilling Contractors) accredited.

### **OSHA**

Classes are offered in partnership with Rocky Mountain Education Center, Region 8 OSHA Office.

### **Safety Training**

These courses cover overall safety, first aid, CPR, confined space, and hazardous waste for operators applicable to the oil and gas industry and construction industry. Training can be customized to meet the company's needs. These classes are offered weekly, monthly and as requested. Requests for refresher training and safety training continue to increase.

## BUDGET NARRATIVE

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Funding sources come from direct training revenue, community, and regional funds (business and industry contributions), state allocated dollars, grant funding, and institutional funds. Direct training revenue will continue to increase as business and industry realize the services that TrainND Northwest can provide. From needs assessments to curriculum development, the Division is able to provide or broker training needs for our region.

Any funds remaining after expenses will be used to further develop training programs. For FY 10, the net results for future investment balance was used to purchase a CDL simulator.

Williston State College contributes to the division by providing in-kind match, office space, and plant services as well as indirect services including human resources, payroll, security, etc. Additional support is provided by the President and the Vice President of Business Services. This match totals \$165,617 for FY 2012 and \$173,898 for FY 2013.

**FY 2009-2013 STATEMENT OF REVENUES, EXPENSES, AND FUNDING SOURCES**

	Actual FY 2009	Actual FY 2010	Budget FY 2011	Budget FY 2012	Budget FY 2013
<b>Revenues</b>					
Direct Training Revenues	\$1,144,446	\$1,406,195	\$1,050,000	\$1,450,000	\$1,550,000
Community/Regional Funds	\$15,000	\$24,750	\$0	\$0	\$0
Institutional Funds	\$0	\$0	\$0	\$0	\$0
Grant Funding	\$523,694	\$0	\$0	\$0	\$0
State General Fund	\$225,658	\$225,232	\$242,125	\$233,679	\$233,679
<b>Total Revenues</b>	<b>\$1,908,798</b>	<b>\$1,656,177</b>	<b>\$1,292,125</b>	<b>\$1,683,679</b>	<b>\$1,783,679</b>

	Actual FY 2009	Actual FY 2010	Budget FY 2011	Budget FY 2012	Budget FY 2013
<b>Expenditures</b>					
<b>Total Direct Training Expenditures</b>	<b>\$946,267</b>	<b>\$686,652</b>	<b>\$525,000</b>	<b>\$700,000</b>	<b>\$800,000</b>
<b>Outreach/Coordination Expenses</b>					
Total Salaries/Wages/Benefits	\$474,936	\$600,888	\$614,000	\$750,000	\$800,000
Marketing	\$20,097	\$27,735	\$25,000	\$30,000	\$35,000
Travel	\$63,706	\$10,245	\$30,000	\$15,000	\$15,000
Other Operating Expense	\$9,209	\$13,825	\$12,500	\$14,000	\$15,000
New Initiatives	\$202,472	\$30,910	\$2,000	\$10,000	\$60,000
Professional Development	\$9,209	\$13,825	\$12,500	\$15,000	\$15,000
<b>Total Operational Expenses</b>	<b>\$304,693</b>	<b>\$96,540</b>	<b>\$82,000</b>	<b>\$84,000</b>	<b>\$140,000</b>
<b>Total Expenditures</b>	<b>\$1,725,896</b>	<b>\$1,384,080</b>	<b>\$1,221,000</b>	<b>\$1,534,000</b>	<b>\$1,740,000</b>

<b>Net Result For Future Investments</b>	<b>\$182,902</b>	<b>\$272,097</b>	<b>\$71,125</b>	<b>\$149,679</b>	<b>\$43,679</b>
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**T**rainND Northeast continues its focus on awareness and expansion of services to business and industry in State Planning Regions III and IV. Particular attention will be given to Planning Region IV by increasing outreach efforts.

In 2009, under the direction of LRSC President Bower and UND President Kelley, LRSC decided to terminate the 10 year workforce training partnership with UND effective the end of Fiscal Year 2010. TrainND NE of Lake Region State College placed staff in Grand Forks to re-establish a focus on primary sector businesses' training needs which fits the mission of the college as well as TrainND. The results of the first year, Fiscal Year 2011, show an apparent positive effect.

The first quarter of FY11 was spent assessing the needs in Region IV. That assessment revealed a need for training in the area of manufacturing—from orientation of employees to plant processes. Philadelphia Macaroni Company entered into an agreement for TrainND NE to develop new modules for packaging, processing, workroom communications, diversity communications, and first time supervisors. As industry awareness spreads, these modules will prove useful for customizing delivery to other clients.

Servicing business and industry in the greater Grand Forks area require expanding our staffing positions. To fully address the needs in the area of manufacturing, an agreement was entered into with True North Development. True North's Training Navigator, Dale Knutson has extensive experience in manufacturing and workforce training. Entering FY12, Mr. Knutson will mentor a new staff member to fill the full-time TrainND Northeast Training Manager position. The primary areas requiring attention throughout this area include staff development, curriculum development, and recruiting instructors. Not less

important are the differences between an urban and rural market.

Another training need in Region IV is that of Certified Nurse Assistant (CNA). Visits with the UND nursing program, Recruitment/Retention of American Indians into Nursing (RAIN) mentors, Grand Forks air base personnel, and long term care facilities proved positive and inviting to the plan for TrainND to offer the Nurse Assistant program. Classes will be offered via the Grand Forks Air Force Base Educational Center and LRSC Online with hands-on clinical training being provided through an agreement with Valley Memorial Homes in Grand Forks and Heartland Care Center in Devils Lake.

In April, 2009, LRSC moved the workforce training department to a remodeled building, attached to the main building, with more square footage. The department now has room to store resources and training supplies in a convenient location with room for growth.

Having surpassed all of our goals for FY10, staff members show an effective and efficient commitment to customizing training solutions for employers and strive to deliver high quality training. TrainND Northeast has proven its ability to form and successfully maintain long lasting relationships through its flexibility, open communication, and sincere desire to serve the employers of the region. In order to handle the projected growth of training requests in the Northeast, the department is reviewing current employee strengths and job duties. Various models will be explored for long-term strategic planning in order to retain and recruit the best people to meet the needs of the Northeast region.

## ACTION PLAN

The Action Plan is devised through a team effort, approved by the executive team, and adopted by the Advisory Board. The plan consists of a major goal and supporting objectives that will weave a path to achieving the goal of TrainND. By completing the action steps, staff can fulfill their mission as set forth by legislation, facilitate economic development of the region, build long term relationships, and be positioned to sustain the vision of an efficient system of workforce training. The structure of the Action Plan identifies measures of success for each year of the biennial operation. These measures of success are specific measurable achievements, which can be used as benchmarks for the initiative.

**Goal:** To become the premier provider of choice in the Northeast region of North Dakota by delivering innovative, cost-effective, results-oriented workforce training and services for the businesses and industries in the region.

### Objectives for FY 2012 and FY 2013

- Provide needs-based workforce training and services to 200 businesses yearly.\*
- Provide training to 1900 employees yearly.
- Provide 17,000 training hours per fiscal year.
- Continue increasing awareness of TrainND services by making direct contacts to 500 businesses within the region.
- Meet budgeted training revenue as outlined in the Biennial Business Plan.
- Earn a minimum of 98% satisfaction rating from our clients and participants.
- Maintain a 100% satisfaction rating for responsiveness from our clients.

In this fast-paced, technology based society, employers expect quick responsiveness, innovative practices, flexibility, and demand top-notch service. Some of the strategies that will be used to accomplish objectives are:

- Serve as marketer, broker, and coordinator of training programs
- Cooperate with businesses and public agencies to promote economic development
- Identify and develop trainers and consultants
- Collaborate with TrainND SW, NW, and SE to promote statewide TrainND services
- Share resources with other campus departments
- Research regional trends and markets

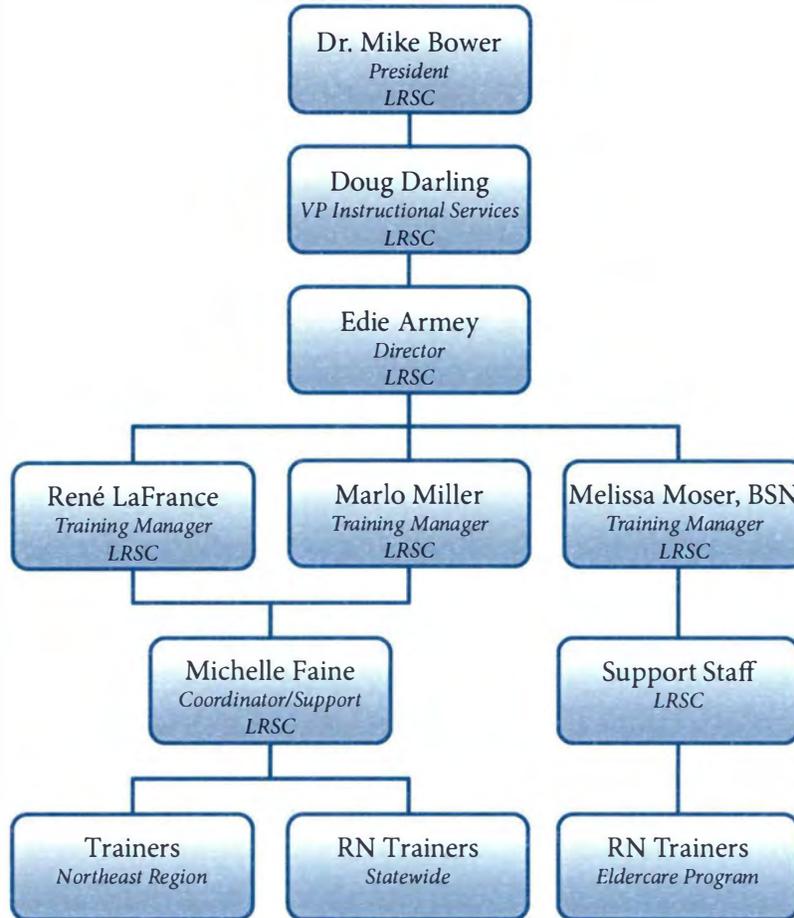
As the world changes and technology advances, staff, too, must adapt and improve. This will be accomplished by promoting professional development for all TrainND Northeast employees.

\*FY09 and FY10 – UND counted their Tax Clinic which added about 220 businesses to our average. Those numbers will impact training totals.

As outlined in House Bill 1443 (1999), the advisory board is to consist of 7-15 members, appointed by the President of the college, and to have tribal representation. TrainND Northeast utilizes the Board to serve in an advisory capacity. Representation is actively sought from a variety of industries. The primary responsibilities of the Board include: recommending business and industry needs, identifying skill shortages, providing legislative testimony, and general business networking to promote workforce training. The Board also reviews and approves the region's Business Plan and Annual Report.

<b>Member</b>	<b>Affiliation</b>	<b>City</b>
Keith Reitmeier, Chair	Job Service North Dakota	Grand Forks
Ken Vein	Altru Health Systems	Grand Forks
Ashley Decker	Aevenia Energy & Elec. Company	Moorhead
Michael G. Venaccio	Strata Corporation	Grand Forks
Lori Brown	Sioux Manufacturing	Fort Totten
Amy Wobbema	New Rockford Area CBC	New Rockford
Karissa Olson	Heartland Care Center	Devils Lake
Dennis Johnson	Agricultural Community	Devils Lake
Chris Schilken	Forward Devils Lake EDC	Devils Lake
Jay Klemetsrud	Klemetsrud Plumbing & Heating	Devils Lake

# ORGANIZATIONAL CHART



There are a total of 5.5 FTE positions in the department:

**D**r. Mike Bower, President of Lake Region State College, holds primary responsibility for the Northeast workforce training region. Douglas Darling, Vice President of Instructional Services, oversees the department.

Edith (Edie) Arney, Director of TrainND Northeast manages the department. Her responsibilities include management of the day-to-day operations of the program. This includes regional and statewide strategic planning; pricing guidelines; budget planning; hiring, training, supervising, and evaluating TrainND staff; liaison to the Advisory Board; networking with state agencies and higher education institutions—public, private, and tribal; formation of partnerships and consortium agreements; public relations; problem solving, market development, supervision of marketing; and, reporting of accountability measures.

The Training Managers or Specialists are responsible to develop relationships with businesses; make sales calls; develop curriculum; customize and sell training packages; contract with trainers; work with support staff to guarantee customer satisfaction; research new deliverables; and administer needs analyses when appropriate. Relationships are nurtured through repeat visits, email correspondence, and phone calls. They are responsible for the development of proposals and sales agreements as well as the creation of marketing materials. The Training Managers use Facebook for sharing ideas and updates with interested parties. Under the supervision of the Director they also maintain a relevant, up-to-date, web page on the LRSC website.

The Administrative Assistant's primary responsibility is to coordinate the day-to-day operations of the department. Duties include: ordering instructional materials; providing

support services to trainers and managers; providing logistical support; maintaining training records; data entry of clients, participants, contact databases, and evaluations; processing payments; invoicing clients; generating training reports; and, processing documents. This position is also responsible for communication to board members and planning board and consortium meetings. Coordination for the In Home Care and CNA programs are also the responsibility of the Administrative Assistant. Support staff will be added in the near future to support the growth in Region IV.

Contracted trainers are carefully selected for their expertise, their fortitude, and their ability to work with a wide range of clients. They must have industry experience, like working with adults, display enthusiasm, possess top-notch customer service skills, incorporate real-life experiences and situations into their material, use a variety of instructional aids, have patience, and have the ability to address delicate situations. The number of trainers available is ever-changing as partnerships are strengthened and the demand for training diversifies.

TrainND Northeast will continue to collaborate with other service providers including colleges, universities, tribal colleges, public agencies, chambers of commerce, economic developers, and industry experts. We believe in and support collaboration and agreements as a valuable means to providing the best service to businesses in support of our statewide mission and goal.

## REGIONAL MARKETING ANALYSIS

The Northeast region includes the counties of: Rolette, Towner, Cavalier, Pembina, Walsh, Grand Forks, Nelson, Eddy, Benson, and Ramsey. All 10 counties are largely rural areas with the exception of Grand Forks. Although not employing large numbers, agriculture plays a huge role in the livelihood of this region.

The 2009 Job Service North Dakota Workforce Review shows that the major industry employers for Planning Region III are Local and Federal Government comprising 38.9% followed by Health Care and Social Assistance at 12.3%. Planning Region IV's data shows Health Care and Social Assistance at 16.0% and Retail Trade at 15.5%.

The region's occupations with the highest estimated annual openings in ND are: Truck Drivers - 153; Registered Nurses - 137; Customer Service Representatives - 122; and, Nursing and Home Health Aides - 166.

Fiscal Year 2011 was the first year for LRSC to have sole responsibility for the 10 counties. The department contracted with a workforce training professional to serve the greater Grand Forks area and has an office located in the Job Service building. This allows TrainND NE to offer business and industry in Grand Forks County a resource for all training solutions.

Regional trends have typically dictated the type of training and services provided. Those needs are determined by outreach visits, evaluations, research analysis using Job Service ND web pages, and other Internet sites, input from the Advisory Board, and communication with city, county, and state agencies in the Northeast region.

Consumers are demanding excellent customer service; therefore, we are hearing an increased interest in this type of training—even in the service

industry. Grand Forks especially has a significant number of New Americans. Requests are coming for our new communication modules—sign language and English words related to the workplace.

In these times of increasing diversity, mobility, and social awareness, employers see a need to measure the investment in their workers' training. Globally, change can affect even the smallest business in our region—climate fluctuations, issues regarding energy and water supplies, unpredictability of grain prices, diminishing crop lands, and, as IBM's CEO, Sam Palmisano, remarked: "...sobering threats to global security." Although North Dakota leads the nation in economic stability, companies are being conservative as they watch the instability of national markets. Training "at home" with local professionals is an obvious advantage for these insecure times.

Following are some consistent training programs as well as some unique opportunities for growth in the upcoming biennium:

### Health Care

According to NDWIN – Labor Market statistics, Nursing Aides are in "Very High" demand with an estimate of 99 annual openings. Training requests in Region III remain consistent in this area. LRSC averages 5 Certified Nursing Assistant (CNA) classes per fiscal year. Classes will be offered at the Grand Forks Air Force Base and TrainND NE has received Department of Health approval for CNA online (clinicals will remain hands-on). About 150 individuals per year are referred for the In Home Care Program.

### Wind Energy

LRSC received a \$65,000 grant from the Department of Energy to develop an OSHA

safety training course targeting hazards specific to the wind energy industry. Additionally, LRSC has entered into an Alliance with the Bismarck Area Office of OSHA to develop safety training programs for turbine technicians covering fall hazards, electricity hazards, fire hazards, and other hazards inherent in wind energy generation. The resulting OSHA-compliant short course will be delivered by TrainND Northeast to wind worksites or on campus in the wind energy laboratory.

Lake Region State College is a certified provider of Competent Rescuer Training through Capital Safety. This 16 hour course provides hands-on exercises using a nacelle simulator platform and ladders, allowing participants to learn and demonstrate climb safety and rescue techniques.

### **Small Business Consortiums**

The Training Managers have been successful in developing consortiums for businesses to share the expense for training. Having local trainers willing to teach in the evening or on weekends proves to be cost efficient. Computer skill upgrades remain the number one request with interest growing for essential skills training.

### **Precision Application Technologies**

The Dakota Center for Technology-Optimized Agriculture is one of the state's Centers of Excellence that is a partnership between Lake Region State College and a group of private sector partners including Agri ImaGIS of Maddock, Twete, Inc of Devils Lake, and others. Center personnel have heard farmers state that they do not use updated technology and the main reason is "the lack of training opportunities". Center Director, Dr. Paul Gunderson has approached TrainND Northeast about providing two types of training for precision application technologies. One type of training would involve actual producer training and the other type would be training

agribusiness employees (coops, agronomy firms, private consultants, etc). The topics of training would include: Benefits of Precision Ag; Precision Ag Basics; Farm Implementation; Data Management; and Trouble Shooting.

### **Supervision/Management Training**

Outreach visits have revealed a need for supervisory or management training in the primary sector area. Many primary sector businesses tend to promote workers from within the ranks. This means today's production worker will be tomorrow's supervisor. Many times these workers, who are subject matter experts in their technical field, have little or no supervisory skills, and are initially ill equipped for the supervisory position.

## BUDGET NARRATIVE

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Funding sources for TrainND Northeast come from direct training revenue, state allocated dollars, community funds, and institutional funds. It is anticipated that direct training revenue will continue to increase as awareness spreads in the greater Grand Forks area. The State General Fund dollars are based on the number of employees in the Planning Regions III and IV. The share that TrainND Northeast will receive for the upcoming biennium will be 18.356% for a total amount of \$275,338 per year.

The following spreadsheet shows the actual revenue and expenditures for FY09 and FY10, the proposed budget for FY11, and proposed budgets for FY12 and FY13. Any net margin for future investment will be used to develop training programs.

Direct training expenses, are included in the client contract and contain CNA instructor salary, professional service contracts, contract trainer salaries, training materials, travel, and supplies. Training costs vary from one part of the region to another as delivery of training in urban areas is more costly and the rural areas have a higher percentage of small businesses.

Outreach and coordination expenses include salaries and benefits for training managers, administrative support, and the Director. Other Operating Expense includes supplies, printing, equipment, communications, postage, subscriptions, and IT. Professional Development includes memberships and registrations for staff training or skill upgrades.

In-kind support includes administrative time, office space and utilities, meeting rooms, class rooms, lab equipment, IT support, security, and plant services. The projected in-kind expense for FY12 is \$201,062 and for FY13, \$207,094.

**FY 2009-2013 STATEMENT OF REVENUES, EXPENSES, AND FUNDING SOURCES**

	Actual FY 2009	Actual FY 2010	Budget FY2011	Budget FY2012	Budget FY2013
<b>Revenues</b>					
Direct Training Revenues	\$232,876	\$267,575	\$306,900	\$325,000	\$350,000
Community/Regional Funds	\$0	\$0	\$0	\$0	\$0
Institutional Funds	\$73,256	\$7,841	\$18,755	\$0	\$0
Grant Funding	\$0	\$0	\$0	\$0	\$0
State General Fund	\$286,645	\$275,338	\$275,338	\$275,338	\$275,338
<b>Total Revenues</b>	<b>\$592,777</b>	<b>\$550,754</b>	<b>\$600,993</b>	<b>\$600,338</b>	<b>\$625,338</b>

	Actual FY 2009	Actual FY 2010	Budget FY2011	Budget FY2012	Budget FY2013
<b>Expenditures</b>					
<b>Total Direct Training Expenditures</b>	<b>\$160,106</b>	<b>\$138,270</b>	<b>\$199,485</b>	<b>\$162,500</b>	<b>\$175,000</b>
<b>Outreach/Coordination Expenses</b>					
Total Salaries/Wages/Benefits	\$278,598	\$177,929	\$360,173	\$365,000	\$385,000
Marketing	\$13,192	\$7,861	\$5,000	\$20,000	\$20,000
Travel	\$17,851	\$14,924	\$15,500	\$20,000	\$17,000
Other Operating Expense	\$40,008	\$100,636	\$17,350	\$25,000	\$22,000
New Initiatives	\$0	\$0	\$0	\$0	\$0
Professional Development	\$358	\$916	\$0	\$7,500	\$5,500
<b>Total Operational Expenses</b>	<b>\$71,409</b>	<b>\$124,337</b>	<b>\$37,850</b>	<b>\$72,500</b>	<b>\$64,500</b>
<b>Total Expenditures</b>	<b>\$510,113</b>	<b>\$440,536</b>	<b>\$597,508</b>	<b>\$600,000</b>	<b>\$624,500</b>

<b>Net Result For Future Investments</b>	<b>\$82,664</b>	<b>\$110,218</b>	<b>\$3,485</b>	<b>\$338</b>	<b>\$838</b>
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**T**rainND Southeast will continue its focus on awareness and expansion of services provided to business and industry. The Southeast Region prides itself on its ability to deliver flexible training to help businesses succeed – online, at their site, and face-to-face.

To keep up with current technology trends and ever-changing business practices, employees and employers will be required to participate in continuous learning, training, and retraining. As such, TrainND Southeast is actively working with a wide array of local, regional, state business, and industry partners to provide solutions that help prepare the workforce of the future.

Vital to the success of the TrainND Division are the core value statements. Our staff take pride in our ability to form and successfully maintain long lasting relationships through offering flexibility, trustworthiness, competence, and open communication.

NDSCS has a long history of providing workforce training to businesses and industries across the region and the state. The College Outreach Division at NDSCS, of which TrainND Southeast is a department, has traditionally provided customized training, management and supervisory training, open enrollment, and evening school classes (generally non-credit to a wide variety of clientele.) Primary delivery sites for workforce training are provided at NDSCS in Wahpeton and the Skills and Technology Training Center in Fargo. A partnership with Job Service ND at Oakes provides greater awareness, easier accessibility and responsiveness in the four southwest counties of our region. Training is offered at other facilities in the region as well as onsite at business and industry locations.

TrainND's activities are reported to and its success is measured by the Training Advisory Board, North Dakota University System and other constituents served. Employers and clients continue to report a high level of satisfaction with training received through the system. These results speak highly of the dedicated staff that is charged with providing high quality training and education services.

Training increases employee retention, productivity, competitiveness, quality, and customer satisfaction. It will be the TrainND Southeast regional strategy to continue to design training that fulfills the business and industry needs in order to match the training to the trends of the workplace. Current needs and hiring trends for our region include welders, machinists, truck drivers, healthcare, and computer software positions.

## ACTION PLAN

**T**rainND provides employee training for business and industry, enhancing their ability to compete globally. Through dedication to customer service and continuous improvement of services provided, TrainND Southeast will stay focused on exceeding our customers' needs and expectations while improving our work processes, our own skills and performance, and the financial viability and sustainability of our department.

### Objectives for FY 2012 - 2013

- Provide customized training to 640 regional businesses each fiscal year
- Train 2100 employees (unduplicated) yearly
- Continue increasing awareness of TrainND services by making direct contacts with 400 businesses in region each fiscal year
- Maintain fiscal accountability as outlined in the Business Plan and meet direct training revenue goals.
- Maintain a 99% or higher satisfaction level for the training provided to business/industry and their employees throughout each fiscal year.

The following strategies will be implemented in order to accomplish the objectives:

- Serve as marketer, broker, and coordinator of training programs
- Collaborate with business and industry to promote economic development
- Efforts must continue to create awareness of training services across the region
- Identify and develop trainers and facilitators
- Develop a marketing plan
- Collaborate with other regions
- Provide training that business and industry need to compete globally

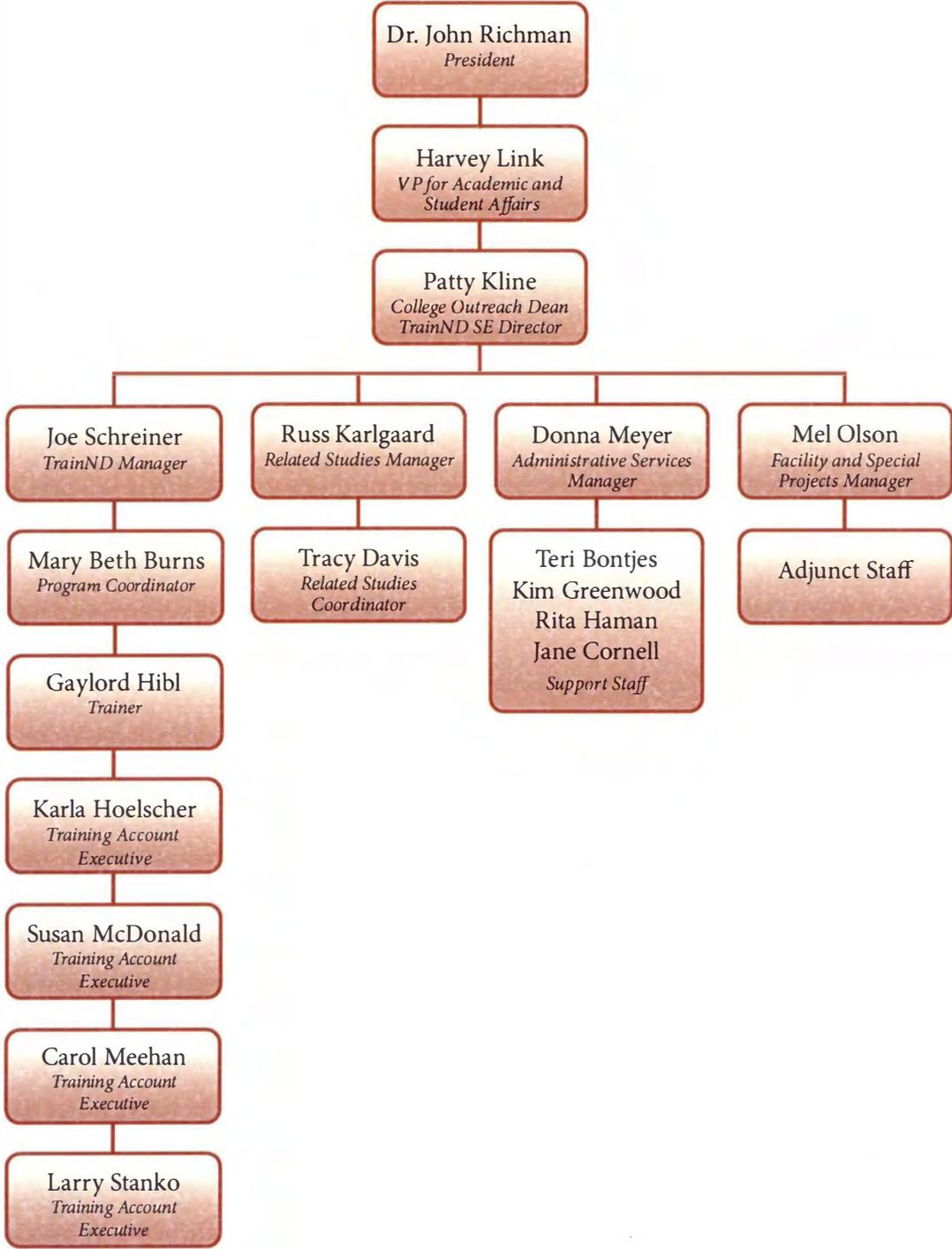
House Bill 1443 (1999) mandated that a Workforce Training Advisory Board be established for each of the four regions. It is made up of representatives from business and industry located within the southeast region. The primary responsibilities of the Board include:

- Make recommendations concerning priorities of the workforce training regions;
- Assist in identifying skill shortages and workforce training needs;
- Provide input for preparation of an annual business plan;
- Make recommendations for funding of the business plan;
- Provide connection between institutions and business, labor, and industry associations and organizations;
- Assist with establishing strong and effective partnerships with other NDUS institutions and all other related colleges, organizations and agencies;
- Provide fund-raising support to meet local workforce training funding needs;
- Assist the College Technical Education Council (CTEC) with the development of performance measurements for workforce training;
- Serve as an advocate for workforce training; and
- Assist with the preparation or review of annual workforce training reports

In process of reorganization of new membership for advisory board, current members include:

<b>Member</b>	<b>Affiliation</b>	<b>City</b>
Jim Johnson	U.S. Bancorp Service Center	Fargo
Marty Aas	Job Service North Dakota	Fargo
Carter Hansen	ComDel Innovations	Wahpeton
Jim Roers	Roers Construction, Inc	Fargo
Sharon Schmalz	John Deere Seeding Group	Valley City
Doug Krick	BobCat	Wahpeton
SMSgt Jeff Miller	ND Air National Guard	Fargo
Ty Hanten	Trail King Industries	West Fargo
Todd Morken	Sanford Health	Fargo
Carla McGarry	Caterpillar Remanufacturing Drivetrain LLC	West Fargo
DelRay German	Sisseton Wahpeton TERO	Agency Village, SD
Kristal Uehran	Goodrich	Jamestown

**ORGANIZATIONAL CHART**



There are a total of 14.75 FTE positions in the department:

As President of NDS-CS, John Richman holds primary responsibility for workforce training. Harvey Link, VP of Academic and Student Affairs Division, supports and oversees the financial goals for TrainND in the southeast region.

Patty Kline, Dean of College Outreach/Director of TrainND, manages the division. The Director ensures the goals and objectives in the business plan are carried out. Other responsibilities include budgeting; pricing guidelines; hiring, training, and supervision of the TrainND staff; and liaison to the TrainND Advisory Board.

The TrainND staff/coordinators develop relationships with business and industry, make sales calls, sell training, design training packages, contract with trainers, and work with support staff to guarantee customer satisfaction. Currently these positions are supervised by Joe Schreiner; staff includes Susan Richards McDonald, Larry Stanko, Karla Hoelscher, Carol Meehan, and Mary Beth Burns. Mel Olson leads our Truck Driver Training and CNA programs in the Fargo office. Russ Karlgaard leads our Related Study Programs that include non-credit correspondence courses for individuals in a vocational field who cannot attend regular college learning activities. The Pharmacist Assisted Technician Program is coordinated by Tracy Davis. This is a non-credit program that fulfills all the necessary requirements for registration in ND. All staff have experience in developing and delivering business and industry training.

The Administrative Office staff supports the Director and TrainND staff/coordinators by arranging facilities and equipment, maintaining training records, maintaining a database of trainers, providing support services to trainers, coordinating services for training activities and

processing of documents. Donna Meyer is our Office Manager; staff include Teri Bontjes, Kim Greenwood, Jane Cornell and Rita Haman.

TrainND Southeast has one trainer, Gaylord Hibel, Machinist Instructor on staff and the others are contract trainers. All trainers are critical to the successes of TrainND Southeast. Trainers are carefully selected for their expertise, and their ability to work with, and respond to business/industry needs. The number of trainers available is diverse and ever-changing and will continue to be so as partnerships are strengthened and the demand for training diversifies and increases.

TrainND Southeast will continue to partner with other service providers. Additional service providers include colleges and universities within the University System, tribal colleges, private sector businesses, associations, unions, chambers of commerce, economic development organizations, and in-house company trainers. We will continue to collaborate with others as well to provide the highest quality of training in our region.

The North Dakota workforce training legislation assigned NDSCS the responsibility of working with business and industry in the southeast region to help them address their training needs. The southeast region encompasses 15 counties and spans roughly the area from the South Dakota border north to Mayville and west from the Minnesota border to Harvey in the north and Ashley in the south. The Southeast includes the same geographical area as the State Planning Regions V and VI.

Job Service North Dakota and the State of North Dakota provide a considerable amount of information relevant to TrainND. For example, Job Service provides data regarding population, labor force and industry for each county in the state. This information is available on their web site, [www.jobsnd.com](http://www.jobsnd.com) and provides comparisons to the rest of the state.

NDSCS has a long history of providing workforce training to businesses and industries across the region and the state. The College Outreach Division at NDSCS, of which TrainND Southeast is a department, has traditionally provided customized training, management and supervisory training, open enrollment and evening school classes (generally non-credit) to a wide variety of clientele. Training is provided on-site or at NDSCS facilities in the areas of technical training, computers, quality standards, and employee development. Primary delivery sites for workforce training are provided at NDSCS in Wahpeton and the Skills and Technology Training Center in Fargo.

A partnership with Job Service North Dakota at Oakes provides greater awareness, easier accessibility and responsiveness in the four southwest counties of our region. Training is offered at other facilities in the region as well as onsite at business and industry locations.

Trends in employer needs in the region have typically dictated the type of training and services

provided. We offer customized training for corporations and organizations. We are a Microsoft Certified Partner, and the only organization in North Dakota certified at the Learning Solutions Provider level. That means Microsoft recognizes our expertise as a leading provider of comprehensive learning solutions for individuals and organizations that use Microsoft technologies.

TrainND Southeast is committed to the goal of providing training opportunities to all businesses in the region. However, given the importance of growing the state's economy, we believe that it is critical to have a special focus on primary sector businesses. Because of this focus, TrainND Southeast has identified and worked to fill specific niche markets.

#### **Machinist and Related:**

- Consulting
- Design
- Machine Tooling
- PCDMIS
- FARO Arm

#### **Electrical:**

- Electrical Maintenance
- Arc Flash
- Electrical Safety

#### **Welding and Related:**

- Consulting
- Inspection
- Certification

#### **High-end IT and related:**

- Consulting
- SharePoint
- MOC (Microsoft Official Curriculum) series/certification
- Cisco
- CompTIA
- Programming
- Adobe
- AutoCAD
- Microsoft Office

Funding sources for TrainND Southeast come from direct training revenue, state allocated dollars, community funds, and institutional funds. The State General Fund dollars are based on the number of employees in the Planning Regions V and VI. With the passage of HB 1019 (2007), the dollars allocated to the workforce training system increased. The additional dollars partially fund increasing outreach, training materials, trainer development, and raising awareness of the services TrainND has to offer to regional businesses. The share that TrainND Southeast will receive for the upcoming biennium will be 40.283% for a total amount of \$604,245 per year.

The following spreadsheet shows the actual revenue and expenditures for 2009 and 2010 with proposed budgets for 2011, 2012 and 2013.

Direct training expenses include the trainer's salary, training materials, travel, and supplies. These costs are covered by business and industry. It is expected these costs will vary from one part of the region to another due to urban/rural differences. Delivery of training in remote areas may be more expensive and costs may vary with different business and industry training needs.

Outreach and coordination expenses include salaries and benefits for the sales coordinators' positions, the administrative support staff positions and the Director's position. We will continue to allocate dollars for marketing of the Division; for travel to contact area businesses; for office supplies; and for professional development of the training staff. Included under other are start-up costs for the development of new training programs and to provide additional equipment for current training programs. These are typically one-time costs.

Any funds remaining after expenses will be used to further develop training programs. NDSCS

contributes to the division by providing projected in-kind support of \$356,858 in 2012 and \$367,563 in 2013. In-kind support includes office space, IT support, human resources, payroll, plant services, security, etc. Additional support is provided by the President and the Vice President of Academic and Student Affairs. The following spreadsheet outlines the actual budgets for the TrainND Southeast in FY 09 and 10 and the projected budgets for FY 11, FY 12 and FY 13.

**BUDGET**

**FY 2009-2013 STATEMENT OF REVENUES, EXPENSES, AND FUNDING SOURCES**

	Actual FY 2009	Actual FY 2010	Budget FY2011	Budget FY2012	Budget FY2013
<b>Revenues</b>					
Direct Training Revenues	\$1,413,736	\$1,761,568	\$1,870,000	\$1,870,000	\$1,884,200
Community/Regional Funds	\$0	\$0	\$0	\$0	\$0
Institutional Funds	\$24,200	\$10,000	\$24,200	\$10,000	\$10,000
Grant Funding	\$0	\$0	\$0	\$0	\$0
State General Fund	\$614,249	\$604,245	\$604,245	\$604,245	\$604,245
<b>Total Revenues</b>	<b>\$2,052,185</b>	<b>\$2,375,813</b>	<b>\$2,498,445</b>	<b>\$2,484,245</b>	<b>\$2,498,445</b>

	Actual FY 2009	Actual FY 2010	Budget FY2011	Budget FY2012	Budget FY2013
<b>Expenditures</b>					
<b>Total Direct Training Expenditures</b>	<b>\$570,599</b>	<b>\$712,513</b>	<b>\$850,000</b>	<b>\$800,000</b>	<b>\$818,000</b>
<b>Outreach/Coordination Expenses</b>					
Total Salaries/Wages Benefits	\$992,926	\$1,074,533	\$1,128,257	\$1,128,257	\$1,162,104
Marketing	\$55,722	\$57,214	\$75,000	\$75,000	\$75,000
Travel	\$37,138	\$60,604	\$65,000	\$65,000	\$65,000
Other Operating Expense	\$244,407	\$369,448	\$195,000	\$200,000	\$205,000
New Initiatives	\$0	\$0	\$50,000	\$30,000	\$30,000
Professional Development	\$70,016	\$36,934	\$85,000	\$35,000	\$35,000
<b>Total Operational Expenses</b>	<b>\$407,283</b>	<b>\$524,200</b>	<b>\$470,000</b>	<b>\$405,000</b>	<b>\$410,000</b>
<b>Total Expenditures</b>	<b>\$1,970,808</b>	<b>\$2,311,246</b>	<b>\$2,448,257</b>	<b>\$2,333,257</b>	<b>\$2,390,104</b>

<b>Net Result For Future Investments</b>	<b>\$81,377</b>	<b>\$64,567</b>	<b>\$50,188</b>	<b>\$150,988</b>	<b>\$108,341</b>
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**T**rainND Southwest will continue its focus on awareness and expansion of services provided to business and industry in State Planning Regions VII and VIII by building curriculum, accessing trainers, and utilizing new delivery options.

Those industries in the SW region of ND making up more than 40% of businesses include: Construction with 909 firms; Retail at 876; Government with 665 agencies; and Professional and Technical Services with 628. Other potential target markets by industry growth in region VII and VIII include Health Care, Energy, Accommodations/Food service and Wholesale Trade.

TrainND Southwest strategically provides training solutions to meet the future needs of our regional businesses by understanding the changing business climate and emerging trends.

Traditional classroom training is no longer the exclusive opportunity to learn. The age of training that includes blended learning is exploding. A move to online training leads to other training opportunities in the area of interface between people and software, where training professionals learn how to integrate real time and peer interaction.

Performance Consulting is changing the face of the traditional training forever. Emphasis is now placed on providing a range of potential solutions that include in-depth needs assessment via interviews, surveys and focus groups. Alternatives to training offered by progressive human resource departments include coaching, organizational development, mentorship with facilitated planning sessions, and large group processes. The training that is provided is often custom-designed with

stated outcomes congruent with the direction of the business needs.

Talent and performance management is sweeping the field of human resources by the integration of training and development into an entire performance learning management system. Organizations are moving away from the long-established, one-on-one appraisal or performance review with a boss held once per year. They are designing performance management systems, instead, that provide an individual with personal and professional developmental plans and training opportunities. Performance development plans make way for professional development activities on the job such as project management, mentorship, development of leaders, serving on cross-functional teams, and skill stretching job assignments.

Accelerated pace and change mean organizations are becoming more flexible, networked, flat, and diverse. Today businesses are using training dollars in areas that support the business, such as knowledge transfer, customer education, information management, and fulfilling government regulations and compliance.

TrainND Southwest has become the training partner and consultant to business and industry in the region by developing training solutions that address the above trends while consistently meeting the success measurements as outlined by the Advisory Board and the North Dakota University System.

## ACTION PLAN

Provide training for business and industry in southwest North Dakota.

### Objectives for FY 2012-2013

- Provide customized training to 225 regional businesses each fiscal year.
- Train 3,000 employees (unduplicated head count) per fiscal year
- Contact 450 businesses in the SW Region each fiscal year
- Maintain a percent of businesses requesting repeat or additional training at or above 30% per fiscal year.
- Maintain fiscal accountability as outlined in the Business Plan and meet direct training revenue goals.
- Maintain a 98% or higher satisfaction level of training provided to business and industry and their employees throughout each fiscal year.
- Continue to have close to 100% level of satisfaction for responsiveness to business and industry training needs each fiscal year.

Bismarck State College's Division of Continuing Education, Training and Innovation is responsible for providing training to business and industry within the 18 counties included in State Planning Regions VII and VIII. The TrainND Southwest Region is committed to providing businesses customized training solutions involving flexibility, accessibility, and responsiveness.

With technology changing almost as fast as the speed of light, it's critical to the growth of the businesses in our region to make sure that their employees are trained and kept up to date. Since

we all are driven to do more with less, the key to success in today's marketplace is a higher level of competence that can provide greater productivity and efficiency.

TrainND SW understands that the way companies approach training has changed. Businesses today seek great speed, relevance and flexibility; meanwhile, technology offers a myriad of new delivery options. So it is up to us to determine the most effective design of blended learning solutions by creating the right menu for each company. The goal of training is to change behaviors, competencies, or skills while positively influencing the health of the company and its bottom line.

TrainND SW positions itself as a valued partner of a company by providing the ROI to the businesses who utilize training. In order to understand the necessary training needs for a business is critical to be at the table with companies as they prepare their strategic plan. TrainND SW continues investing in both curriculum and trainers at a level that ensures the training is at the core of a company's competitive advantage.

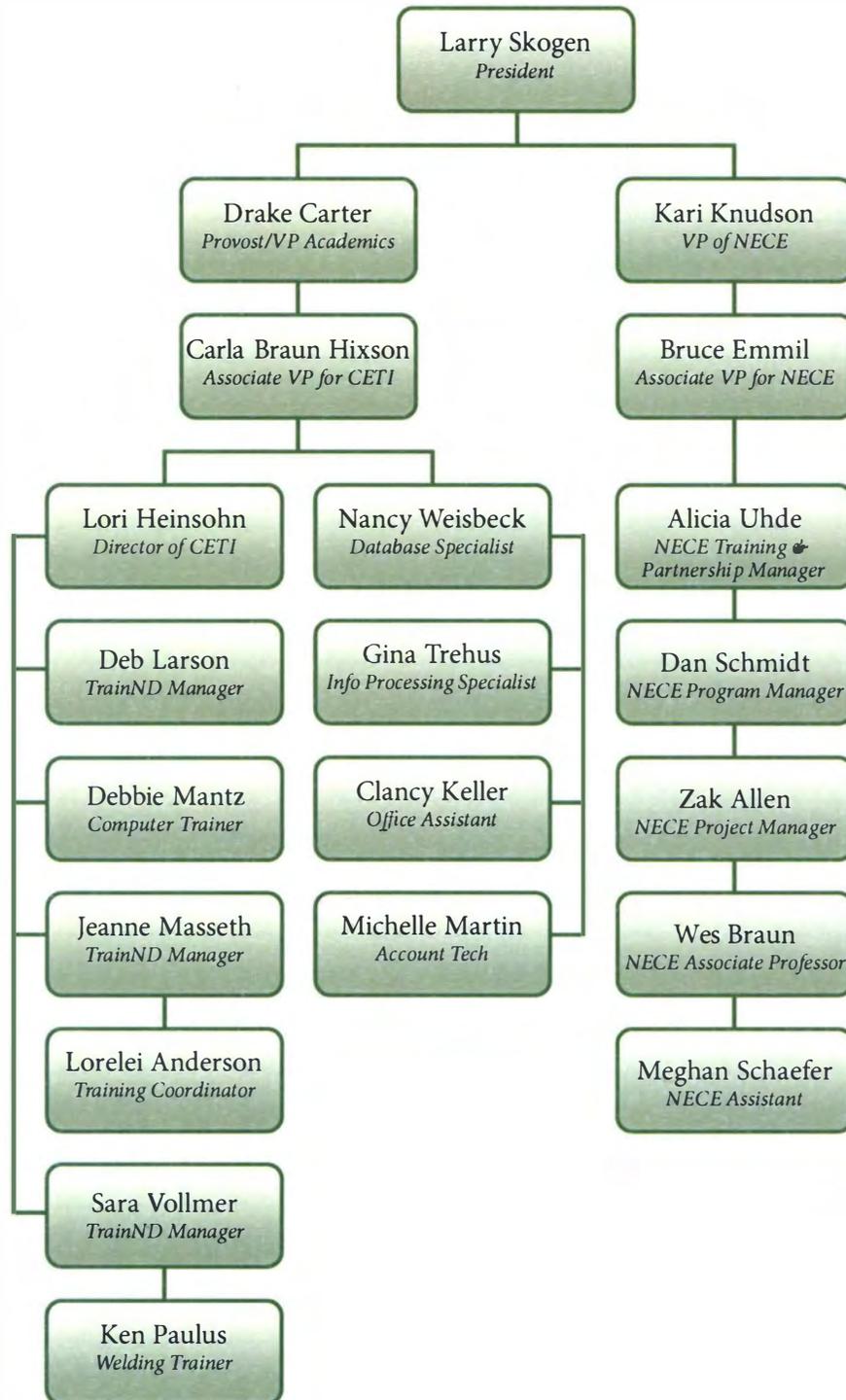
The primary activities of the TrainND SW region to accomplish our objectives will consist of:

- Consulting through assessments in determining training needs
- Implementing a training needs analysis to become part of our clients' business strategy
- Collaborating with business and industry to promote economic development in our region
- Collaborating with our advisory board, other TrainND regions and state agencies to serve the training needs of business and industry
- Marketing and promoting the TrainND SW solutions and services
- Identifying and developing trainers through certifications
- Researching and investing in curriculum development
- Providing training that business and industry needs to compete globally

- Expanding training that addresses a new set of skills: Doing Business On-line, Understanding Social Networking, Leadership Challenges, Project Management, Entrepreneurial Business Strategies, Mentorships, Implementation of Innovation, Meeting Success, Process Improvement, Marketing Management, Website Design, and Value Mapping.
- Expanding the energy training offerings as well as their delivery system, including online smart grid courses/curriculum, hands-on technical training and online North American Electric Reliability Corporation (NERC) Continuing Education Hours (CEH) Simulation Training.

## ADVISORY BOARD

<b>Member</b>	<b>Affiliation</b>	<b>City</b>
Phil Baird	United Tribes Tech. College	Bismarck
Bonnie Dahl	Human Resource Consultant	Bismarck
Phil Davis	Job Service North Dakota	Bismarck
Kristin Hedger	Killdeer Mountain Mfg.	Killdeer
Pat Hill	NISC	Mandan
Shannon McQuade - Ely	McQuade Distributing Co.	Bismarck
Guy Moos	Baker Boy	Dickinson
Wendlin Piatz	Boilermakers Lodge 647	Bismarck
Greg Redekopp	Basin Electric Power	Bismarck
Doreen Riedman	NDAB	Bismarck
Russ Staiger	BMDA	Bismarck
Pam Trieb	Baptist Home	Bismarck
Darcy Volk	MDU Resources	Bismarck
John Weeda	Great River Energy	Underwood
Carrie Zubke	American Bank Corp. Ltd.	Dickinson



There are a total of 11.4 FTE positions.

## PERSONNEL

As President of Bismarck State College, Larry C. Skogen holds primary responsibility for workforce training. Drake Carter, VP of Academics /Provost, supports the goals for TrainND in the southwest region. Kari Knudson, Vice-President of NECE; Bruce Emmil, Associate Vice-President of NECE; Carla Braun Hixson, Associate Vice-President for Continuing Education, Training and Innovation, and Lori Heinsohn, Director of Continuing Education, Training and Innovation, serve as the TrainND Leaders for the region's financial and biennial training goals. Jeanne Masseth, Deb Larson and Sara Vollmer serve as the TrainND Managers for the region. Lorelei Anderson is the Training Coordinator; Alicia Uhde is the NECE Training and Partnership Manager; Wes Braun, Associate Professor; Dan Schmidt, NECE Program Manager; Zak Allen, NECE Project Manager; and Meghan Schaefer, NECE Assistant. Debbie Mantz serves as a Computer Trainer and Ken Paulus serves as the Welding Trainer.

The associate vice-president and director ensure that the goals and objectives in the business plan are carried out. The director establishes benchmarks, budgets, and sales strategies, while working with staff, on obtaining regional goals with implementation of marketing efforts in the region.

The training managers and program managers contact business and industry, market and promote solutions and services, administer needs analysis, design customized training, research and design new curriculum and programs, form partnerships through consultation, recruit and develop quality trainers, arrange training in the region and work with support staff to guarantee customer satisfaction.

The training coordinator provides logistical support such as contracts, scheduling of facilities, ordering curriculum, books, and training materials along with support services to trainers and managers. The coordinator also works with the board members and assists in the planning and coordinating of advisory board meetings.

Support staff assists with training materials, data entry, software management, budgeting, and financial reports.

Contracted trainers are carefully selected for their expertise, and their ability to work with and respond to business and industry needs. The number of trainers available is diverse and ever-changing and will continue to be so as partnerships are strengthened and the demand for training diversifies and increases. These trainers/content experts are a central resource for training with the knowledge, expertise and skills identified by our clients.

The TrainND SW works in collaboration with other service providers. Additional service providers include colleges and universities within the University System, private and tribal colleges, private sector businesses, associations, unions, chambers of commerce, and in-house training provided by the company or the company's corporate office. These relationships provide high quality and responsive service to employers while maximizing the use of education and training resources within the state.

The turbulent economic condition of the nation did indeed impact the TrainND SW region of North Dakota. We saw a slight decrease in number of additional trainings requested by businesses, as well as decline in length of training being offered, and the number of new businesses we contracted with was lower than previous years. This wasn't a surprise as several of the businesses in the SW region that we serve are Primary Sector, which means over 50% of their products are sold outside of the state.

As TrainND SW looks forward to the return of a stable and strong economy we will continue to provide solutions to those industries in the SW region of North Dakota making up more than 40% of businesses including: Construction, Retail, Government, Professional and Technical. Additional efforts will also be given to the fastest growing sectors that include: Energy, Healthcare, Food Service, and Wholesale Trade Industries.

Other efforts and expansion will be to extend the number of trainings we provide per business as we become their Performance Consultant, where the emphasis is placed on providing a range of potential solutions that include in-depth needs assessments via interviews, surveys, pilot programs, and focus groups. In order to also serve the region we will be looking to use the technology that can allow us several delivery options reaching across the region and serving both the large and small business owner.

TrainND SW region offers training in five main categories: computer training, technical training, employee development, organizational development, and apprenticeships. All training courses are developed to meet a company's specific needs with business-related examples and customization. Our aspiration is to become the primary point of contact for training needs of employers in southwest North Dakota.

To ensure we can successfully serve an 18-county region, two offices were established. The TrainND SW Offices are specifically designed to serve the training and retraining needs of business and industry for the southwest region of North Dakota. The first is located in Bismarck State College's National Energy Center of Excellence Building at 1200 Schafer Street. The second floor of NECE houses Energy Technical Training and the first floor consists of two computer labs and three training rooms. The Allied Health Building houses the Certified Nursing Assistant classrooms and medical labs. A mobile welding lab also provides on-site training throughout the region. For other on-site training to be delivered we also have 10 laptops for a portable computer lab. A second office is located on the North Campus of Dickinson State University located within the Strom Center, 1679 6th Avenue West.

To meet the current and future training needs of businesses and industries in our region, TrainND SW engages in the following activities:

**Marketing and Education:**

- Brand and market TrainND SW in a consistent manner with the other regions
- Expand marketing and awareness efforts to businesses in the southwest region
- Continuous contact with businesses in a variety of mediums
- Continue relationship building with current clients
- Participation and implementation of the TrainND branding and marketing activities
- Market a consistent message for our offerings and service

## REGIONAL MARKET ANALYSIS

### Expand Client Base:

- Offer a variety of course alternatives and formats to small and medium-sized businesses
- Continue developing our role as the Performance Consultant with businesses
- Provide client profiles that will serve our existing clients
- Identify prospective clients
- Assess future training trends for businesses
- Offer blended training by expanding the types of delivery methods

### Economic Development:

- Combine efforts and resources with state and local agencies, businesses, and economic groups
- Implement collaborative training events with the four TrainND regions
- Partner with national training associations to enhance our product line-up
- Provide innovation strategies, techniques and training for new and entrepreneurial companies

As a professional provider of customized and contract training, TrainND SW region brings a number of key resources to our businesses and industry clients:

- Content and facilitation expertise – Training that has an instructionally sound design, accurate content, skill-building exercises, participant interaction, and exceptional

facilitation skills by instructors all add quality to the training program.

- The ability to partner in business – Time is taken to understand the client's industry, gain awareness of the competitive forces in the marketplace, grasp the nature of the client's work, and adapt the training approach to the client's culture.
- Training project management expertise – Consultation includes: reasonable expectations for performance improvement, format suggestions, available resources, and transferability of skills to the workplace.
- Training marketing expertise – The ability to assist with internal marketing strategies for business and industry in the deployment of training to their employees.
- The ability to evaluate training and the need for training – The ability to access value-added components of a training program using a variety of evaluation techniques.
- A network of content experts – A well developed network of proven training providers reduces the risk to clients, along with a satisfaction guarantee policy.
- Problem-solving expertise – Help business and industry uncover obstacles to maximize performance.
- Understanding the virtual technology tools - Utilizing these formats to serve our clients in the most timely, flexible, and convenient manner (i.e. webcasts, website, on-line, IVN, social media).

To place a greater focus on the high growth energy industry, BSC has capitalized on a niche in the energy industry by creating the National Energy Center of Excellence (NECE) which provides degrees and non-credit technical workforce training to energy companies nationwide.

Bismarck State College supports the efforts of the TrainND Southwest by providing the following:

Office space and all plant services such as snow removal and cleaning as well as indirect services including human resources, payroll, security, etc. BSC has a negotiated indirect rate of 46% due to federal grant awards. Using that rate, indirect services provided by BSC for TrainND are valued at \$347,520 for FY 12 and \$357,945 for FY 13.

Additional support and leadership is provided by the BSC president, provost and vice president for academic affairs, NECE vice president and NECE associate vice president. Their involvement is based on a percentage of their time with a monetary value of \$43,260 for FY 12 and \$44,580 for FY 13.

Based on the above figures, BSC total in-kind contributions not reflected in the budget include \$390,780 for FY12 and \$402,525 for FY13 for a total in-kind contribution of \$793,305.

**BUDGET**

**FY 2009-2013 STATEMENT OF REVENUES, EXPENSES, AND FUNDING SOURCES**

	Actual FY 2009	Actual FY 2010	Budget FY2011	Budget FY2012	Budget FY2013
<b>Revenues</b>					
Direct Training Revenues	\$1,006,124.68	\$1,056,648.83	\$1,124,110	\$1,057,000	\$1,083,942
Community/Regional Funds	\$0	\$0	\$0	\$0	\$0
Grant Funding	\$0	\$0	\$0	\$300,000	\$300,000
State General Fund	\$384,048.00	\$386,738.00	\$386,738	\$386,738	\$386,738
<b>Total Revenues</b>	<b>\$1,390,172.68</b>	<b>\$1,443,386.83</b>	<b>\$1,510,848</b>	<b>\$1,743,738</b>	<b>\$1,770,680</b>

	Actual FY 2009	Actual FY 2010	Budget FY2011	Budget FY2012	Budget FY2013
<b>Expenditures</b>					
<b>Direct Training Expenditures</b>	<b>\$754,871.13</b>	<b>\$651,351.49</b>	<b>\$690,596</b>	<b>\$713,990</b>	<b>\$732,920</b>
<b>Outreach/Coordination Expenses</b>					
Total Salaries	\$446,465.73	\$565,280.51	\$642,170	\$682,506	\$702,982
<b>Operating Expenses</b>					
Marketing	\$28,873.88	\$25,212.63	\$42,750	\$105,000	\$105,000
Travel	\$4,205.69	\$16,235.53	\$28,500	\$26,000	\$26,000
Other Operating Costs	\$27,397.46	\$53,375.95	\$34,000	\$54,000	\$54,000
New Initiatives	\$25,292.42	\$52,658.18	\$61,000	\$85,000	\$85,000
Professional Development	\$8,549.06	\$15,914.22	\$11,000	\$14,500	\$14,500
<b>Total Operational Expenses</b>	<b>\$94,318.51</b>	<b>\$163,396.51</b>	<b>\$177,250</b>	<b>\$284,500</b>	<b>\$284,500</b>
<b>Total Expenditures</b>	<b>\$1,295,655.37</b>	<b>\$1,380,028.51</b>	<b>\$1,510,016</b>	<b>\$1,680,996</b>	<b>\$1,720,402</b>

<b>Net Result for Future Investments</b>	<b>\$94,517.31</b>	<b>\$63,358.32</b>	<b>\$832</b>	<b>\$62,742</b>	<b>\$50,278</b>
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# trainND

[It's a competitive world. Train for it.]



## Business Plan Fiscal Years 2012–2013

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2/19/13  
Sub Com  
5/20/19

**State Board for Career and Technical Education  
2013-2015 Biennium Budget**

	2011-2013 Appropriation	Executive Recommendation	2013-2015 Budget	Additional Request to Executive Budget**	Total Request
<b>LINE ITEMS</b>					
Salaries and Wages	4,362,974	497,192	4,860,166		4,860,166
Operating Expenses	1,253,339		1,253,339		1,253,339
Grants	29,025,000	(626,302)			
		2,505,000	30,903,698	470,000	30,903,698
Adult Farm Management	749,802	-	749,802		749,802
Workforce Training	3,000,000	-	3,000,000		3,000,000
Postsecondary Grants	357,452	-	357,452		357,452
<b>Total Line Items</b>	<b>38,748,567</b>	<b>2,375,890</b>	<b>41,124,457</b>	<b>470,000</b>	<b>41,124,457</b>
<b>FUNDING SOURCE</b>					
General Fund	27,981,679	2,852,293	30,833,972	470,000	31,303,972
Special Funds	204,974		204,974		204,974
Federal Funds	10,561,914	(476,403)	10,085,511		10,085,511
<b>Total Funding Source</b>	<b>38,748,567</b>	<b>2,375,890</b>	<b>41,124,457</b>	<b>470,000</b>	<b>41,594,457</b>
<b>FTE</b>	<b>27.5</b>	<b>(0.5)</b>	<b>27.0</b>		<b>27.0</b>

**Agency Budget Priorities**

	Executive Recommendation	Agency Request**
(1) Cost to Continue Reimbursements to Schools	500,000	500,000
(2) Increase Access to CTE Programming		
New and Expanding Programs in Schools	500,000	800,000
ITV and Online Distance Delivery of CTE	150,000	150,000
Pilot Distance Delivery of "intense" hands on CTE Program	150,000	150,000
Expand Emerging Technology	205,000	205,000
Increase Access to CTE Programming Total	1,005,000	1,305,000
(3) Funding for STEM-based Engineering by Design (EBD) or Project Lead the Way (PLTW)	0	350,000
(4) Equity Funding for Family and Consumer Sciences Programs	0	320,000
(5) New Virtual Area Center - (No official proposal received yet - Cass County)	1,000,000	500,000
	<b>\$ 2,505,000</b>	<b>\$ 2,975,000</b>

Attachment 1.  
March 11, 2013  
SB 2019

**Testimony on SB 2019  
House Appropriations  
Education & Environment Division  
Department of Career and Technical Education  
March 11, 2013**

Mr. Chairman and members of the committee, my name is Wayne Kutzer,  
Director of the Department of Career and Technical Education.

The demand for Career and Technical Education continues to grow and more access to CTE is needed to help meet the educational and workforce needs of our state.

There were 20,936 students in grades 9 – 12 and 9,848 postsecondary students enrolled in CTE. The number of concentrators in CTE, those students who have taken two or more credits in a single program area is 11,394. While the number enrolled has been stable, the number of concentrators at the secondary level increased by nearly 550 due in large part to a combination of more career planning and the ND CTE Scholarship that requires 4 credits in CTE, of which two must be in a concentration or “Coordinated Plan of Study”. Students are planning and making choices that fit career goals which creates eligibility for the ND Career and Technical Education Scholarship of which there were 518 this past year, which is up from 424 the year before.

Last month we submitted our annual federal accountability report to the US Dept. of Education for this past school year and I am pleased to say that we met all of our 14 federal performance measures. I won't go over them individually but I did give you a green handout showing both the secondary and postsecondary measures.

I will mention three secondary performance measures that we can compare to students statewide, which are in the white handout. CTE concentrators, those who take 2 or more credits in a single program area, outperformed students statewide in the 11<sup>th</sup> grade State Assessment.

CTE Concentrator Performance Measures			
Measure	CTE Goal	CTE Actual	Statewide
Reading / Language Arts	64.5%	77.1%	66.2%
Math	50.5%	63.7%	57.3%
Graduation Rate	84.5%	94.7%	86.2%
Graduation Rate Native American		85%	62%

CTE is a powerful strategy that keeps students in school and is linked to higher performance in key academic areas for many students.

Our agency provides funding to high schools, on a reimbursement basis, for CTE programming that schools provide for their students and meets our requirements. To give you an understanding of how we provide funding to schools, there is a salmon colored handout in your materials that list our reimbursement rates to schools.

CTE includes programming in the areas of Agriculture Education, Business and Office Technology, Family and Consumer Sciences, Technology and Engineering Education, Marketing Education, Information Technology, Career Development, and Trade, Technical and Health Careers (T&I). T&I is made up of many of the skilled craft areas - auto, construction, welding, health, and electronics.

CTE is not just about technical skills like welding or marketing or nursing, it is a method of teaching that brings the real world experiences, relevance, and relationships into the classroom and labs. One of the most powerful elements of a CTE program is the

relationships which are developed through student organizations. Career and Technical Student Organizations (CTSO's) focus on the Career Readiness Skills – the leadership, teamwork, communication, responsibility, and community involvement skills as well as technical skill development, which are all needed for a student to be successful in their career. Students learn better by doing and it is through CTSO's that students not only learn about the career skills, but they practice and develop them.

I would like to introduce you to one of those Career and Technical Education students who has benefited from their experience in the student organization DECA. Morgan Thompson participated in DECA at Fargo North, was a state officer and is currently the National High School DECA President. DECA has 185,000 student members nationally and last spring she presided over DECA's national convention of over 15,000 students. Her experience has had her speaking at many other state conferences, lobbying in Washington DC, and addressing national groups of business CEO's who interact with DECA.

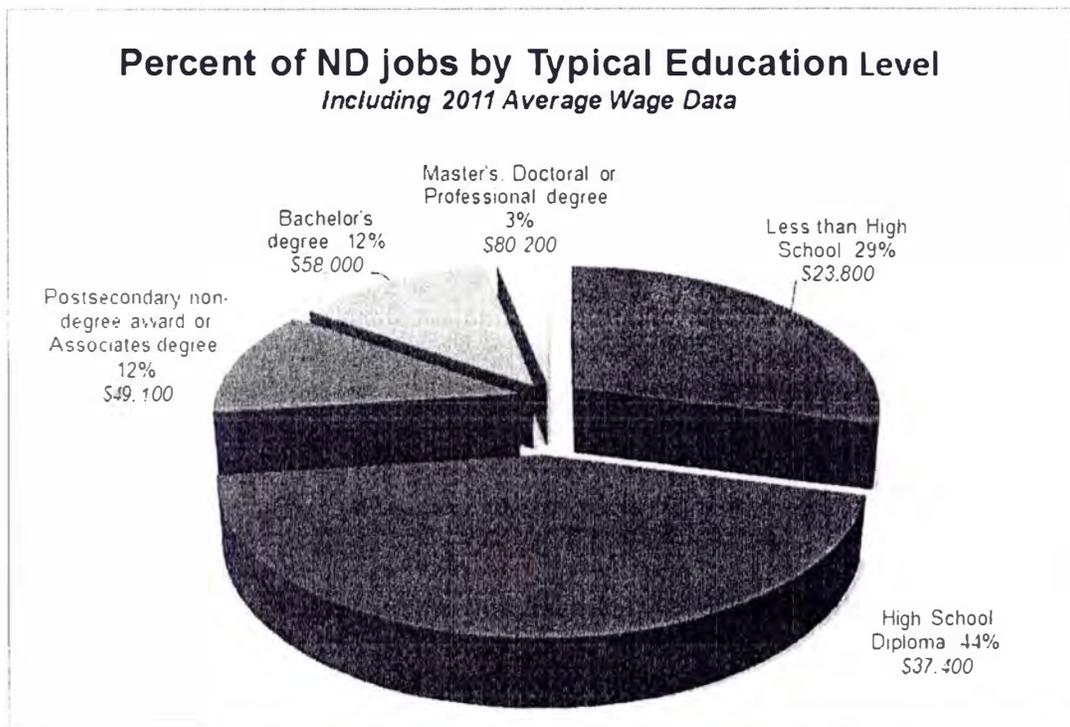
Morgan is an exceptional individual and her experience in a career and technical student organization has provided her opportunities that are open to all students involved in a career and technical education student organization.

The challenge our agency faces is how do we help schools provide these CTE opportunities to all students? There are areas of the state that do not have access to CTE, or the variety of CTE programs that build so many of the skills that today's students need to be successful. The low class sizes and high cost equipment needs of CTE courses are a distinct fiscal barrier for high schools to offer additional CTE courses. The funding in

SB2019 will help us expand the access to quality CTE programming which provides greater opportunities to students.

North Dakota's Strategic Plan for Workforce Development entitled "Strengthening our Workforce" and the Economic Development Association of ND's "Legislative Agenda 2013" and the "2012 EmpowerND Update Report" all call for more access to career and technical education as well as encouraging career planning and career awareness. There are copies or excerpts of those reports in your material.

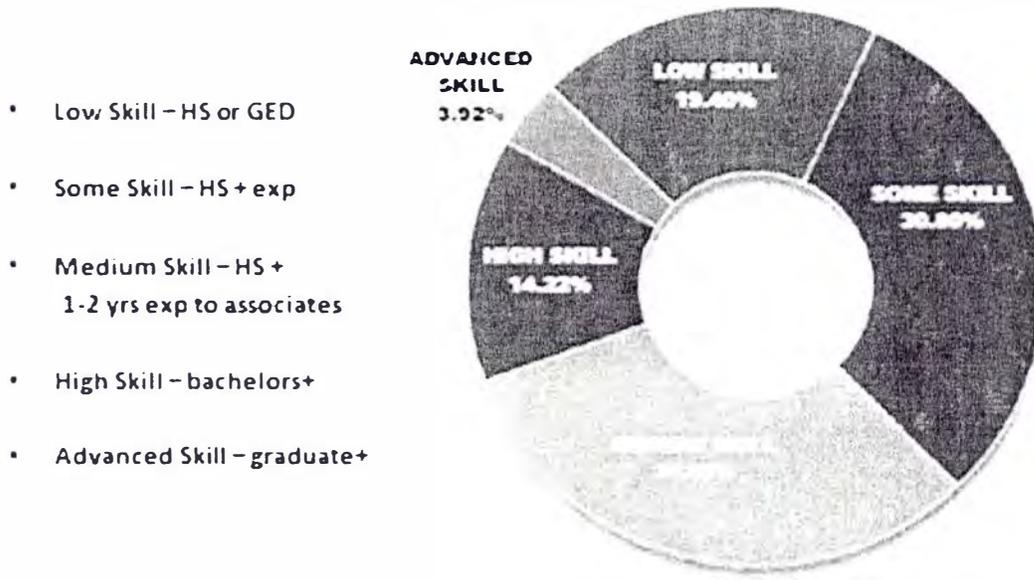
North Dakota has been blessed with a robust economy and we all hear about the number and variety of jobs available. The percent of ND jobs by typical education level shows that 85% of the occupations in ND require education up to and including an associate's degree.



Acknowledging today's workforce demands higher skills by our entire workforce, we can't forget about the education and skills training we need to provide to meet these widely varying needs of our economy.

## Skill Clusters as a Share of Total Employment

2018 employment projections



Here is another chart that shows a national perspective, a projection to 2018, and again breaks down all jobs by education and skill levels. When you add up those - up to and including an associate's degree, it is just about 82%; amazingly close to the mix of our current jobs in ND.

We have a good college going rate somewhere around 80%, and we need to prepare all students to succeed, but we can't forget those students that do not go on, or go one year and drop out for any number of reasons. For these ND students the last level of

formal technical or career readiness training they receive is in a high school CTE program.

### **Current Biennium Funding (Yellow Handout)**

Our 2011-2013 appropriation is the first column on the top half of the yellow handout. It lists our salaries, operating and grants to schools along with specific line item grants for Adult Farm Management, Workforce Training, and Postsecondary Grants. We are on track and will expend our entire budget, with any unexpended funds at the end of the biennium being allocated back out to school districts and Area Centers.

Our total Grants line item is at \$29,025,000 and that represents both state and federal funding. State “Grant” funds go to schools and Area Centers on a reimbursement basis, based on a portion of the local costs of the CTE programs that they offer, while federal “Grant” funding is allocated to schools based on Title I census data, and two year colleges based on the number of Pell Grants. The state funding is both an incentive for schools to offer quality CTE programming and helps to offset the higher cost of operating a CTE program.

The Grant funds also provide incentives to schools who offer distance CTE opportunities, both interactive video (ITV) and online, to expand access to more students. Through these incentives the accessibility of CTE courses has increased. There are currently 106 schools participating in 30 different CTE courses delivered through interactive video (ITV) and 44 schools participating in 22 different online CTE courses, serving a total enrollment of 1,055 students. While these are good numbers there is still access and availability problems in many local schools to offer a variety of CTE

programs, where students can take two or more credits in an area of interest which also can qualify them for the ND CTE scholarship. To get an idea of the courses offered and the schools taking advantage of this distance delivery of CTE courses, there is a blue three page handout in your materials that lists all schools and CTE courses that are being delivered by distance.

We also have a line item of \$749,802 for Farm Management. We have 14 programs across the state that work with farmers and ranchers to provide them the education they need to better manage their operations.

We continue to provide the \$3 million in funding for the Workforce Training regions. It is allocated to the two-year campuses in each of the four regions based on the number of employees in the region. There is a representative from the Workforce Training Regions here to update you on their activities.

The final line item in that first column is Postsecondary Grants; these funds are equally split between each of the five community colleges for help in starting new CTE programs and providing instructor training and mentoring to new CTE instructors coming directly out of industry.

To complete that column, under "Funding Source" it shows our source of funding is about a 70% state and 30% federal funding split. We learned on Friday that the sequestration will not have an impact on our federal funds. We are a minimum funded state and because the cut was taken off the top of the Perkins the formula still provides us the minimum amount. To give you a perspective in how secondary schools use their federal funding, 58% use their federal funds to purchase equipment and about 28% for salaries with the balance for professional development.

programs which have been at a traditionally lower rate. We request to fully fund these two priorities and provide \$500,000 for the Area Center.

A word on the funding for the Area Center, after an initial request in mid-June for \$1,000,000 in funding of the Area Center, which you can see was in the Executive Recommendation column, we have not received a formal proposal which is required prior to our Board approval of establishing an Area Center. Even if we received a proposal now, it would take time to review and get Board approval which would not be in time for the member schools to get students registered and classes scheduled by next school year. The \$500,000 would provide funding to start the Area Center for the last year of the biennium, provided we receive a proposal and it is approved by our Board.

Let me explain a little bit about the expansion of Area Centers. A map of the current Area Centers is in your material and on the back is a listing of member schools. Here is a slide showing where the current Area Centers are. They have created more access for more students. Over the last three biennium we have received \$3.2 million for Area Center funding. This funding is not for bricks and mortar; it is for CTE programming, for instructional delivery equipment, and operating. We start every new Area Center on a five year startup plan. The funding is a maximum of \$500,000 per year and covers 75% of the cost for the first two years, 60% of the cost for the next three, and after year five it would go down to 40% which is the level of funding for all Area Centers. Area CTE Centers can provide to area schools, what they cannot provide themselves – a variety of CTE programming. They are a cooperative effort between schools and that cooperation is bringing more access to 91 member schools that on their own would not be able to provide or fund this wide of a variety of offerings.

Eric Ripley CTE Director of the newest Area Center – Grand Forks Area Career and Technology Center was not able to be here today but he did send his testimony which I will briefly review with you at the end of my presentation.

Continuing down the column, the Senate also included \$2,600,000 of one time funding to be divided equally between each of the four workforce training regions to enable them to purchase needed training equipment and/or simulators to meet the regional demand they have for training. They are here to speak to this one time funding.

Additionally the Senate placed Section 2, 3, and 4 in our bill which would move the approval of business plans for the Workforce training Regions from the Board of Higher Ed to the CTE. This came from a discussion in subcommittee about the some of the workforce advisory boards and their feeling that they lack control in the process. I said if there was an advantage to having the business plans approved more quickly by the Dept. of CTE we could do that and since the funding came through our agency it may make sense to do that. I put it out as an option if it would help to improve the process. The Senate went with that option.

In the Postsecondary Grants line item the Senate included \$900,000 for new STEM initiatives. They include;

\$300,000 for STEM Matching Grants, where new STEM programming initiatives from either secondary or postsecondary can apply for grants that would require a one for one match from private industry;

\$200,000 for the STEM Infusion Initiative which is a program that works with high school students, mainly young females, creating an interest in Nano Technology and all related technology careers. The project is housed at Skills Center in Fargo and is

through NDSCS and I know there is someone here from that project that can answer any question you may have;

\$400,000 of one time funding to be used as startup funds for the ND STEM Network. HB 1228 is also for the STEM Network and both have the same intent of establishing a ND STEM Network. The House passed HB1228 with \$160,000;

Lastly at the bottom of the column the Executive Recommendation as well as the Senate actions, a half FTE has been removed. This is a position that has been half time and we have no intention of returning it to full time.

Back to the bill, Section 5 calls for a report to the Budget Section on the impact of the STEM activities funded in this bill.

Section 6 provides for the one time funding of the \$2,600,000 for Workforce Training and the \$400,000 for the ND STEM Network out of the Strategic Investment and Improvement Fund.

Section 7 sets up the required one for one private industry match for the STEM Matching Grants.

Mr. Chairman and members of the committee I would ask that you increase our second priority; the funding for new and expanding programs by \$200,000 over the Senate action, increasing it to \$800,000. Since we submitted our budget this past summer we have been able to better estimate what the anticipated needs will be to fund the backlog of \$440,000 for current new and expanding programs requests plus new requests we will receive for the next two years of the biennium. I would also ask that you fully fund our Priority #3 and #4.

I hope you can agree of our need to enhance and provide greater access to CTE programming. CTE programs are traditionally high cost for schools to operate – more equipment, larger facilities, and smaller teacher to student ratios. The benefit of CTE programming is that it keeps students engaged in their learning, for some it keeps them in school, and provides a foundation for their future career and educational goals.

The funding request in this budget will enable local schools and Area Centers to create more access to CTE programming. Because we fund only a percentage of the costs of a CTE program, local schools make a commitment also. This funding request is providing an average of 30% of the cost of operating CTE programs; local schools are committing the other 70% of the cost. They also see the value that CTE brings to students.

We believe by making more CTE programming available to more students all across the state, our students are building the academic and technical skills as well as the career skills to be successful in life and in their career. I believe that the budget request before you will help us get there.

Mr. Chairman, thank you for the opportunity to talk about CTE and I would be glad to answer any questions that you may have.



**Department of  
Career and Technical  
Education**

Biennium Budget Presentation  
 House Appropriations  
 Education & Environment Division  
 March 11, 2013

**CTE Enrollment**

- Secondary (9-12)  
20,936 Enrolled  
11,394 Concentrators
- Postsecondary  
9,848 Enrolled  
5,806 Concentrators

**CTE Concentrator  
Performance Measures**

Measure	CTE Goal	CTE Actual	Statewide
Reading Language Arts	64.5%	77.1%	66.2%
Math	50.5%	63.7%	57.3%
Graduation Rate	84.5%	94.7%	86.2%
Graduation Rate Native American		85.0%	62.0%

\*Concentrators take 2 or more sequential credits in a CTE program area

**Funding to Schools**

- CTE Reimburses
  - 27% on CTE teacher salary
  - 30% on program travel
  - Professional development
  - Student organization
  - 35% on Career Development Counselor
  - 40% at Area Centers

**Program Areas**

- Agriculture Education
- Business and Office Technology
- Career Development
- Family and Consumer Sciences
- Information Technology
- Marketing Education
- Technology and Engineering Education
- Trade, Technical and Health Careers (T&I)

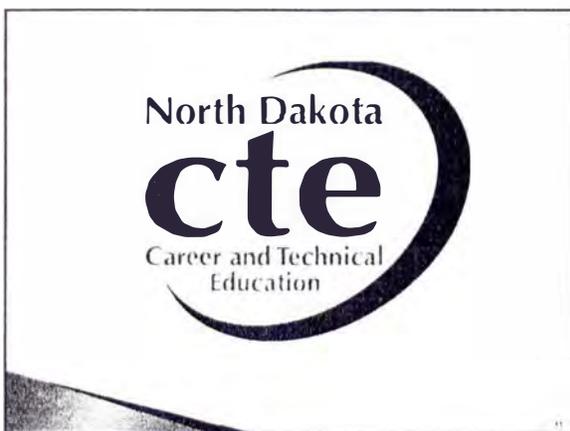
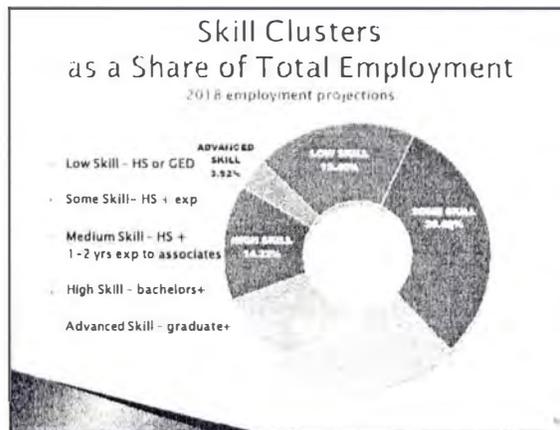
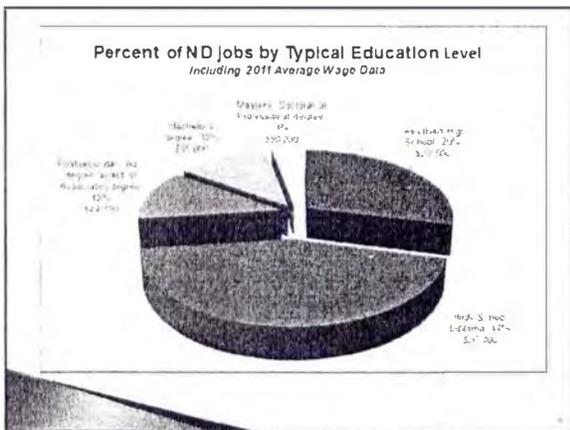
**Secondary Trade,  
Technical & Health (T&I)**

- Auto Collision
- Auto Technology
- Aviation Technology
- Commercial Art
- Const. Technology
- Culinary Arts
- Drafting
- Electronics
- Facilities Maintenance
- Graphic Arts
- Health Careers
- Machine Tooling
- Recreational Engines
- Welding Technology



### Support more access to CTE Career Planning & Awareness

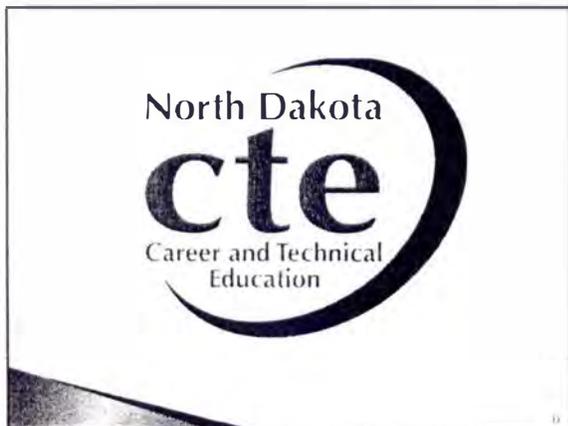
- ND Strategic Plan for Workforce Development "Strengthening our Workforce"
- Economic Development Association of ND "Legislative Agenda 2013"
- 2012 EmpowerND Update Report



### CTE Cooperative Arrangements

Courses offered between schools either ITV or online

- 106 schools participating in ITV  
30 CTE course offerings
- 44 schools participating in online  
22 CTE course offerings
- 1055 enrollment in online and ITV CTE courses



### 2013 - 2015 Budget Request

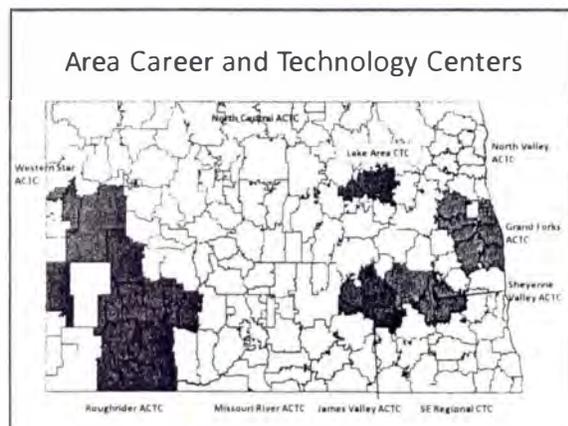
Description	Executive Budget	Agency Request	Senate Action
1 Cost to Continue	\$500,000	\$500,000	\$500,000
2 Increase Access to CTE	1,005,000	1,305,000	1,105,000
3 Pre-Engineering - STEM Course	0	350,000	300,000
4 Increase FACS %	0	320,000	0
5 New Virtual Area Center	<u>1,000,000</u>	<u>500,000</u>	<u>500,000</u>
Subtotal	2,505,000	2,975,000	2,405,000
STEM Matching Grants			300,000
STEM Infusion Initiative			200,000
STEM Network Start-up			<u>400,000</u>
Subtotal			900,000
Workforce Training Equipment			2,600,000
Total			\$5,905,000

### Senate Actions Priority #2

Description	Senate Actions
2 Increase Access to CTE	
New & Expanding Programs	600,000
Distance Delivery	150,000
Distance Delivery Pilot	150,000
Expand Emerging Tech	205,000
Total	\$1,105,000

### 2013 - 2015 Budget Request

Description	Executive Budget	Agency Request	Senate Action
1 Cost to Continue	\$500,000	\$500,000	\$500,000
2 Increase Access to CTE	1,005,000	1,305,000	1,105,000
3 Pre-Engineering - STEM Course	0	350,000	300,000
4 Increase FACS %	0	320,000	0
5 New Virtual Area Center	<u>1,000,000</u>	<u>500,000</u>	<u>500,000</u>
Subtotal	2,505,000	2,975,000	2,405,000
STEM Matching Grants			300,000
STEM Infusion Initiative			200,000
STEM Network Start-up			<u>400,000</u>
Subtotal			900,000
Workforce Training Equipment			2,600,000
Total			\$5,905,000



### 2013 - 2015 Budget Request

Description	Executive Budget	Agency Request	Senate Action
1 Cost to Continue	\$500,000	\$500,000	\$500,000
2 Increase Access to CTE	1,005,000	1,305,000	1,105,000
3 Pre-Engineering - STEM Course	0	350,000	300,000
4 Increase FACS %	0	320,000	0
5 New Virtual Area Center	<u>1,000,000</u>	<u>500,000</u>	<u>500,000</u>
Subtotal	2,505,000	2,975,000	2,405,000
STEM Matching Grants			300,000
STEM Infusion Initiative			200,000
STEM Network Start-up			<u>400,000</u>
Subtotal			900,000
Workforce Training Equipment			2,600,000
Total			\$5,905,000

## Career and Technical Education - 2012 Consolidated Annual Report 2011/2012 School Year

### Enrollment of CTE Participants

Population	Number of Secondary Students	Number of Postsecondary Students
GRAND TOTAL	20936	9848
<b>GENDER</b>		
Male	10899	5150
Female	10037	4698
<b>RACE/ETHNICITY*</b>		
	(1997 Standards)	(1997 Standards)
American Indian or Alaskan Native	1641	1642
Asian	166	74
Black or African American	383	270
Hispanic/Latino	340	184
Native Hawaiian or Other Pacific Islander	16	0
White	18155	7184
Two or More Races	89	168
Unknown	0	315
<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>		
Individuals With Disabilities (ADA)	0	353
Disability Status (ESEA/IDEA) (Secondary Only)	3069	0
Economically Disadvantaged	6619	4281
Single Parents	0	528
Displaced Homemakers	0	839
Limited English Proficient	501	234
Migrant Status	0	0
Nontraditional Enrollees	8197	7328

### Enrollment for Career and Technical Education is identified by the "Career Clusters"

1 - Ag/Natural Resources	7 - Government/Public Admin.	13 - Manufacturing
2 - Architecture/Construction	8 - Health Science	14 - Marketing Sales & Service
3 - Arts/Audio Video Tech/Comm.	9 - Hospitality/Tourism	15 - Science, Technology, Engineering & Mathematics
4 - Business/Administration	10 - Human Services	16 - Transportation, Distribution, & Logistics
5 - Education/Training	11 - Information Technology	
6 - Finance	12 - Law/Public Safety & Security	

### Enrollment of CTE Concentrators

Population	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
<b>SECONDARY</b>																	
Female	580	69	69	534	88	22	0	716	39	2157	46	0	31	340	107	75	4873
Male	1669	544	85	524	4	28	0	201	35	816	251	0	397	435	624	908	6521
Total	2249	613	154	1058	92	50	0	917	74	2973	297	0	428	775	731	983	11394
<b>POSTSECONDARY</b>																	
Female	85	15	57	461	160	0	75	1403	31	53	98	84	126	19	27	16	2710
Male	352	300	33	226	27	0	12	165	28	3	217	167	1051	20	112	383	3096
Total	437	315	90	687	187	0	87	1568	59	56	315	251	1177	39	139	399	5806
<b>GRAND TOTAL</b>	<b>2686</b>	<b>928</b>	<b>244</b>	<b>1745</b>	<b>279</b>	<b>50</b>	<b>87</b>	<b>2485</b>	<b>133</b>	<b>3029</b>	<b>612</b>	<b>251</b>	<b>1605</b>	<b>814</b>	<b>870</b>	<b>1382</b>	<b>17200</b>

**a. State Performance Summary**

Listed are the statewide percentages and adjusted performance levels agreed upon by the State and the Office of Vocational and Adult Education of the U.S. Department of Education. The adjusted performance levels are incorporated into the State Plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Career and Technical Education Act of 2006, 20 U.S.C. 2301 et seq., as amended by Public Law 109-270.

For the tables below, secondary concentrators (two or more credits in a single program area) are measured as a cohort with exiting seniors reported as CTE concentrators. For postsecondary, the concentrators (12 credits in a single program area sequence) are not treated as a cohort, but the numbers are a reflection of the postsecondary students meeting the concentrator definition and actively enrolled in a CTE postsecondary program within the reporting year.

**Secondary Performance Levels**

During program year 2012, eight measures are required as indicated in the table below.

Indicator & Citation	Measurement Definition	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
<b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education. (AY: 10-11,)</p>	64.50 %	77.06%  2,204/2,860	+12.56%	Yes
<b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education. (AY: 10-11)</p>	50.50 %	63.67%  1,812/2,846	+13.17%	Yes
<b>2S1 Technical Skill Attainment</b>	<p><b>Numerator:</b> Number of CTE concentrators who passes technical skills assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who took the assessments during the reporting year. (AY: 10-11)</p>	67.30 %	89.36%  2,586/2,894	+22.06%	Yes

Indicator & Citation	Measurement Definition	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
<b>3S1 School Completion</b>	<p><b>Numerator:</b> Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year. (AY: 10-11)</p>	90.50 %	98.45% 2,849/2,894	+7.95%	Yes
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA. (AY: 10-11)</p>	84.50%	94.67% 2,822/2,981	+10.16%	Yes
<b>5S1 Placement</b>	<p><b>Numerator:</b> Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2010 would be assessed between October 1, 2010 and December 31, 2010). (AY: 09-10)</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year. (AY: 09-10)</p>	70.50 %	70.13% 1,702/2,427	-0.37%	Yes
<b>6S1 Nontraditional Participation</b>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p>	22.13 %	21.36% 551/2,579	-0.77%	Yes
<b>6S2 Nontraditional Completion</b>	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 10-11)</p>	15.13 %	16.25% 314/1,932	+1.12%	Yes

**Performance of CTE Concentrators on ND Assessment  
Career and Technical Education**

	Reading Achievement Rates		Math Achievement Rates		High School Student Graduation Rates	
	CTE "Concentrators" met Proficient* level	All Students who met Proficient* level	CTE "Concentrators" met Proficient* level	All Students who met Proficient* level	CTE Graduates	All Student Graduates
Total Enrolled	77.1%	66.2%	63.7%	57.3%	94.7%	86.2%
Female	80.6%	70.8%	61.7%	55.5%	94.7%	87.8%
Male	74.5%	62.2%	65.0%	59.1%	94.6%	84.8%
American Indian or Alaska Native	57.8%	36.9%	48.3%	29.4%	85.2%	62.0%
Asian	56.3%	67.3%	50.0%	61.1%	80.0%	87.6%
Black or African American	54.3%	37.1%	33.3%	25.9%	82.9%	74.0%
Hispanic or Latino	57.8%	50.0%	45.0%	38.3%	79.2%	75.6%
White	79.2%	69.8%	65.3%	60.7%	95.9%	89.5%
Economically Disadvantaged/Low Income	68.2%	50.1%	54.6%	38.6%	89.8%	72.8%
Limited English Proficient	15.1%	15.0%	10.0%	13.1%	65.7%	62.1%
Single Parents	80.0%	N/A	20.0%	N/A	83.3%	N/A
Nontraditional Enrollees	74.9%	N/A	62.4%	N/A	94.9%	N/A
Individual with Disabilities	55.7%	34.7%	51.9%	27.5%	81.1%	66.7%
Migrant Students	50.0%	N/A	25.0%	N/A	100.0%	N/A

\* Combines students who achieved a proficient or advanced proficient on the assessment

N/A = Data could not be disclosed

"Concentrator" = A CTE concentrator is a student who has earned two or more credits in a single CTE program area recognized by the state

Source: 2012 CTE CAR report, DPI statewide AYP reports

# STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

## Policy For Reimbursement of State Funded Programs FY 2013

### ◆ Secondary Comprehensive Occupational Programs

27% Reimbursement on Instructional Salaries and Extended Contracts  
30% Reimbursement on Approved Travel  
40% of All Approved Costs at the Area Career and Technology Centers  
No state Reimbursement on Equipment

### ◆ Exploratory Programs

#### Family & Consumer Sciences

15% Reimbursement on Instructional Salaries and Extended Contracts  
30% Reimbursement on Approved Travel  
No state Reimbursement on Equipment  
Current Reimbursement is for grades 9-12 only

#### Technology & Engineering Education

No reimbursement on Instructional Salaries  
40% Reimbursement on Extended Contracts  
30% Reimbursement for Approved Travel  
40% Reimbursement on Equipment

### ◆ Career Development

35% Reimbursement on Salaries and Extended Contracts  
30% Reimbursement on Travel

### ◆ Adult Level

Full-Time Instruction Programs (Farm Management Education) 64% of Approved Expenditures  
Part-Time Adult: 50% of Instructors Salary only on an hourly basis not to exceed 50% of the \$25 hourly maximum

### ◆ Coops – Sharing Instructors, Transporting Students, ITV's and On-line Programs

Schools holding contracts on instructors in programs that transport students or programs that share instructor's receive 2% additional reimbursement on approved costs  
Schools holding contracts on ITV's and on-line programs receive 4% additional reimbursement on approved costs  
Participating schools receive 25% of assessed fees

**State Board for Career and Technical Education  
2013-2015 Biennium Budget**

	2011-2013 Appropriation	Executive Recommendation	2013-2015 Budget	Agency Request to Executive Budget**	Senate Action	Total Request
<b>LINE ITEMS</b>						
Salaries and Wages	4,362,974	497,192	4,860,166		503,881	4,866,855
Operating Expenses	1,253,339		1,253,339			1,253,339
Grants	29,025,000	(626,302)			(626,302)	
		2,505,000	30,903,698	470,000	2,405,000	30,803,698
Adult Farm Management	749,802	-	749,802			749,802
Workforce Training	3,000,000	-	3,000,000		2,600,000	5,600,000
Postsecondary Grants	357,452	-	357,452		900,000	1,257,452
<b>Total Line Items</b>	<b>38,748,567</b>	<b>2,375,890</b>	<b>41,124,457</b>	<b>470,000</b>	<b>5,782,579</b>	<b>44,531,146</b>
<b>FUNDING SOURCE</b>						
General Fund	27,981,679	2,852,293	30,833,972	470,000	3,258,848	31,240,527
Special Funds	204,974		204,974		3,000,000	3,204,974
Federal Funds	10,561,914	(476,403)	10,085,511		(476,269)	10,085,645
<b>Total Funding Source</b>	<b>38,748,567</b>	<b>2,375,890</b>	<b>41,124,457</b>	<b>470,000</b>	<b>5,782,579</b>	<b>44,531,146</b>
FTE	27.5	(0.5)	27.0		(0.5)	27.0

<u>Agency Budget Priorities</u>	Executive Recommendation	Agency Request**	Senate Action
(1) Cost to Continue Reimbursements to Schools	500,000	500,000	500,000
(2) Increase Access to CTE Programming			
New and Expanding Programs in Schools	500,000	800,000	600,000
ITV and Online Distance Delivery of CTE	150,000	150,000	150,000
Pilot Distance Delivery of "intense" hands-on CTE Program	150,000	150,000	150,000
Expand Emerging Technology	205,000	205,000	205,000
Increase Access to CTE Programming Total	<u>1,005,000</u>	<u>1,305,000</u>	<u>1,105,000</u>
(3) Funding for STEM-based Engineering by Design (EbD) or Project Lead the Way (PLTW)	0	350,000	300,000
(4) Equity Funding for Family and Consumer Sciences Programs	0	320,000	0
(5) New Virtual Area Center - (No official proposal received yet - Cass County)	1,000,000	500,000	500,000
Subtotal	<u>2,505,000</u>	<u>2,975,000</u>	<u>2,405,000</u>
STEM Matching Grants			300,000
STEM Infusion Initiative			200,000
STEM Network Startup Funds - One Time Funding			400,000
Subtotal			<u>900,000</u>
Workforce Training Equipment - One Time Funding			2,600,000
<b>Total</b>			<u><u>5,905,000</u></u>

## Department of Career and Technical Education 2013 – 2015 Biennium Budget Request

### Optional Budget Enhancement Package - \$2,975,000 – Grants

#### **\$500,000 - Cost to Continue Funding**

This is to cover the inflationary increases in program costs. We are on track to expend \$480,000 in cost to continue funding for the 2011 – 2013 biennium. This represents an approximate 30% match with districts paying 70% of the cost to continue costs.

**Total** **\$500,000**

#### **\$2,475,000 - Increase Access to CTE**

We funded \$170,000 in new and expanding program requests in FY2012. There is \$220,000 of requests we were not able to fund for FY2013, programs in Ag Education, Business and Office, Construction, Career Development, and Family and Consumer Sciences, with a number of additional program expansions - we have an anticipated need of \$800,000.

Continued expansion of CTE programming through distance delivery, such as ITV or online, which provides access to quality programming in schools that could not offer it themselves. The increase for the past two years amounted to \$150,000 which is what we are requesting for the upcoming biennium \$150,000.

Create a pilot for the distance delivery program of intense "hands on" technical programs such as Auto or Construction - \$150,000

Expand Emerging Technology, there are currently 99 schools in 8 consortiums to we would like to expand this opportunity to an additional consortium of schools - \$205,000

**Total** **\$1,305,000**

Provide reimbursement funding to Technology & Engineering Education programs which teach a minimum of 2 credits of either an Engineering by Design (EbD) or Project Lead the Way (PLTW), a pre-engineering and bio-medical curriculum. This funding will help drive change to move existing programs still teaching old Industrial Arts curriculum and help meet some of the extra costs associated with the new programming. This represents an approximate 30% match with districts paying 70% of the costs.

**Total** **\$350,000**

Provide equity funding for Family and Consumer Sciences programs to move the current 15% reimbursement rate towards the standard reimbursement rate of 27% such as in other programs. This funding would increase it by four percent, to 19%, starting the 2013-2014 school year. Schools are currently paying 85% of the cost of these programs; this would reduce the schools share to 81% of the total cost.

**Total** **\$320,000**

New Virtual Area Center proposal received from the Southeast Education Cooperative involving five schools, Fargo, West Fargo, Casselton, Kindred, and Northern Cass. This is 75% funding for year 1 & 2, 60% for years 3, 4, 5 then 40%.

**Total** **\$500,000**

**Grand Total** **\$2,975,000**

**ND Department of Career & Technical Education  
Cooperative Arrangements  
Interactive TV 2012-2013**

11/05/12

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Line Charge</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>	
<b><u>Binford (Midkota)</u></b>	Cooperstown (Griggs County)	GPS	\$286	1	4	\$300	
		GIS	\$286	1	4	\$300	
	Fessenden-Bowdon	GPS	\$286	1	4	\$300	
		GIS	\$286	1	4	\$300	
	Pingree-Buchanan	GPS	\$286	1	5	\$300	
		GIS	\$286	1	5	\$300	
<b><u>Bismarck (MRACTC)</u></b>	Berthold	Medical Careers I		2	6	\$250	
	Carrington	Medical Careers I		2	5	\$250	
	Elgin (Grant County)	Medical Careers I		2	6		
	Garrison	Medical Careers I		2	1		
	Goodrich	Certified Nurse Assistant		2	1		
		Prevention & Care of Athletic Injury		2	1		
	Mandan	Certified Nurse Assistant		2	1		
	New Salem	Certified Nurse Assistant		2	2		
		Medical Careers I		2	7		
	Scranton (RRACTC)	Prevention & Care of Athletic Injury		2	1		
		Prevention & Care of Athletic Injury		2	1	\$250	
	Wishek	Prevention & Care of Athletic Injury		2	1		
<b><u>Bottineau</u></b>	Granville (NCACTC)	Sports and Entertainment Marketing		1	1	\$300	
	Kensel	Sports and Entertainment Marketing	\$286	1	1	\$300	
	Rugby (NCACTC)	Sports and Entertainment Marketing		1	3	\$300	
<b><u>Devils Lake (ND School for the Deaf)</u></b>	Beulah (MRACTC)	ASL I		1	5	\$300	
		ASL II		1	5	\$300	
	Bottineau (NDACTC)	ASL101		1	7	\$300	
		ASL102		1	7	\$300	
	Cando	ASL101		1	1	\$300	
		ASL102		1	1	\$300	
	Carrington	ASL101		1	5	\$300	
		ASL102		1	5	\$300	
	Cavalier	ASL101		1	5	\$300	
		ASL102		1	5	\$300	
	Drake (NCACTC)	ASL101		1	3	\$300	
		ASL102		1	3	\$300	
	Goodrich (MRACTC)	ASL101		1	3	\$300	
		ASL102		1	3	\$300	
	HMB (MRACTC)	ASL I		1	4	\$300	
		ASL II		1	4	\$300	
	New Salem (MRACTC)	ASL I		1	1	\$300	
		ASL II		1	1	\$300	
	Scranton (RACTC)	ASL101		1	1	\$300	
		ASL102		1	1	\$300	
	Selfridge (MRACTC)	ASL I		1	2	\$300	
		ASL II		1	2	\$300	
	Turtle Lake (MRACTC)	ASL I		1	1	\$300	
		ASL II		1	1	\$300	
	Westhope (NCACTC)	ASL101		1	3	\$300	
		ASL102		1	3	\$300	
	Wilton (MRACTC)	ASL I		1	2	\$300	
		ASL II		1	2	\$300	
	Wishek (MRACTC)	ASL I		1	1	\$300	
		ASL II		1	1	\$300	
	<b><u>Dickinson (RACTC)</u></b>						
	Belfield	Beach	Health Careers		2	2	\$200
Medical Terminology				2	2	\$200	
Sports Medicine				2	4	\$200	
Bowman		Medical Terminology		2	3	\$250	
		Health Careers		2	4	\$200	
Glen Ullin		Marketing I		1	8	\$200	
	Marketing II		1	4	\$200		

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Line Charge</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
	Hebron	Health Careers		2	1	\$200
		Medical Terminology		2	1	\$200
	Hettinger	Medical Terminology		2	1	\$200
		Sports Medicine		2	1	\$200
	Killdeer	Health Careers I		2	13	\$200
		Health Careers II		2	3	\$200
		Medical Terminology		2	13	\$200
		Nurse Assistant		2	2	\$200
		Sports Medicine		2	3	\$200
	Mott	Health Careers		2	7	\$200
		Nurse Assistant		2	1	\$200
	New England	Health Careers		2	3	\$200
	Richardton-Taylor	Health Careers		2	10	\$200
		Sports Medicine		2	1	\$200
	South Heart	Medical Terminology		2	5	\$200
Glen Ullin	Richardton-Taylor	Spreadsheets		1	1	\$200
Hebron	New Salem	Vet Science		2	1	\$250
	Richardton-Taylor	Ag Ed IV		1	2	\$200
	Scranton	Vet Science		2	1	\$200
Hettinger (RACTC)	HMB	Ag Science		2	3	\$250
		Vet Science		2	2	\$250
	Hebron	Vet Science		2	2	\$250
	Mott-Regent	Ag Science		2	5	\$200
	New Salem	Ag Science		2	10	\$250
	Richardton-Taylor	Ag Science		2	2	\$200
		Ag Science		1	2	\$200
	Wing (MRACTC)	Ag Science		2	8	\$250
Richardton-Taylor (RACTC)	Hebron	Sports Marketing		2	2	\$200
	Hettinger	Sports Marketing		2	8	\$200
	Killdeer	Sports Marketing		2	5	\$200
	Mott-Regent	Marketing I and II		2	1	\$200
	Steele	Sports Marketing		2	6	\$25
Scranton (RACTC)	Bowman	Ag III		1	5	
		Ag IV		1	5	
	Hebron	Ag III		1	1	\$200
		Ag IV		1	1	\$200
	Linton (MRACTC)	Ag Technology		2	5	\$250
	Richardton-Taylor	Ag III		1	2	\$200
		Ag IV		1	2	\$200
South Heart	Hettinger	Web Design		1	4	\$200
	Scranton	Web Design		1	2	\$200
Grafton (NVACTC)	Pembina (North Border)	Marketing	\$530	2	3	
	St. Thomas	Health Careers	\$530	2	1	
	Walhalla (North Border)	Health Careers	\$530	2	3	
		Marketing	\$530	2	8	
Hebron	Center-Stanton	Parenting-Independent Living		2	3	\$575
	Turtle Lake-Mercer	Parenting-Independent Living		2	1	\$575
	Wing	Parenting-Independent Living		2	3	\$575
Jamestown (JVACTC)	Binford (Midkota)	Medical Terminology	\$286	1	5	\$300
		Sports Medicine	\$286	1	5	\$300
	Cooperstown (Griggs County)	Agriscience	\$286	2	6	\$300
	Ellendale	Agriscience	\$286	2	3	\$300
		Medical Terminology	\$286	1	4	\$300
		Sports Medicine	\$286	1	4	\$300
	Litchville-Marion	Agriscience	\$286	2	1	\$300
LaMoure	Ashley	Farm Management	\$360	1	7	\$300
		Vet Science	\$360	1	7	\$300
	Berthold	Farm Management	\$360	1	3	\$300
		Vet Science	\$360	1	3	\$300
	Litchville-Marion	Farm Management	\$286	1	2	\$300
		Vet Science	\$286	1	2	\$300
	Medina	Farm Management	\$286	1	1	\$300
		Vet Science	\$286	1	1	\$300
Minot	Berthold (Lewis & Clark)	Health Careers		2	2	\$300
	Garrison	Health Careers		2	2	\$300

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Line Charge</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
	Medina	Health Careers		2	6	\$300
	Velva	Health Careers		2	3	\$300
<u>Rolla (Mt. Pleasant)</u>	Granville (NCACTC)	Sports Nutrition		1	4	\$300
	Midkota	Parenting	\$286	1	1	\$300
	Pingree-Buchanan	Parenting	\$286	1	5	\$300
	Rugby (NCACTC)	Parenting		1	5	\$300
		Sports Nutrition		1	3	\$300
<u>Valley City (SVACTC)</u>	Casselton (Central Cass)	Cisco Discovery II		2	2	\$300
		Fundamentals of Web Design		1	3	\$300
		Health Careers		2	11	\$300
		Introduction to Program Visual Basic		1	3	\$300
	Drayton	Cisco Discovery I		2	4	\$300
		Fundamentals of Web Design		1	1	\$300
		Introduction to Program Visual Basic		1	1	\$300
	Enderlin	Cisco Discovery I		2	1	\$300
	Finley-Sharon	Health Careers		2	3	\$300
	Fordville-Lankin	Computer Hardware & Operating Systems		2	2	\$300
	Hillsboro	Computer Hardware & Operating Systems		2	1	\$300
		Health Careers		2	3	\$300
	Hope-Page	Health Careers		2	7	\$300
	Hunter (Northern Cass)	Cisco Discovery I		2	1	\$300
		Cisco Discovery II		2	1	\$300
	Inkster (Midway)	Fundamentals of Web Design		1	3	\$300
		Introduction to Program Visual Basic		1	3	\$300
	Kindred	Cisco Discovery I		2	1	\$300
	Larimore	Cisco Discovery I		2	1	\$300
		Health Careers		2	4	\$300
	Minto	Health Careers		2	7	\$300
	Park River	Cisco Discovery I		2	3	\$400
	Rogers (Barnes County North)	Commerical Arts I		2	3	\$300
		Fundamentals of Web Design		1	2	\$300
		Introduction to Program Visual Basic		1	2	\$300
	Thompson	Health Careers		2	12	\$300
<u>Wahpeton (SERCTC)</u>	Colfax (Richland 44)	EMT		2	6	\$250
		Health Careers		2	4	\$250
		TV Production		2	4	\$250
	Forman (Sargent Central)	Ag Science		2	1	\$250
		EMT		2	2	\$250
		Health Careers		2	1	\$250
		Marketing		2	10	\$250
		Sports Marketing		2	3	\$250
		TV Production		2	2	\$250
		Web Design		2	2	\$250
	Gwinner (North Sargent)	EMT		2	2	\$250
		Health Careers		2	4	\$250
		Marketing		2	3	\$250
		Web Design		2	8	\$250
	Hankinson	Ag Science		2	3	\$250
		EMT		2	14	\$250
		Health Careers		2	4	\$250
		Sports Marketing		2	7	\$250
		TV Production		2	6	\$250
	Lidgerwood	Health Careers		2	3	\$250
	Milnor	Health Careers		2	4	\$250
		Marketing		2	3	\$250
	Wahpeton	Ag Science		2	3	\$250
		Visual Basic		2	5	\$250
		Web Design		2	1	\$250
	Wyndmere	Health Careers		2	6	\$250
				<b>287</b>	<b>635</b>	

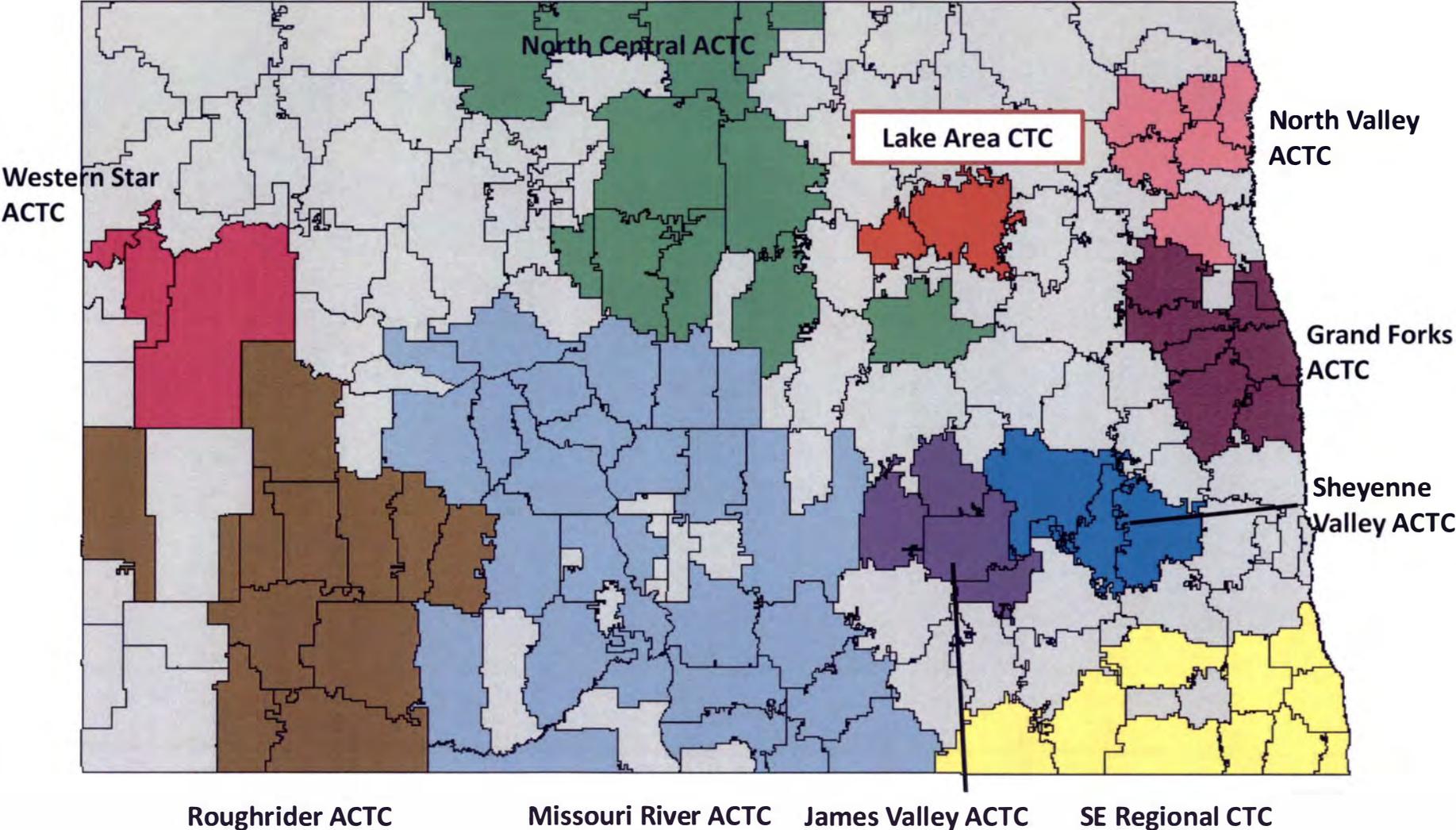
**ND Department of Career & Technical Education  
Cooperative Arrangements  
School Districts On-Line Programs 2012-2013**

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Course Code</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>		
Bismarck (MRACTC)	Ashley	Aviation II	17813	2	1			
		IT Essentials Intro	27101	1	1			
		IT Essentials	27219	1	1			
		Marketing	04210	2	6			
		Medical Careers I	07033	2	3			
		Medical Terminology	07036	1	3			
		Medical Terminology	07036	1	1			
		Sports & Entertaining Marketing	04210	1	3			
		Beulah		Aviation I	17812	2	1	
				Electronics I	17150	2	1	
Intro to IT	27101			1	1			
IT Essentials	27219			1	1			
Binford (Midkota)		Medical Careers I	07033	2	4			
		Electronics I	17150	2	5	\$250		
		Intro to Programming Languages	27120	1	1	\$250		
Bismarck		Visual Basic	27122	1	1	\$250		
		Medical Terminology	07036	1	7			
Center-Stanton		Medical Terminology	07036	1	2			
		Aviation I	17812	2	1			
Dickinson (RACTC)		Medical Terminology	07036	1	2			
		Medical Terminology	07036	1	1			
		Intro to Programming Languages	27120	1	1	\$250		
Flasher		Visual Basic	27122	1	1	\$250		
		Electronics	17150	2	2			
		Intro to IT	27101	1	1			
		IT Essentials	27219	1	1			
Garrison		Medical Terminology	07036	1	5			
		Medical Terminology	07036	1	2			
Goodrich		Marketing	04210	2	2			
		Medical Careers I	07033	2	3			
Grand Forks (GFACTC)		Aviation I	17812	2	5	\$250		
		Intro to IT	27101	1	7	\$250		
		IT Essentials	27219	1	7	\$250		
HMB (Hazelton-Moffit-Braddock)		Medical Careers I	07033	2	1			
Hazen		Medical Terminology	07036	1	1			
Linton		Intro to IT	27101	1	4			
		Intro to Programming Languages	27120	1	2			
		IT Essentials	27219	1	4			
		Medical Careers I	07033	2	5			
		Medical Terminology	07036	1	3			
		Visual Basic	27122	1	2			
		Aviation I	17812	2	1			
Mandan		GIS	27400	1	1			
		Intro to IT	27101	1	2			
		Intro to Programming Languages	27120	1	4			
		IT Essentials	27219	1	2			
		Medical Terminology	07036	1	7			
		Medical Terminology	07036	1	11			
		Visual Basic	27122	1	4			
		Medical Terminology	07036	1	2			
		Napoleon		GIS	27400	1	4	
				Intro to Programming Languages	27120	1	1	
New Salem/Almont		Marketing	04210	2	1			
		Medical Careers I	070363	2	3			
		Medical Careers I	07035	2	2			

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Course Code</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
		Medical Terminology	07036	1	2	
		Medical Terminology	07036	1	1	
		Visual Basic	27122	1	1	
	Selfridge	GIS	27400	1	1	
		Intro to IT	27101	1	1	
		Information Technology	27219	1	1	
		Medical Careers II	07035	2	1	
	Tappen (Kidder County)	Medical Terminology	07036	1	2	
		Medical Terminology	07036	1	2	
	Steele (Kidder County)	Intro to IT	27101	1	7	
		IT Essentials	27219	1	7	
		Intro to Java	27125	1	4	
		Intro to Programming Languages	27120	1	1	
		Java	27127	1	4	
		Visual Basic	27122	1	1	
	Strasburg	Aviation I	17812	2	4	
		Intro to IT	27101	1	3	
		Intro to Programming Languages	27120	1	3	
		Information Technology	27219	1	3	
		Medical Careers I	07033	1	5	
		Medical Terminology	07036	1	1	
		Visual Basic	27122	1	3	
	Turtle Lake-Mercer	Aviation I	17812	2	5	
		Aviation II	17813	2	1	
		Electronics I	17150	2	2	
		GIS	27400	1	2	
		Intro to IT	27101	1	3	
		IT Essentials	27219	1	3	
		Medical Careers I	07033	2	1	
		Medical Terminology	07036	1	4	
		Medical Terminology	07036	1	1	
	Underwood	Medical Careers I	07033	2	3	
	Velva (NCACTC)	Electronics I	17150	2	7	\$250
	Washburn	Medical Careers I	07033	2	3	
		Medical Careers II	07035	2	1	
	Wilton	Aviation I	17812	2	3	
		Marketing	04210	2	2	
		Medical Careers I	07033	2	6	
		Medical Terminology	07036	1	1	
	Wishek	Aviation I	17812	2	1	
		Electronics	17150	2	1	
		Medical Careers I	07033	2	3	
		Medical Careers II	07035	2	1	
		Sports & Entertaining Marketing	04240	1	2	
	Zeeland	Aviation II	17813	2	1	
		Electronics I	17150	2	1	
		Intro to IT	27101	1	1	
		IT Essentials	27219	1	1	
		Medical Careers I	07033	2	1	
		Medical Terminology	07036	1	1	
Grafton (NVACTC)	Cavalier	Agriscience Tech I	01021	2	2	
		Agriscience Tech II	01022	2	1	
	Grafton	Agriscience Tech I	01021	2	1	
		Entrepreneurship	04111	2	4	
	Inkster (Midway)	Agriscience Tech I	01021	2	1	
	St. Thomas	Agriscience Tech II	01022	2	1	
	Valley-Edinburg	Agriscience Tech II	01022	2	1	
		Entrepreneurship	04111	2	5	

<u>Transmitting School</u>	<u>Receiving School</u>	<u>CTE Programs</u>	<u>Course Code</u>	<u>No. of Semesters</u>	<u>No. Enrolled</u>	<u>Tuition per Semester</u>
	Walhalla (North Border)	Agriscience Tech I	01021	2	1	
		Agriscience Tech II	01022	2	3	
Grand Forks (GFACTC)	Buxton (Central Valley)	Certified Nursing Assistant	07032	1	4	
		Medical Terminology	07036	1	4	
	Hatton	Auto Tech	17032	2	7	
		Medical Terminology	07036	1	4	
		Programming Essentials	27122	1	5	
	Hillsboro	Certified Nursing Assistant	07032	1	15	
		Medical Terminology	07036	1	14	
		Programming Essentials	27122	1	2	
	Larimore	Certified Nursing Assistant	07032	1	16	
		Medical Terminology	07036	1	15	
	May-Port CG	Certified Nursing Assistant	07032	1	1	
		Medical Terminology	07036	1	3	
		Programming Essentials	27122	1	4	
	Northwood	Certified Nursing Assistant	07032	1	5	
		Medical Terminology	07036	1	4	
		Programming Essentials	27122	1	1	
	Thompson	Certified Nursing Assistant	07032	1	10	
		Medical Terminology	07036	1	5	
Oakes (SERCTC)	Milnor	Marketing	04210	2	1	\$250
Wahpeton (SERCTC)	Lidgerwood	Agriscience Tech IV/Vet Science	01025	2	3	\$250
	Wahpeton	Agriscience Tech/Vet Science	01025	2	2	\$250
	Wyndmere	Agriscience Tech/Vet Science	01025	2	4	\$250
				<b>190</b>	<b>420</b>	

# Area Career and Technology Centers



**Area Career and Technology Centers  
Member Schools (91)  
2012 - 2013**

**Grand Forks Area CTC (Virtual)**

Central Valley, Grand Forks, Hatton, Hillsboro, Larimore, May-Port CG, Northwood, Thompson

**James Valley Area Career & Technology Center - Jamestown**

Jamestown, Medina, Montpelier, Pingree-Buchanan

**Lake Area Career & Technology Center -Devils Lake**

Devils Lake Central, Minnewaukan, School for the Deaf

**Missouri River Area CTC (Virtual)**

Ashley, Beulah, Bismarck, Center-Stanton, Elgin-New Leipzig, Flasher, Garrison, Goodrich, Hazen, HMB (Hazelton, Moffit, Braddock), Kidder County, Linton, Mandan, McClusky, Napoleon, New Salem, Selfridge, Solen-Cannonball, Standing Rock, Strasburg, Turtle Lake-Mercer, Underwood, Washburn, White Shield, Wilton, Wing, Wishek, Zeeland

**North Central Area CTC (Virtual)**

Bottineau, Drake, Dunseith, Harvey, MILS (Mohall, Lansford, Sherwood), New Rockford, Rugby, St John, Sawyer, TGU (Towner, Granville, Upham), Velva, Westhope

**North Valley Area Career & Technology Center- Grafton**

Drayton, Grafton, Inkster (Midway), Park River, St. Thomas, Valley-Edinburg

**Roughrider Area Career and Technology Center (Virtual)**

Beach, Belfield, Dickinson, Glen Ullin, Hebron, Hettinger, Killdeer, Mott-Regent, New England, Richardton-Taylor, Scranton, South Heart

**Sheyenne Valley Area Career and Technology Center – Valley City**

Barnes County North at Rogers & Wimbledon, Maple Valley-Tower City, Valley City

**Southeast Region Career & Technology Center - Wahpeton and Oakes**

Campbell-Tintah, Ellendale, Fairmount, Hankinson, Lidgerwood, Lisbon, Oakes, Richland-Colfax, Sargent Central, Wahpeton, Wyndmere

**Western Star Area CTC (Virtual)**

Alexander, Trenton, Watford City, Williston



# STRENGTHENING OUR WORKFORCE

## *North Dakota's Strategic Plan for Workforce Development*

**Vision:** *An enterprising workforce that drives North Dakota's global competitiveness, has regional access to exemplary skill development, embraces lifelong learning and contributes to state and community vitality.*

### **GOAL 1: PREPARE OUR FUTURE WORKFORCE**

**STRATEGY 1: Engage students, parents, schools and businesses in a comprehensive career planning process**

*Expand the use of RUReadyND.com, an online computer-based career development system, and a statewide grade 7-12 career planning curriculum.*

**STRATEGY 2: Expand access to career and technical education and training**

*Make more career and technical program options available to more students statewide, helping to meet workforce demands and increase school completion rates.*

**STRATEGY 3: Increase employer use of internships and cooperative work experiences**

*Expand work-based learning through a core resource for information, promotion and assistance for internships and cooperative work experience activities.*

### **GOAL 2: FACILITATE THE CONNECTION BETWEEN BUSINESS AND WORKFORCE**

**STRATEGY 1: Build partnerships for future workforce needs and opportunities**

*Enhance linkages between employers, students, parents and schools for shared understanding of workforce needs and opportunities.*

**STRATEGY 2: Create a site for displaying employer-provided training and education resources**

*Provide an online inventory of employer-provided opportunities such as scholarships, training, internships, speakers, etc. for access by youth, parents and other career influencers.*



### GOAL 3: EXPAND AND RETAIN OUR WORKFORCE

**STRATEGY 1: Provide communities and employers with tools to support efforts to meet their workforce needs**

*Assist communities and employers as they encourage new workers and their families to make North Dakota their home.*

**STRATEGY 2: Establish a pilot program utilizing federal demonstration grant funds to train unemployed, underemployed and dislocated workers in oilfield and construction trade occupations**

*Focus on securing employment with North Dakota employers experiencing worker shortages. The grant places priority on veterans and Native Americans.*

**STRATEGY 3: Ensure the continuing competitiveness of North Dakota's employers by enhancing the knowledge and skills of current workers**

*Offer frequent opportunities to communicate with employers regarding existing training, training needs and the return on investment resulting from training.*

### GOAL 4: MAP WORKFORCE DEVELOPMENT ACTIVITIES FOR PLANNING AND PROMOTION

**STRATEGY 1: Create an inventory of existing workforce development services and programs, and analyze for strategies and policy recommendations**

*Create a detailed map of the training, education and development activities available in North Dakota for identifying gaps and potential solutions, and promoting North Dakota's opportunities.*

**STRATEGY 2: Promote North Dakota's training and education opportunities**

*Market the value of North Dakota's career opportunities in-state and out-of-state to encourage current, new and future residents to work, stay and play in North Dakota.*

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#### North Dakota Workforce Leadership Team



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*Our purpose is to identify North Dakota's current and emerging workforce needs and work collaboratively to develop and implement strategic, goal-oriented action plans that strengthen our state's workforce.*

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*For additional information on North Dakota's Strategic Plan for Workforce Development, please contact Beth Zander at the North Dakota Department of Commerce.*

Attachment 2.

March 11, 2013

SB 2019

House Appropriations Committee  
Education & Environment Division  
SB 2019 - Career and Technical Education  
March 11, 2013  
Morgan Thompson, National DECA President

Mr. Chairman and members of the committee, I am Morgan Thompson a graduate of Fargo North High School and currently the National President of DECA. DECA is an organization that prepares emerging leaders in marketing, finance, hospitality and management in high schools and colleges across the globe and was a part of the Marketing program that I took in high school.

Today, I have a challenge for each of you; take a moment to reflect on a small decision, maybe one you made years ago, a decision that drastically changed your life. Last year, I made the decision to put college on hold for a year to pursue the position of National DECA President to give back to all the experiences DECA had given me in high school. Never before had I been a part of something that pushed me to excel and challenge myself quite like DECA did.

By applying what I learned in marketing, to DECA experiences and competition, I was able to make that important connection to the real world. In so many classes I took in high school, I got so frustrated in connecting what I learned to real-life. I would constantly think to myself, "How I would ever use the information again?" It turned me off from learning.

But by applying what we learned in CTE classes to competition and community projects in the real world, I found myself paying attention in class more and seeking to learn even more information on my own. And that is what makes CTE so drastically unique; it makes you want to learn.

And little did I know, my journey with Career and Technical Education had a more challenging, but rewarding path for me.

Sitting in the back of classroom 201, I never imagined that path would lead me to pursue the organization's highest position, National DECA President. I was just a normal girl, who liked playing sports, and got good grades, I mean, I never even meant to be a part of DECA! I walked into a meeting one night because a friend convinced me to drive her to a DECA meeting.

It is not about why I joined, but the reason I stayed that is important. I stayed because I had found my passion. It is pretty rare when a high school student looks to their future and know that they have been prepared to succeed in whatever field they choose to pursue because of the classes they took in high school. But that is what so many North Dakota students can say, because of their experience with CTE!

My experience in a marketing classroom in high school, a program funded through Career and Technical Education led me to be involved in DECA, one of many CTSOs in North Dakota. This helped me develop goals for myself

including leadership skills while serving as a state officer for North Dakota and now representing our state as the National President.

As I mentioned before, I was always a motivated, energized student. But I would be lying if I said every student is the same. My brother is a freshman in high school this year. He has a learning disability and has trouble reading at a fast pace and paying attention for long periods of time, which has caused him to struggle and never really enjoy school like I had.

While I was preparing my classes in high school looking forward to a top level college education, he likely will not attend a four-year college program, let alone possibly graduate from high school.

But this year, he found school to be much more enjoyable, because he found a class that he could look forward to every single day. This class is production tech, one of the many classes under the CTE spectrum. This class was right up his alley. It allowed to do something that he rarely had the opportunity to do in other classes, work with his hands. Now like I mentioned before, my brother struggles with school, but this class gave him a new perspective, a new attitude, that maybe school did not have to be boring and a challenge each day.

This class gave him hope. We didn't know if he would graduate from high school, but because this tech class showed him a variety of jobs and skills needed, he is more motivated than ever to seek out jobs that match his skills and strengths.

It is reasons like this that I will stand up here time and time again to support Career and Technical Education classes, not just because of where they have taken me, but because I know the huge impact they have on every single type of student. It helps bring their greatest skills out and match them with careers they are excited to pursue, that no other primary high school class can.

And I know that I could not have enhanced my future to the high level I have if I had not received the education I did from North Dakota CTE Classes.

Each year our leaders say, "We want to build a quality education for our young people." Yet many times CTE is so often overlooked. Each of you has the opportunity to grant the sort of experiences I've had to thousands of students across our state to get more out of their education by supporting the funding request in Senate Bill 2019 so we can create more access for students to be involved to these classes.

This bill supports Secondary Career and Technical Education and the Career and Technical Student Organizations that has had such an impact on so many students' lives.

I'd like to close in thanking you, for your past commitment to provide so many programs in North Dakota including the opportunities in Career and Technical Student Organizations, and with your support we can continue to provide those opportunities and enhance the lives of many more students in our great state of North Dakota.

Attachment 3  
March 11, 2013  
SB 2019

# House Appropriations Committee Hearing

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SB 2019

TrainND

MARCH 11, 2013

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Good morning Chairman Skarphol and members of the Committee. My name is Edith Armeiy, Chair of the four TrainND Regions and Director of the Northeast region based at Lake Region State College.

TrainND has accomplished great things! We work together to provide training for virtually every industry, in every corner of North Dakota. Our comprehensive customized employee training enables North Dakota businesses to maintain a well-trained workforce to stay viable and competitive. In today's busy economy, businesses are even more interested in quick-to-market short-term, customized training.

- From 2000 to 2012 TrainND provided training for over **21,000** North Dakota businesses with **174,844** participants attending over **2,375,000** contact hours and with a **client Satisfaction rate of 98.8%** (The data is in the Legislative Piece in your packet.)
- We are proud of our commitment to alliances. While our mission is clear, to serve business and industry, we understand the importance of our relationships with other agencies and groups whose concern is to develop and provide a world class workforce in ND. TrainND cooperates with economic developers and area chambers to create small business consortiums to service the rural areas. Working with those local partners ensures that all businesses whether large or small, rural or urban, can benefit from our services. In fact, 63.46% of the training we have provided has been to business with 49 or less employees.
- As part of the North Dakota University System, we have formed the largest network of professional, technical, and industrial specialists in North Dakota. Our skilled, experienced, knowledgeable trainers have all lived in the world of the topics they present. Here are some comments about our trainers:
  - *2012 will mark our 4th workforce training series in the Lake Region. TrainND has worked with me to plan timely topics and recruit proven experts as facilitators.— Chris Schilken, Ex Dir, FDL*
  - *Everything was explained very well, the PowerPoint was excellent, a good instructor. I would encourage everyone to come to this class. It was an excellent learning experience on how to protect yourself in all areas.—J. Billings, Key Energy.*
- Regarding the legislation that TrainND regions "...will work with tribal businesses, government, and colleges..." each region has a tribal rep on their Advisory Board, we attend tribal planning meetings when invited, and we have long-term relationships with the tribal colleges.

TrainND is here to support the amendment to SB 2019 that would provide additional funds for the growing training needs in our regions and our state. State funding is important and appreciated. Allocated in 1999, HB1443 stated: "The funds must be used to provide work force training, including operation and administration of a training division, acquisition of equipment, marketing, and program development. " State funds are used for administrative costs, awareness efforts, and

some salaries. Additionally businesses provide equipment, cash, and/or services to assist TrainND in specific types of training efforts. The community colleges provide space, technical support, communication infrastructure, and business services support.

TrainND has been able to sustain the existing training programs under the current funding model; however, with the rapid growth of North Dakota business and economic changes, TrainND is hard-pressed to find ways to meet growing training needs—more welders, more drivers, heavy equipment operators, and...professionally trained experts.

*We will now hand out a rough plan of how we would use the additional \$650,000 per region to develop workforce training.*

Our four colleges, (state WSC, LRSC, NDSCS, BSC) are here for the long haul...from 1999 and into the new “Information Age” we are committed to providing quality, flexibility, and customization. Powered by these four colleges, **WE** are in the business of life-long learning—**available to provide pertinent skills training to any business or industry in our state.** The additional funds would allow us to step up to the plate to answer North Dakota’s unmet need.

While our mandated mission is to serve business and industry, the state of affairs in North Dakota is that we need a highly trained workforce. All employees, no matter what occupation, need skill upgrades in this fast paced society. The migration of people within our state, and especially to the west, has caused a high demand for new training, re-training, and expanded training—in every region of our state. We want to assure...our legislators...the business community...and the citizens of ND that we stand ready to serve the workforce training needs of our state.

In conclusion, representing employers and employees in all four workforce training regions, we Directors support SB 2019, and want to thank all parties that had the vision to provide this beneficial service to North Dakota business and that have continued to support the ND Workforce Training System for the last 13 years. *(In fact, your plan has received national attention as shown by an article in your packet.)*

My colleagues are here today and any of us would be happy to answer questions that you might have.



**Mission:** TrainND provides training for North Dakota business and industry enhancing their ability to compete globally.

### **Equipment Wish List – Prioritization method:**

The workforce training initiative has made significant progress since 1999. TrainND and the community colleges responsible for delivering the workforce training needs recognize that in addition to serving the needs of business and industry, learning opportunities need to be provided to individuals who are pursuing industry recognized credentials, those who are underemployed and those who are displaced or desiring to upgrade their education or change careers to meet the employment needs of the businesses in our state. The community colleges have an obligation to align their program offerings with the needs of the population and the business and industry requirements in their respective regions. Because of this, each region will do diligence prior to any equipment purchases with any one time equipment funding provided by the ND State Legislature.

This diligence will include an informal training needs assessment and analysis to identify performance requirements or needs within an industry sector in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the industry sector goals and objectives, improving productivity and providing quality products and services needed in our state.

Regional industry sector analysis will identify:

- Changing skill sets and new business startup employment demands due to growing economy
- Changing technology and automation
- Environmental impacts (new laws such as ADA, FMLA, OSHA, etc.)
- State of the economy and the impact on operating costs
- Changing work force demographics and the need to address cultural or language barriers
- Increasing global/world market places
- Organizational goals (how effective is the organization in meeting its goals), resources available (money, facilities; materials on hand and current, available expertise within the organization)
- Availability and skill ability within the external workforce

Needs assessment and analysis will identify more than one training need, working with local businesses, TrainND regions will prioritize the training needs based on the urgency of the need (timeliness), the extent of the need (how many employees need to be trained) and the resources available. Based on this information, each region can determine where the equipment dollars will provide the biggest impact on the state's economy.

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### Northwest TrainND Equipment List

DESCRIPTION	Revised List	Initial List	Training Use
Amatrol PLC Trainers	\$ 80,000	\$ 120,000	Petroleum Training Programs
Gas Meter Run with JR/SR Fittings and Total Flow Electronics	\$ 47,000	\$ 94,000	Petroleum Training Programs
Horizontal Separator with Kimray Dump Valves	\$ 34,000	\$ 102,000	Petroleum Training Programs
Treater with Automation and Measuring Devices	\$ 50,000	\$ 150,000	Petroleum Training Programs
Pump Jack with motor (8foot)	\$ 18,000	\$ 36,000	Petroleum Training Programs
Amatrol Advanced Electronic Trainer	\$ 70,000	\$ 105,000	Petroleum Training Programs
Amatrol Advanced Fluid Power Trainer	\$ 70,000	\$ 70,000	Petroleum Training Programs
Master Craft MC-06-11126 Forklift	\$ 82,000	\$ 82,000	Transportation Training Programs
Loader	\$ 100,000	\$ 150,000	Transportation Training Programs
Semi-truck	\$ 106,000	\$ 450,000	Commercial Drivers License
<b>PRIORITY EQUIPMENT LIST</b>	<b>\$ 657,000</b>	<b>\$ 1,359,000</b>	
<b>Additional Requests</b>			
Amatrol PLC Trainers	\$ 40,000		Petroleum Training Programs
Gas Meter Run with JR/SR Fittings and Total Flow Electronics	\$ 47,000		Petroleum Training Programs
Horizontal Separator/Kimray Dump Valves	\$ 68,000		Petroleum Training Programs
Treater with Automation and Measuring Devices	\$ 100,000		Petroleum Training Programs
Pump Jack with motor (8foot)	\$ 18,000		Petroleum Training Programs
Amatrol Advanced Electronic Trainer	\$ 35,000		Petroleum Training Programs
Master Craft Series 5 Loader	\$ 10,000	\$ 150,000	Transportation Training Programs
Semi-truck	\$ 344,000		Commercial Drivers License
Pumps, valves, fittings	\$ 50,000	\$ 50,000	Petroleum Training Programs
Amatrol Process Control Trainer	\$ 80,000	\$ 80,000	Petroleum Training Programs
Amatrol DC/AC Trainer	\$ 24,000	\$ 24,000	Petroleum Training Programs
Amatrol Motor Control Trainer	\$ 50,000	\$ 50,000	Petroleum Training Programs
Amatrol Hydraulic Trainer	\$ 44,000	\$ 44,000	Petroleum Training Programs
Gas Lift System	\$ 60,000	\$ 60,000	Petroleum Training Programs
Laptops for accessing elearning petroleum programs	\$ 18,000	\$ 18,000	Petroleum Training Programs
Master Craft Series 5 Loader	\$ 150,000	\$ 150,000	Transportation Training Programs
Herculift Aerial Lift	\$ 100,000	\$ 100,000	Transportation Training Programs
Fire trainer	\$ 15,000	\$ 15,000	Fire Safety Training Programs
SCBA, Air Monitoring Systems, Air Tanks	\$ 50,000	\$ 50,000	Safety Training Programs
<b>TOTAL ADDITIONAL EQUIPMENT</b>	<b>\$ 1,303,000</b>	<b>\$ 791,000</b>	
	<b>TOTAL Initial List</b>	<b>\$ 2,150,000</b>	

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### Southwest TrainND Equipment Request

DESCRIPTION	Revised List	Initial List	Training Use
Surface Mining Classroom Base Simulator	\$ 377,360	\$ 377,360	Heavy Equipment Operator Training
Shovel Excavator--P&H 4100	\$ 127,858	\$ 127,858	Heavy Equipment Operator Training
Training Systems Integration	\$ 60,475	\$ 95,325	Heavy Equipment Operator Training
Elearning	\$ 35,000	\$ 90,000	Heavy Equipment Operator Training
School Support Package -	\$ 25,625	\$ 25,625	Heavy Equipment Operator Training
Simulator Shipping	\$ 14,000	\$ 14,000	Heavy Equipment Operator Training
Windows Surface Lab - 20	\$ 15,000	\$ 15,000	Training
<b>PRIORITY EQUIPMENT LIST</b>	<b>\$ 655,318</b>		
<b>Additional Requests</b>			
Surface Mining Base Simulator	\$ 433,867	\$ 433,867	Heavy Equipment Operator Training
Load-Haul Truck--CAT 793F	\$ 127,858	\$ 127,858	Heavy Equipment Operator Training
Surface Drill-Pit Viper	\$ 127,858	\$ 127,858	Heavy Equipment Operator Training
Dragline--Marion 1350	\$ 127,858	\$ 127,858	Heavy Equipment Operator Training
Dozer--CAT D11T	\$ 127,858	\$ 127,858	Heavy Equipment Operator Training
Front-End Loader--CAT 992G	\$ 121,093	\$ 121,093	Heavy Equipment Operator Training
SimMentor	\$ 30,750	\$ 30,750	Heavy Equipment Operator Training
Heavy Equipment curriculum.	\$ 35,000	\$ 35,000	Heavy Equipment Operator Training
Additional TSI Dozer purchase	\$ 95,325	\$ 95,325	Heavy Equipment Operator Training
Tractor Trailer for mobility of simulators	\$ 250,000	\$ 250,000	Heavy Equipment Operator Training
Training Systems Integration	\$ 34,850		Heavy Equipment Operator Training
Elearning - 60 minutes of content	\$ 55,000		Heavy Equipment Operator Training
20 Computers	\$ 20,000	\$ 20,000	
<b>TOTAL ADDITIONAL EQUIPMENT</b>	<b>\$ 1,587,317</b>		
	<b>TOTAL Initial List</b>	<b>\$ 2,242,635</b>	

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### Northeast TrainND Equipment List

DESCRIPTION	Revised List	Initial List	Training Use
Semi Tractors 1 new and 1 nearly new	\$ 200,000	\$ 230,000	Truck Driver Training Program
Semi Trailer (we have one old restored trailer)	\$ 65,000	\$ 130,000	Truck Driver Training Program
Truck Driving Simulator	\$ 150,000	\$ 300,000	Truck Driver Training Program
Mobile Lab Trailer for Simulators	\$ 100,000	\$ 95,000	Truck Driver Training Program
Warranty - Additional 4 years	\$ 7,000	\$ 28,000	Truck Driver Training Program
Software for Simulators	\$ 10,000	\$ 30,000	Truck Driver Training Program
8- Hoyer Lifts	\$ 6,000	\$ 6,000	In-Home Care Provider & CNA Programs
8- Blood Pressure Simulators	\$ 15,000	\$ 15,000	In-Home Care Provider & CNA Programs
8- Wheelchairs	\$ 4,000	\$ 4,000	In-Home Care Provider & CNA Programs
12 - Laptops	\$ 18,000	\$ 18,000	Rural Training Programs
Misc software, licenses, equipment	\$ 5,000	\$ 5,000	Rural Training Programs
Pickup & trailer - transporting to rural areas	\$ 60,000		Rural Training Programs
Misc needs - labor, parts for mobile units, etc	\$ 10,000	\$ 10,000	Rural Training Programs
<b>PRIORITY EQUIPMENT LIST</b>	<b>\$ 650,000</b>	<b>\$ 871,000</b>	
<b>Additional Requests</b>			
3 - Law Enforcement Simulator Modulators	\$ 97,000	\$ 97,000	Peace Officer Training Program
Mobile Lab Trailer for Peace Officer Simulators	\$ 95,000	\$ 95,000	Peace Officer Training Program
Mobile Nursing lab w/Simulator & nursing equipment	\$ 250,000	\$ 250,000	In-Home Care Provider Training Program
Truck Driving Simulator	\$ 150,000		Truck Driver Training Program
Software for Simulators	\$ 20,000		Truck Driver Training Program
Warranty - Additional 4 years	\$ 21,000		Truck Driver Training Program
Semi Trailer	\$ 65,000		Truck Driver Training Program
<b>TOTAL ADDITIONAL EQUIPMENT</b>	<b>\$ 698,000</b>	<b>\$ 442,000</b>	
	<b>TOTAL Initial List</b>	<b>\$ 1,313,000</b>	

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### Southeast TrainND Equipment List

DESCRIPTION	Revised List	Initial List	Training Use
1 Truck Driving Simulator	\$ 125,000	\$ 125,000	CDL Truck Driver Training Program
Semi and Trailer	\$ 85,000	\$ 85,000	CDL Truck Driver Training Program
6 Welding Simulators	\$ 360,000	\$ 360,000	Training Classroom/labs
2 Aluminum Welders	\$ 60,000	\$ 60,000	Training Classroom/labs
1 FARO Arm	\$ 20,000	\$ 20,000	Manufacturing Training
<b>PRIORITY EQUIPMENT LIST</b>	<b>\$ 650,000</b>	<b>\$ 650,000</b>	
<b>Additional Requests</b>			
14 Welding Simulators	\$ 840,000	\$ 840,000	Training Classroom/labs
4 Aluminum Welders	\$ 120,000	\$ 120,000	Training Classroom/labs
1 Truck Driving Simulator	\$ 140,000	\$ 140,000	CDL Truck Driver Training Program
12 High End Laptops	\$ 35,000	\$ 35,000	AutoCAD & Solidworks software, licenses, equip
1 FARO Arm	\$ 20,000	\$ 20,000	Manufacturing Training
Precision/Automated Manufacturing Equip	\$ 695,000	\$ 695,000	CNC Machines, Manual Mills, Manual Lathes
<b>TOTAL ADDITIONAL EQUIPMENT</b>	<b>\$ 1,850,000</b>	<b>\$ 1,850,000</b>	
	<b>TOTAL Initial List</b>	<b>\$ 2,500,000</b>	

# State needs to boost its anemic workforce

By ED COX, Commentary

Published 12:11 am, Sunday, December 30, 2012

Gov. Andrew Cuomo will deliver his third State of the State address next week, and New Yorkers need to hear that our state is still losing jobs and people, fast. New York is the only state that saw a significant increase in unemployment over the last year. Our current rate of 8.7 percent is a full point above the national rate of 7.7 percent. Our anemic population growth of only 2.1 percent last decade, compared with the national average of 9.7 percent, cost us two congressional seats.

Our state's counterproductive tax code and ineffectual workforce development scheme are to blame. Both must be addressed this legislative session if New York is to remain economically competitive. New York is consistently ranked as the least economically free state, a byproduct of our worst-in-the-nation tax regime, and Cuomo has acknowledged that New York "has no future as the tax capital of the nation."

Tax reform must begin with changing the way we treat capital gains. Most states, as well as the federal government, tax capital gains at a low rate to incentivize investment. Not New York. We are one of a minority of states that treat capital gains as ordinary income. Money earned on investments is subject to a punishing tax regime intended for high incomes, one that eliminates deductions and applies the highest rate to the entire income, not just marginal income.

The world's financial capital is chasing away some of our most productive citizens who are eager to invest, build and leave an economic legacy. A phased reduction of the tax rate on capital gains will let entrepreneurs know that New York is once again open for business.

While tax reform will entice businesses back to New York, an overhaul of New York's workforce development scheme will close the skills gap between the number of emerging jobs with high-skill requirements and the comparably small number of workers with those skills.

New York's workforce development program, thus far untouched by Cuomo, is a jumbled mess: 28 different funding schemes are accountable to 11 different agencies and plagued by a pervasive lack of coordination and collaboration. There is a more cost-effective solution: community colleges provide a better training environment and more meaningful career counseling thanks to their relationships with local industries that can communicate their specific needs for new workers.

New York's job training funds should go directly to community colleges for the purpose of consolidating and streamlining our ability to train new workers.

This model has worked for other states. **North Dakota's TrainND program** works with the private sector to fund community colleges for the purpose of providing worker training to meet employer-defined needs.

**Williston State College** has used the program to grow the number of workers it trains from 3,000 to over 10,000 annually. Graduates of the program have a 98 percent job placement rate.

We're already having some success with this model in New York. Hudson Valley Community College's TEC-SMART facility is a joint initiative between the college and the New York State Energy Research and Development Authority.

The facility provides training classrooms in semiconductor manufacturing technology, as well as labs and classrooms for training in renewable energy technologies such as solar, wind and geothermal power. The program graduates workers with skill sets tailor-made for jobs in local industry. We can build on this success. If Cuomo champions workforce development along with tax reform this year, he can transform New York's jobs training programs from a costly drag on our finances to an investment that paves the way for the economic growth we need to regain our competitive edge.

Ed Cox is chairman of the New York Republican State Committee.

Read more: <http://www.timesunion.com/opinion/article/State-needs-to-boost-its-anemic-workforce-4155013.php#ixzz2lpUnaexS>

## TrainND General Fund Percentages FY 2012-2013

Quadrant	NUMBER OF EMPLOYERS & EMPLOYMENT BY TRAINING REGION				Requested State General Funds		
	Number of Employers		Covered Employment		Biennium	Annual	
	Total	Percent	Number	Percent			
1	Northwest	5,212	18.822%	61,082	17.062%	\$511,869	\$255,934
2	Northeast	4,730	17.081%	63,901	17.850%	\$535,492	\$267,746
3	Southeast	10,347	37.366%	139,745	39.036%	\$1,171,067	\$585,534
4	Southwest	7,402	26.731%	93,266	26.052%	\$781,572	\$390,786
Totals		27,691	100.0%	357,994	100.0%	\$3,000,000	\$1,500,000
INA *		312		680			
<b>Grand Totals</b>		<b>28,003</b>		<b>358,674</b>			

\* Information Not Available--Either Statewide employers, or company unable to identify work location

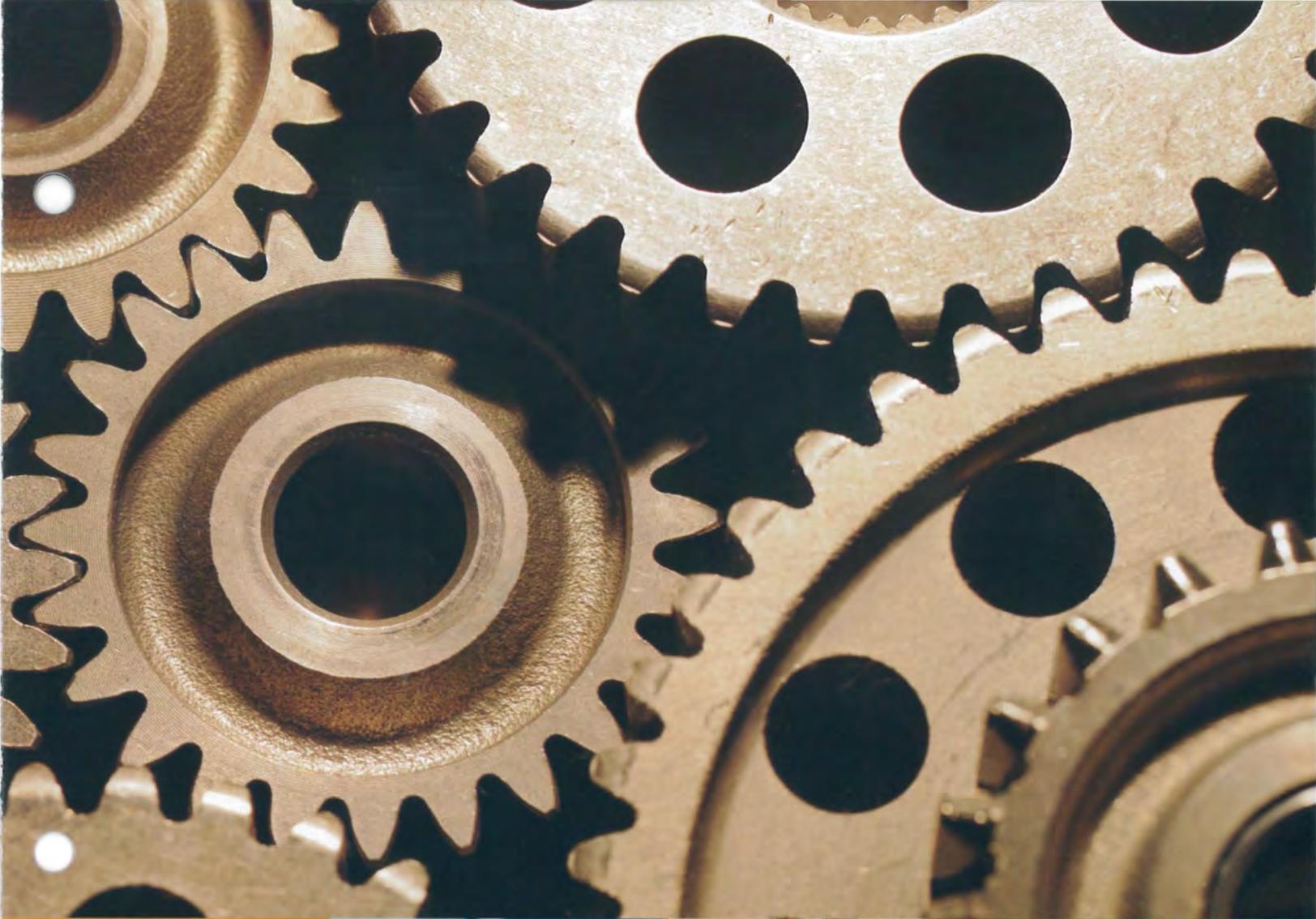
Prepared by Job Service ND for TrainND FY 2012-2013

1-Jun-11

Funding percentages are calculated by multiplying \$3mil times Covered Employment Percentage

Reference Period: 2010 Annual Averages

Source: Quarterly Census of Employment and Wages Program



# trainND

[It's a competitive world. Train for it.]

**TrainND** provides training for North Dakota business and industry, enhancing their ability to compete globally.

**Powered by:** Williston State College, Lake Region State College, North Dakota State College of Science, Bismarck State College



## FOUNDATION

The workforce training system resulted from a 31-member statewide task force on workforce development and training, formed in 1998 to research "best practices" in other states and to design a more effective workforce training system in North Dakota. This initiative was coordinated by the Greater North Dakota Chamber and resulted in a proposal for the North Dakota University System and the state legislature. These recommendations were enacted into legislation during the 1999 session. The primary purpose of House Bill 1443 (1999) was to develop a world-class workforce training system in North Dakota.

## WHY IS trainND IMPORTANT TO NORTH DAKOTA?

TrainND is the state's most comprehensive and inclusive training network. Our training services for business and industry help North Dakota businesses compete on a global level, and they are tailored to support their efforts to capitalize on growth potential.

## FOR CLARIFICATION PURPOSES, "WORKFORCE TRAINING"

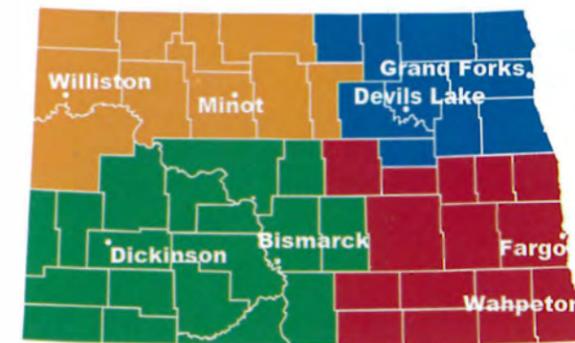
Workforce training is defined as training which is oriented toward serving the employee training needs of business and industry. It is business and industry-driven and often involves customized or contract training. In contrast, "workforce development" refers to education or training oriented toward meeting the education and training needs of individuals including K-12, higher education, continuing education and life-long learning.

*"TrainND-Northwest delivers our training right on-site, traveling to each of our locations and teaching our company-specific required annual refreshers. Without on-site training, our employees would be traveling on the road and spending that drive time away from the office."*

– Todd Saylor, EHS Supervisor  
ND Base Production, Hess Corporation

## UNIQUELY EQUIPPED TO SERVE NORTH DAKOTA

TrainND is the largest network of training specialists in the state, and we work together to provide training for virtually every industry, in every corner of North Dakota. Our comprehensive customized employee training enables North Dakota businesses to maintain a well-trained workforce to stay viable and competitive.



From 2000 to 2012 trainND provided training for **21,052**

North Dakota businesses with **174,844** participants attending over **2,377,255** contact hours and at a

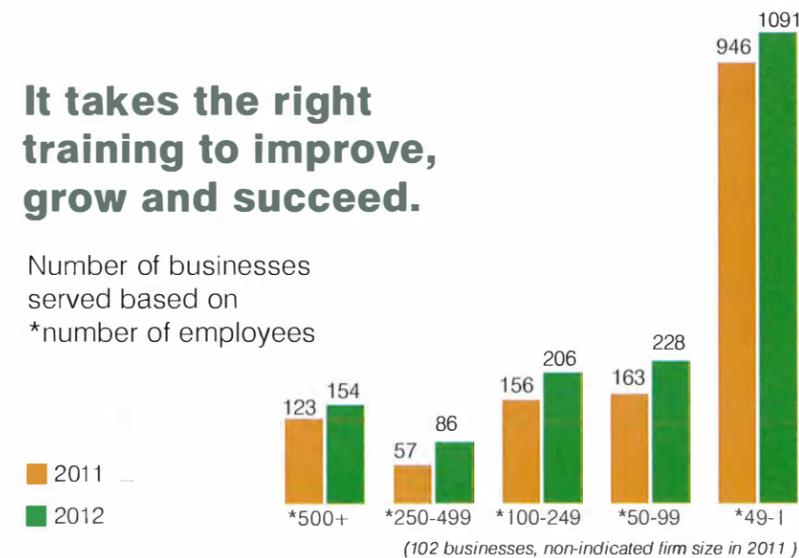
**client satisfaction rate of 98.8%**

## FISCAL YEARS 2011/2012

	2011	2012
Total training hours	351,664	406,174
Businesses Served	1,547	1,765
Repeat businesses served	809	856
Employees receiving training ( <i>unduplicated</i> )	14,593	18,466
Employees receiving training ( <i>duplicated</i> )	23,461	29,113
Employer satisfaction	99%	99%
Employee satisfaction	99%	99%
Direct training revenues	\$4,809,706	\$6,085,763

## It takes the right training to improve, grow and succeed.

Number of businesses served based on \*number of employees



*I have now taken several classes at BSC as a DOT employee. All the classes were valuable, interesting and well presented. My previous 17 years of work experience was as a Real Estate Broker/Agent and every year I was required to take multiple CE courses. Deb Mantz, instructor from SW region is far superior to most teachers. She is knowledgeable, dynamic, paces her presentation well and always accommodates student questions or problems and seamlessly weaves her response into the topic. She is also friendly, funny and seems to really enjoy teaching, which translates to a great atmosphere in the class.*

– Roxinne A. McPhail, Realty Officer  
NDDOT Environmental and Transportation Services

## WHAT BUSINESS LEADERS ARE SAYING

*Thank you for your attention in this matter. Aux Sable will continue to use TrainND as a training facilitator and look forward to expanding training in 2013. Aux Sable takes safety training seriously as safety for our employees is top priority.*

*At our facility, Aux Sable has had zero OSHA recordable, loss time and zero reportable hazardous waste incidents. We believe safety education is the key to a "Zero accidents or injuries" culture. TrainND has provided quality training that I believe has contributed to our safety success. Thank you again for all your hard work.*

– Mark Moses  
Environmental, Health and Safety  
Aux Sable Midstream

*Class was well-planned and the instructor was very knowledgeable and professional.*

– Jon Ness  
CNC Operator Training

*"We are very thankful to have the Dakota Nursing Program available right here in our community. In most nursing jobs, especially long-term care, each nurse is a "supervisor." That is part of the job. The nurses that come to us have received an excellent clinical education, in either the 1- or 2-year program, which doesn't include a supervisory piece. We looked to TrainND to supplement our nurses' skills. Through this training series, our nurses were able to develop skills in communication, attitude, resolving conflict and building teamwork. We had positive feedback from our staff and have noticed a difference in their communication with their co-workers and subordinates."*

– Karissa Olson, LNHA Administrator  
Lake Region Lutheran Home, Inc.  
dba Heartland Care Center



## PERFORMANCE MEASURES

The president of each community college, assigned primary responsibility for workforce training, appoints an advisory board consisting of 7 to 15 representatives from business, labor, industry and tribal affiliation within the college's designated region. The advisory board roles and responsibilities include;

- establish performance measurements
- share business trends
- define current needs
- identify skill gaps
- outline training priorities
- assess immediate training needs
- forecast future training opportunities
- provide alliances
- approve budgets, reports, and business plans

Quarterly, the workforce training boards meet with their respective region to carry out these responsibilities. This successful model has resulted in an accountability model which receives a 98.8% satisfaction rate from the businesses that have used TrainND.

## PARTNERSHIPS

It is due to the interactive partnerships, the guidance of the advisory boards, the ND State Legislature's vision, and the support of the community colleges and NDUS, that the growth and success of TrainND has resulted in the ability of ND business and industry to outperform the rest of the nation in workforce skills and development.

**Timely** – Provided **WHEN** our customers need it

**Relevant** – Designed for **WHAT** our customers need

**Adaptable** – Customized to **SUIT** our clients

**Innovative** – Developed with **CURRENT** trends in mind

**National** – Recognized **CERTIFICATIONS** and credentials

**Network** – Partner to **COLLABORATE** efficiently

**Dependable** – Committed to **RESPOND** promptly

Powered by:



Attachment 4.  
March 11, 2013  
SB 2019

## House Appropriations Committee

Education and Environment Division

Robert J. Skarphol, Chair

SB 2019

March 11, 2013

Dr. Kristi Jean

North Dakota State College of Science

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Mr. Chairman, members of the Committee. Good morning. For the record my name is Dr. Kristi Jean, Associate Professor, at the North Dakota State College of Science. Thank you for giving me the opportunity to present information to you today.

It is an exciting time to be in education! North Dakota's STEM (Science, Technology, Engineering and Math) community is gaining positive momentum with students working collaboratively, relating hands-on activities to lecture content, and taking ownership of their learning. Working within that community, the NDSCS STEM Infusion Initiative is a coordinated effort to bring relevant, effective STEM experiences to K-12 students and teachers that will motivate students to pursue STEM-related careers. Schools across the state are participating, because this initiative positively engages their students by infusing interdisciplinary STEM experiences within current curriculum and without burdening existing resources. These efforts will result in a highly-skilled workforce for North Dakota.

Using various one-time funding sources has enabled NDSCS to bring STEM activities from Williston to Wolford to Wahpeton. As a result, these schools are embracing STEM and willing to take the risk of letting students take ownership of their learning. This can be best understood by the following feedback received:

*We have one student who is very smart, just not driven by the regular classroom setting. As teachers, we had actually discussed keeping him out today to make sure he didn't prevent the other students from getting things done. But we decided to let the students take care of it. We made sure we discussed with them that they could "fire" somebody if they needed to. He was chosen by his group to be the manager. He was AMAZING! He did so great, he kept his group on task, he was a true leader, he encouraged his classmates, told them how good their work was and helped whenever he was asked. It was so much fun to watch, I had a hard time leaving the room when I had to rotate out to another group. – Beulah Middle School Teacher*

The potential impact for a STEM-infused curriculum is easily identified from our assessment data. When asking middle school students about interest in an engineering-related career, a higher response is received in both males and females when involved in STEM.

	Non-STEM School	STEM School
<i>I want to be an engineer</i>	5% Females; 20% Males	24% Females; 61% Males

North Valley Career and Technical Center in Grafton, ND, has reported that our STEM activities have had a ripple effect within their male-dominated CTE courses. Females are now enrolling in high school welding, automotive and construction classes after only two STEM sessions.

The funding included within SB 2019 will allow NDSCS to continue working together with the Department of Career and Technical Education and other members of the STEM community to transform education within North Dakota. With your support, the NDSCS STEM Infusion Initiative is poised to share these best practices with the STEM community – reaching every student, every school.

Thank you for your time. I would be pleased to answer any questions the committee might have.

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The following are additional representative quotes from STEM participants:

**“So this is what a real job would be like.”** 8<sup>th</sup> Grade Student

**“That is a D+ senior in there! We have meetings about that student! He is in there working hard, leading his group and just said that this was fun and he wished every day of school could be like this!”** High School Physical Education Teacher, Wyndmere, ND

**“This is just what our state needs. I am looking forward to the next boardroom and seeing the improvement.”** Merlin Beto, Manager at Job Service North Dakota

**“I just wish they would tell us what to do.”** A-honor roll student, followed by: **“That is why we need to do this!”** Middle School Principal, Wahpeton, ND

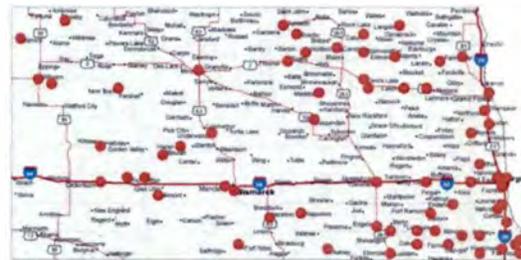
**“I had a student at the football game that night comment that her brain hurt and she had never thought so much in a day before.—this made me laugh, but also think we need to do more of this to keep them engaged. Thank you for all of your help—it was a great experience for all of us.”** Middle School Teacher

**Who:** North Dakota State College of Science (NDSCS) in partnership with the North Dakota Department of Career and Technical Education (CTE)

**What:** The *NDSCS STEM Infusion Initiative* is a coordinated effort to bring relevant, effective STEM experiences to K-12 students and teachers that will motivate students to pursue STEM-related careers. Two successful, high-impact activities are highlighted below:

<p><b>GUESS - Girls Understanding and Exploring STEM Stuff</b></p> <p><i>Day at the NDSCS-Fargo lab highlighting STEM career opportunities, led by female role models.</i></p> <ul style="list-style-type: none"> <li>❖ More than 300 8<sup>th</sup> and 9<sup>th</sup> grade girls from across the state.</li> <li>❖ Diversifying girls' experience to include engineering, welding and electronics.</li> <li>❖ North Valley Career and Technical Center is now experiencing an increase in females enrolling in male-dominated high school CTE courses.</li> </ul>	<p><b>You're Hired!</b></p> <p><i>Schools host a series of day-long, STEM-focused, Problem-Based Learning (PBL) projects that develop 21<sup>st</sup> Century Skills and provide authentic STEM career experiences.</i></p> <ul style="list-style-type: none"> <li>❖ Reaches 100% of 7<sup>th</sup>-12<sup>th</sup> grade students.</li> <li>❖ 20 schools, 2,000+ students in 1<sup>st</sup> year.</li> <li>❖ "A student commented that her brain hurt and she had never thought so much in a day before... We need to do more of this to keep them engaged." - High School Educator</li> </ul>
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**Where:** K-12 schools across North Dakota. The map identifies the schools where more than 12,000 students have participated in NDSCS STEM activities during the past five years.



**When:** NDSCS has been delivering STEM experiences to ND schools for more than five years. Moving forward, the *NDSCS STEM Infusion Initiative* is poised to become a state asset to be leveraged by the ND STEM Network and related entities.

**Why:** *NDSCS STEM Infusion* activities increase student motivation to pursue STEM careers, providing North Dakota with a highly-skilled workforce. This program has been widely embraced, with over 20 additional schools requesting STEM infusion activities in Spring, 2013 alone.



**How:** The *STEM Infusion Initiative* will be put into action by a NDSCS STEM Coordinator and a STEM Specialist. This initiative is dependent upon securing a sustained source of funding, as current funding sources consist of short-term mini-grants.

## **Budget Explanation of STEM Positions**

### **Overall budget over 2 years**

Total request = \$200,000

1.45 FTE, 10 months

### **STEM Coordinator (1.0 FTE, 10 months)**

Budget - \$139,219 for 2 years

Two-year full-time base salary = \$103,125; \$50,551 1<sup>st</sup> year, 4% increase 2<sup>nd</sup> year

Two-year full-time fringe = \$36,094; 35% of base salary

#### Key Functions

- Non-traditional programs/careers outreach
- GUESS (Girls Understanding and Exploring STEM Stuff) event coordination
- Wildcat BEST robotics coordination
- STEM professional development sessions
- Support for meeting Perkins Core Indicators

### **STEM Specialist (0.45 FTE, 10 months)**

Budget - \$60,781 for 2 years (1.0 FTE is \$133,661 for 2 years)

Two-year full-time base salary = \$99,008; \$48,534 1<sup>st</sup> year, 4% increase 2<sup>nd</sup> year

Two-year full-time fringe = \$34,653; 35% of base salary

#### Key Functions

- STEM hands-on activities; lending library kits, purchasing and equipment maintenance
- You're Hired project logistics; scheduling, purchasing, and mailings
- Wildcat BEST robotics event logistics
- STEM professional development sessions



Attachment 5.  
March 11, 2013  
SB 2019

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**Testimony of Deana Wiese**  
Executive Director  
**In Support of SB 2019**  
March 11, 2013

Chairman Skarphol and members of the committee:

My name is Deana Wiese, and I am the executive director of the Information Technology Council of North Dakota (ITCND). I am here today to voice support of SB 2019.

ITCND was created in 2000 by North Dakota business, government and education leaders who recognized the need to strengthen the state's information technology infrastructure and reposition the state as a national leader in IT. ITCND has nearly 100 member organizations, with representatives from both the public and private sector.

North Dakota's IT industry is expanding rapidly. Recent Job Service North Dakota data shows that North Dakota has seen an increase of more than 50 percent in IT occupations over the past decade and is projecting a 20 percent increase for the next decade. Job growth in North Dakota's IT industry has more than doubled that of the nation. A shortage of skilled workforce is a limiting factor for technology-based industry growth. Therefore, the development of a high-quality workforce is vital to the future growth of North Dakota's IT industry. The Department of Career and Technical Education (CTE) has been a strong partner in assisting the IT industry in meeting these needs.

We support this bill as many of its components will strengthen secondary IT education opportunities for North Dakota students and provide training for IT instructors, thus helping our members secure a workforce in the future. In addition, CTE has also been a strong partner in promoting IT careers to students, parents and educators through the IT Career Awareness Program. ITCND is also supportive of Senate amendments, which added funding for STEM initiatives and workforce training.

We thank you for your support of IT educational opportunities in the past and urge your support of SB 2019.

Attachment 6.  
March 11, 2013  
SB 2019

**House Appropriations  
Education & Environment Division  
March 11, 2013  
Testimony on SB 2019**

Mr. Chairman and members of the committee, my name is Eric Ripley, Director of the Grand Forks Area Career and Technology Center, and I would like to provide testimony in support of SB2019 and the Department of Career and Technical Education's request for funding.

Local school boards from eight North Dakota public school districts, in response to student interests and workforce needs of the region, collaborated in the establishment of the Grand Forks Area Career and Technology Center (GFACTC). With funding provided during the 62<sup>nd</sup> Legislative Assembly, the GFACTC is providing a sequence of Career and Technical Education (CTE) programs through a variety of delivery methods of instruction and has expanded the accessibility of CTE curriculum for all participating school districts and their students.

Member districts of the GFACTC include: Central Valley, Grand Forks, Hatton, Hillsboro, Larimore, MayPort-CG, Northwood, and Thompson. The development of the GFACTC is a result of almost two years of research, surveys, data analysis, and planning. The creation of a planning committee, comprised of myself and the superintendents of the member school districts, occurred in August 2010. Since that time, state, national, and regional data was gathered and analyzed, including two separate surveys of high school students to assist in identifying their career interests and educational needs. In addition, a survey was provided to regional employers to gather critical knowledge on employability skills and projected workforce needs. The Grand Forks Region Economic Development Corporation sponsored the employer survey and is a strong supporter of the GFACTC.

“The Grand Forks Region EDC would like to sponsor the employer survey, both as a means to obtain critical information to support our ongoing workforce initiatives and to gain insights into the needs of regional companies as they relate to CTE programming, a critical component of workforce development infrastructure.”

Keith Lund, Vice President  
Grand Forks Region Economic Development Corporation

During the first year of the GFACTC, we are offering the following courses: Medical Careers I, Medical Terminology, Nursing Assistant, Programming Essentials, IT Essentials (Computer Hardware and Operating Systems), Drafting, Aviation Technology, and Automotive Technology I. For the current school year, student enrollment in the GFACTC is 546, with 377 from Grand Forks and 169 from the surrounding communities.

The GFACTC is utilizing several delivery models to effectively provide quality CTE course opportunities to all students within the member schools. The delivery methods include a hybrid of on-site instruction, interactive television (ITV), online, and satellite programs involving a traveling instructor. For example, our Nursing Assistant course is utilizing Moodle, an online learning management system, to provide the daily curriculum, assignments, and assessments to the students. Students enrolled in the course have a dedicated hour within their schedule to login and complete the curriculum work within their home school. However, a critical component of any CTE course is the implementation of hands-on activities. To complete these, our instructor commutes to the receiving schools and completes the activities on-site using the GFACTC supplied equipment and supplies. In addition, students also travel into Grand Forks to complete a

8 hour skill practice day at Altru Health System. Finally, students are completing clinical practice hours within their regional health care provider. As you can see, to provide a quality educational experience for the students and meet the course goals and objectives, the GFACTC has been strategic with the design of the course and partnered with our community, included the Area Health Education Cooperative (AHEC), in developing a course that is meeting both our students career interests and regional workforce needs.

Another of the provided GFACTC courses is Automotive Technology I. Again, the effectiveness of this course would be comprised greatly without the ability to complete hands-on laboratory activities. However, a challenge to providing these activities is the expense of the automotive testing equipment and space needed to create an automotive technician shop. To provide our Automotive class to the communities of Hatton and Northwood, the GFACTC partnered with Krabbenhoft Autos in Northwood and are holding two labs per week at their facility, where students have access to the automotive hoists, alignment equipment, and service bays. We have been successful in providing an Automotives class to the students from Hatton and Northwood, but want to identify a delivery method to reach interested students in other communities, such as Hillsboro and Larimore.

As with any new adventure, each day is a learning opportunity and as I reflect upon the first semester of the GFACTC, I am very proud of our accomplishments and at the same time identifying areas of improvement. While some students struggle in a traditional classroom, the same holds true for students in a distance learning course. Students need to be self-motivated, committed, and willing to put forth their effort to maximize their learning. Identifying equipment and facility needs for the completion of

laboratory activities continues to be a priority for the GFACTC. A strategy to address these needs includes developing relationships with community partners within the member school districts. Finally, the development and providing of additional CTE courses, specifically in the area of Agriculture Education and Emergency Medical Technician to allow for more career pathways available to students.

The development and successful start of the GFACTC revolves around providing access to CTE courses and career pathways that previously had been limited for our member school students. As part of the GFACTC proposal, approved last January by the State Board of Career and Technical Education, member school superintendents provided their perspective on what the development of an area CTE center would mean for their respective schools.

“The Grand Forks Area Career and Technology Center will provide the Central Valley School with programs in Career and Technical Education that would otherwise be unavailable. It would be impossible for Central Valley to find people to staff these programs or have enough students enrolled in each class to make it financially feasible. Collaborating with other districts will provide an avenue for the students at Central Valley to have access to programs that students in much larger school districts already have.”

Marcia Hall, Superintendent (Retired, 2012)  
Central Valley Public Schools

“Northwood can only provide a small array of programs for grades 7-12 in our CTE programs. Other program offerings are not offered because the Northwood School District does not have the critical mass of students enabling the financial

support for career and technology programs, even though our students' surveys have indicated a desire for other CTE programs through pre-enrollment sign ups."

Keith Arneson, Superintendent  
Northwood Public School

"The Grand Forks Area Career and Technology Center would allow our students the opportunities to take courses that are not currently offered at the Hillsboro Public School like Automotive Technology, Aviation Technology and Drafting. We have students who are very interested in these topics as that is the area they will concentrate on after they graduate from high school. This is a unique and exciting opportunity for our students."

Paula Pederson, Superintendent  
Hillsboro Public Schools

During his earlier testimony, Mr. Kutzer referenced the North Dakota Career and Technical Scholarship. Part of the qualifying requirements requires students to complete two credits within a specific Coordinated Plan of Study. The planning committee was very purposeful in selecting course offerings within each program area that allows students to achieve this requirement, which is another benefit in providing multiple CTE course options for students.

As the Director of the GFACTC, I support SB2019 and CTE's request for funding to increase the accessibility of CTE curriculum so students have the ability to select courses which align with their career interests. Thank you.

*Attachment 1.  
 March 26, 2013  
 SB 2019*

**SUMMARY OF WORKFORCE DEVELOPMENT  
 AND WORKFORCE TRAINING FUNDS - 2013-15 BIENNIUM  
 (As of Crossover)**

Workforce development is the education and training of individuals provided by school districts, higher education institutions, and state and federal government agencies. Major state agencies partnering to provide workforce development and workforce training throughout the state include the North Dakota University System, Department for Career and Technical Education, Department of

Human Services, Job Service North Dakota, and Department of Commerce. The following is a summary of the funding included in the agencies' 2013-15 budgets, as of crossover, for workforce development and workforce training, excluding any educational training provided as general coursework by the University System and any educational training by school districts:

Agency	General Fund	Special Funds	Federal Funds	Total
SB 2016 - Job Service North Dakota				
Workforce 20/20 - This is a state-funded job training program designed to assist North Dakota business and industry in retraining and upgrading workers' skills to meet demands brought about by the introduction of new technologies and work methods into the workplace. Funding assists primarily with tuition and travel costs.	\$1,541,924			\$1,541,924
Trade adjustment assistance - This program provides special job training, job search assistance, relocation, and related services to workers who become unemployed as a result of foreign competition. The program provides for reemployment services and funds to assist workers in returning to suitable employment.			\$200,000	200,000
Job opportunities and basic skills (JOBS) training program - This program is designed to assist individuals receiving temporary assistance for needy families (TANF) to transition from welfare to work and self-sufficiency. This program is provided under contract with the Department of Human Services. The funding reflected is also included in the amount reported for the JOBS training program under the Department of Human Services.			1,627,821	1,627,821
Workforce Investment Act - The Workforce Investment Act is designed to increase occupational skills attainment, employment, retention, and earnings of participants through program activities resulting in improved quality of the workforce, reduced welfare dependency, and enhanced productivity and competitiveness of the nation.			10,877,826	10,877,826
Funding from the U.S. Department of Labor for SkillBuildND, a demonstration grant to help train workers for jobs in the oil industry and building trades. This grant targets population sectors with higher unemployment challenges (veterans and Native Americans)			1,274,213	1,274,213
New jobs training program - This program is designed to provide incentives to businesses and industries that are expanding employment opportunities or locating employment opportunities within the state.		\$516,724		516,724
<b>Subtotal - Job Service North Dakota</b>	<b>\$1,541,924</b>	<b>\$516,724</b>	<b>\$13,979,860</b>	<b>\$16,038,508</b>
SB 2018 - Department of Commerce				
Division of Workforce Development - This is funding for support of the Department of Commerce Division of Workforce Development. The division is responsible for identifying current and emerging workforce issues in the state, developing a coordinated response to issues raised by North Dakota workforce delivery system partners, and identifying and recommending responses relating to gaps in the workforce delivery system.				
Salaries and wages	\$918,551		\$185,650	\$1,104,201
Operating expenses	1,854,296	\$125,000	205,596	2,184,892
Workforce enhancement grant	2,000,000			2,000,000
Operation intern	1,500,000			1,500,000

Agency	General Fund	Special Funds	Federal Funds	Total
Workforce state commission grant			1,200,000	1,200,000
Other grants	3,500,000			3,500,000
SB 2218 - Department of Commerce				
Workforce development grants - This funding is provided to the tribally controlled colleges through the Department of Commerce. The grants may be used for development programs to provide workforce training or for assisting any North Dakota student at the college to establish a new business.	5,000,000			5,000,000
Subtotal - Department of Commerce	\$14,772,847	\$125,000	\$1,591,246	\$16,489,093
SB 2019 - Department for Career and Technical Education				
Workforce training contracts - This is funding provided to the state's two-year higher education institutions assigned primary responsibility for workforce training in their respective quadrant to develop the delivery system for needed training.	\$3,000,000	\$2,600,000		\$5,600,000
HB 1012 - Department of Human Services				
JOBS training program - This program is designed to assist individuals receiving TANF to transition from welfare to work and self-sufficiency. This program is provided under contract with Job Service North Dakota, Community Options for Residential and Employment Services, Inc., and Turtle Mountain Employment and Training.			\$8,174,472	8,174,472
Basic employment skills training (BEST) program - This program is intended to provide individuals participating in the supplemental nutrition assistance program with job-seeking and retention skills. The program is operating in Cass and Burleigh Counties.			189,580	189,580
Subtotal - Department of Human Services	\$3,000,000	\$2,600,000	\$8,364,052	\$13,964,052
Total funding for workforce development and workforce training in 2013-15 agency budget as of crossover	\$19,314,771	\$3,241,724	\$23,935,158	\$46,491,653

## FUNDING FOR SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS SPECIFIC PURPOSES

The schedule below details funding included in 2013-15 biennium appropriations specifically for science, technology, engineering, and mathematics (STEM) purposes as of crossover.

Bill	Amount	Description
House Bill No. 1228	\$160,000	Provides funding from the general fund to the Department of Career and Technical Education for STEM advancement grants
Senate Bill No. 2003	\$1,000,000	Includes base funding from the general fund for Dickinson State University, Mayville State University, Minot State University, and Valley City State University for STEM programs
Senate Bill No. 2019	\$300,000	Provides funding for the STEM program "Project Lead the Way"
Senate Bill No. 2019	\$200,000	Provides funding for a STEM infusion initiative
Senate Bill No. 2019	\$300,000	Includes funding for STEM programs at the secondary and postsecondary level and requires matching funds from private industry grants
Senate Bill No. 2019	\$400,000	Appropriates one-time funding from the strategic investment and improvements fund for the STEM network

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2019

Page 1, line 4, remove "and"

Page 1, line 4, after "section" insert "; to provide an appropriation; and to provide borrowing authority to Williston state college"

Page 3, after line 22, insert:

**"SECTION 8. BORROWING AUTHORITY - APPROPRIATION - WILLISTON STATE COLLEGE - WORKFORCE TRAINING PROJECT.** Williston state college may borrow the sum of \$2,500,000, or so much of the sum as may be necessary, from the Bank of North Dakota for the workforce training facility project for the biennium beginning July 1, 2013, and ending June 30, 2015. The proceeds of the loan authorized in this section are appropriated to Williston state college for the purpose of constructing a workforce training facility for the biennium beginning July 1, 2013, and ending June 30, 2015."

ReNUMBER accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2019 - Summary of House Action**

	Executive Budget	Senate Version	House Changes	House Version
Williston State College				
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000
Less estimated income	0	0	2,500,000	2,500,000
General fund	\$0	\$0	\$0	\$0
Dept. of Career and Technical Education				
Total all funds	\$41,124,457	\$44,531,146	\$0	\$44,531,146
Less estimated income	10,290,485	13,290,619	0	13,290,619
General fund	\$30,833,972	\$31,240,527	\$0	\$31,240,527
Bill total				
Total all funds	\$41,124,457	\$44,531,146	\$2,500,000	\$47,031,146
Less estimated income	10,290,485	13,290,619	2,500,000	15,790,619
General fund	\$30,833,972	\$31,240,527	\$0	\$31,240,527

**Senate Bill No. 2019 - Williston State College - House Action**

	Executive Budget	Senate Version	House Changes	House Version
Capital assets			\$2,500,000	\$2,500,000
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000
Less estimated income	0	0	2,500,000	2,500,000
General fund	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00

**Department No. 229 - Williston State College - Detail of House Changes**

	<b>Adds Funding for Workforce Training Facility<sup>1</sup></b>	<b>Total House Changes</b>
Capital assets	\$2,500,000	\$2,500,000
Total all funds	\$2,500,000	\$2,500,000
Less estimated income	2,500,000	2,500,000
General fund	\$0	\$0
FTE	0.00	0.00

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<sup>1</sup>A section is added authorizing Williston State College to borrow up to \$2.5 million from the Bank of North Dakota and appropriates the loan proceeds for the construction of a workforce training facility.

Attachment 1.  
 March 28, 2013  
 SB 2019

Prepared by the Legislative Council staff  
 for House Appropriations E&E  
 March 26, 2013

**LISTING OF PROPOSED CHANGES TO SENATE BILL NO. 2019**

**Department - Career and Technical Education**

**Proposed funding changes:**

Description	FTE	General Fund	Special Funds	Total
1 Adjusts state employee compensation and benefits package		(\$196,840)	(\$4,489)	(\$201,689)
2 Reduce salaries line to provide for transfer to accrued leave payments line		(\$81,028)	(\$15,449)	(\$96,477)
3 Increase accrued leave payment line		\$81,028	\$15,449	\$96,477
4 Change <b>one-time funding</b> source for STEM to general fund from SIIF		\$3,000,000	(\$3,000,000)	\$0
5 Adjust STEM funding to total \$400K between HB 1228 and SB 2019		(\$160,000)		(\$160,000)
6 Include amendment for Workforce Training Project funding authority (13.8169.02001)			\$2,500,000	\$2,500,000
Total proposed funding changes		<u>\$2,643,160</u>	<u>(\$504,489)</u>	<u>\$2,138,311</u>

**Other proposed changes:**

- 1 Remove Section 2, 3, 4 of the bill; reporting requirements
- 2 Add language to Section 8 of the bill: **under terms and conditions as determined by the Bank of North Dakota** (13.8169.02001)

Attachment 2.  
March 29, 2013  
SB 2019

**Budget**

<b>FY 2009-2013 STATEMENT OF REVENUES, EXPENSES, AND FUNDING SOURCES</b>							
	Actual FY 2009	Actual FY 2010	Budget FY 2011	Actual FY 2011	Budget FY 2012	Actual FY 2012	Budget FY 2013
<b>Revenues</b>							
Direct Training Revenues	\$1,144,446	\$1,406,195	\$1,050,000	\$2,037,056	\$1,450,000	\$2,936,480	\$1,550,000
Community/Regional Funds	\$15,000	\$24,750		\$35,000		\$0	
Institutional Funds	\$0	\$0		\$0		\$0	
Grant Funding	\$523,694	\$0		\$311,114		\$218,349	
State General Fund	\$225,658	\$225,232	\$242,125	\$242,880	\$233,679	\$255,934	\$233,679
<b>Total Revenues</b>	<b>\$1,908,798</b>	<b>\$1,656,177</b>	<b>\$1,292,125</b>	<b>\$2,626,050</b>	<b>\$1,683,679</b>	<b>\$3,410,763</b>	<b>\$1,783,679</b>
<b>Expenditures</b>							
Total Direct Training Expenditures	\$946,267	\$686,652	\$525,000	\$908,155	\$700,000	\$1,511,759	\$800,000
Outreach/Coordination Expenses							
Total Salaries/Wages/Benefits	\$474,936	\$600,888	\$614,000	\$476,361	\$750,000	\$1,355,914	\$800,000
Marketing	\$20,097	\$27,735	\$25,000	\$37,298	\$30,000	\$16,569	\$35,000
Travel	\$63,706	\$10,245	\$30,000	\$12,007	\$15,000	\$3,930	\$15,000
Other Operating Expense	\$9,209	\$13,825	\$12,500	\$46,608	\$14,000	\$57,816	\$15,000
New Initiatives	\$202,472	\$30,910	\$2,000	\$52,634	\$10,000	\$21,704	\$60,000
Professional Development	\$9,209	\$13,825	\$12,500	\$21,561	\$15,000	\$39,155	\$15,000
Total Operational Expenses	\$304,693	\$96,540	\$82,000	\$170,107	\$84,000	\$139,174	\$140,000
Transfer (Residence Hall Bond)				\$526,000			
<b>Total Expenditures</b>	<b>\$1,725,896</b>	<b>\$1,384,080</b>	<b>\$1,221,000</b>	<b>\$2,080,623</b>	<b>\$1,534,000</b>	<b>\$3,006,847</b>	<b>\$1,740,000</b>
<b>Net Result For Future Investments</b>	<b>\$182,902</b>	<b>\$272,097</b>	<b>\$71,125</b>	<b>\$545,427</b>	<b>\$149,679</b>	<b>\$403,916</b>	<b>\$43,679</b>

Grant Breakdown  
168,348.55 BSC Grant  
50,000 WEG

13.8169.02002  
Title.

Prepared by the Legislative Council staff for  
House Appropriations - Education and  
Environment Division

58 2019

Fiscal No. 2

March 29, 2013

## PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2019

Page 1, line 2, remove "to amend and reenact sections 52-08-09, 52-08-10, and"

Page 1, replace lines 3 and 4 with "and to provide borrowing authority to Williston state college."

Page 1, replace line 14 with:

"Salaries and wages	\$4,362,974	\$205,715	\$4,568,689
Accrued leave payments	0	96,477	96,477"

Page 1, remove lines 16 and 17 with:

"Grants	29,025,000	1,878,698	30,903,698
Grants - postsecondary	357,452	140,000	497,452"

Page 1, replace lines 19 through 22 with:

"Workforce training	<u>3,000,000</u>	<u>0</u>	<u>3,000,000</u>
Total all funds	\$38,748,567	\$2,320,890	\$41,069,457
Less estimated income	<u>10,766,888</u>	<u>(481,118)</u>	<u>10,285,770</u>
Total general fund appropriation	\$27,981,679	\$2,802,008	\$30,783,687"

Page 2, remove lines 1 through 31

Page 3, replace lines 1 through 22 with:

**"SECTION 2. BORROWING AUTHORITY - APPROPRIATION - WILLISTON STATE COLLEGE - WORKFORCE TRAINING PROJECT.** Williston state college may borrow the sum of \$2,500,000, or so much of the sum as may be necessary, from the Bank of North Dakota, under terms and conditions as determined by the Bank of North Dakota, for the workforce training facility project, for the biennium beginning July 1, 2013, and ending June 30, 2015. The proceeds of the loan authorized in this section are appropriated to Williston state college for the purpose of constructing a workforce training facility for the biennium beginning July 1, 2013, and ending June 30, 2015."

Renumber accordingly

## STATEMENT OF PURPOSE OF AMENDMENT:

## Senate Bill No. 2019 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
Williston State College				
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000
Less estimated income	0	0	2,500,000	2,500,000
General fund	\$0	\$0	\$0	\$0
Dept. of Career and Technical Education				
Total all funds	\$41,124,457	\$44,531,146	(\$3,461,689)	\$41,069,457
Less estimated income	<u>10,290,485</u>	<u>13,290,619</u>	<u>(3,004,849)</u>	<u>10,285,770</u>
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687

Bill total				
Total all funds	\$41,124,457	\$44,531,146	(\$961,689)	\$43,569,457
Less estimated income	10,290,485	13,290,619	(504,849)	12,785,770
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687

### Senate Bill No. 2019 - Williston State College - House Action

	Executive Budget	Senate Version	House Changes	House Version
Capital assets			\$2,500,000	\$2,500,000
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000
Less estimated income	0	0	2,500,000	2,500,000
General fund	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00

### Department No. 229 - Williston State College - Detail of House Changes

	Adds Funding for Workforce Training Facility <sup>1</sup>	Total House Changes
Capital assets	\$2,500,000	\$2,500,000
Total all funds	\$2,500,000	\$2,500,000
Less estimated income	2,500,000	2,500,000
General fund	\$0	\$0
FTE	0.00	0.00

<sup>1</sup>A section is added authorizing Williston State College to borrow up to \$2.5 million from the Bank of North Dakota and appropriates the loan proceeds for the construction of a workforce training facility.

### Senate Bill No. 2019 - Dept. of Career and Technical Education - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,860,166	\$4,866,855	(\$298,166)	\$4,568,689
Operating expenses	1,253,339	1,253,339		1,253,339
Grants	30,903,698	30,803,698	100,000	30,903,698
Grants - Postsecondary	357,452	1,257,452	(760,000)	497,452
Adult farm management	749,802	749,802		749,802
Workforce training	3,000,000	5,600,000	(2,600,000)	3,000,000
Accrued leave payments			96,477	96,477
Total all funds	\$41,124,457	\$44,531,146	(\$3,461,689)	\$41,069,457
Less estimated income	10,290,485	13,290,619	(3,004,849)	10,285,770
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687
FTE	27.00	27.00	0.00	27.00

### Department No. 270 - Dept. of Career and Technical Education - Detail of House Changes

	Adjusts State Employee Compensation and Benefits Package <sup>1</sup>	Provides Separate Line Item for Accrued Leave Payments <sup>2</sup>	Reduces Funding to the Workforce Training Regions <sup>3</sup>	Removes Funding for STEM Infusion Initiative <sup>4</sup>	Removes Funding for STEM Programs <sup>5</sup>	Increases Funding for New and Expanding Programs <sup>6</sup>
Salaries and wages	(\$201,689)	(\$96,477)				
Operating expenses						
Grants						100,000
Grants - Postsecondary				(200,000)	(300,000)	
Adult farm management						
Workforce training			(2,600,000)			
Accrued leave payments		96,477				

Total all funds	(\$201,689)	\$0	(\$2,600,000)	(\$200,000)	(\$300,000)	\$100,000
Less estimated income	(4,849)	0	(2,600,000)	0	0	0
General fund	(\$196,840)	\$0	\$0	(\$200,000)	(\$300,000)	\$100,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts STEM Network Funding <sup>7</sup>	Total House Changes
Salaries and wages		(\$298,166)
Operating expenses		
Grants		100,000
Grants - Postsecondary	(260,000)	(760,000)
Adult farm management		
Workforce training		(2,600,000)
Accrued leave payments		96,477
Total all funds	(\$260,000)	(\$3,461,689)
Less estimated income	(400,000)	(4,004,849)
General fund	\$140,000	(\$456,840)
FTE	0.00	0.00

<sup>1</sup>This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

<sup>2</sup>A portion of salaries and wages funding from the general fund (\$81,028) and from other funds (\$15,449) for permanent employees compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

<sup>3</sup>This amendment removes the funding added by the Senate to the workforce training regions to provide a total of \$3 million, the same amount provided in the executive budget.

<sup>4</sup>This amendment removes the funding added by the Senate for the STEM infusion initiative.

<sup>5</sup>This amendment removes the funding added by the Senate for STEM programs.

<sup>6</sup>This amendment provides additional funding to the new and expanding programs to provide a total of \$700,000, all of which is from the general fund.

<sup>7</sup>Adjusts STEM funding to provide a total of \$300,000, including the \$160,000 from the general fund appropriated in House Bill No. 1228 which has been approved by both chambers, and changes the funding source from the strategic investment and improvements fund to the general fund.

This amendment also:

- Removes Sections 2, 3, and 4 which changed the Workforce Training Board reporting requirements from the State Board of Higher Education to the State Board for Career and Technical Education.
- Removes Section 5 which required the Department of Career and Technical Education to report the performance measures of the STEM network to the Budget Section.
- Removes Section 7 relating to matching funds for STEM grants, the funding for which is removed by the House.

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2019 - Funding Summary**

	<b>Executive Budget</b>	<b>Senate Version</b>	<b>House Changes</b>	<b>House Version</b>
<b>Williston State College</b>				
Capital assets			\$2,500,000	\$2,500,000
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000
Less estimated income	0	0	2,500,000	2,500,000
General fund	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00
<b>Dept. of Career and Technical Education</b>				
Salaries and wages	\$4,860,166	\$4,866,855	(\$298,166)	\$4,568,689
Operating expenses	1,253,339	1,253,339		1,253,339
Grants	30,903,698	30,803,698	100,000	30,903,698
Grants - Postsecondary	357,452	1,257,452	(760,000)	497,452
Adult farm management	749,802	749,802		749,802
Workforce training	3,000,000	5,600,000	(2,600,000)	3,000,000
Accrued leave payments			96,477	96,477
Total all funds	\$41,124,457	\$44,531,146	(\$3,461,689)	\$41,069,457
Less estimated income	10,290,485	13,290,619	(3,004,849)	10,285,770
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687
FTE	27.00	27.00	0.00	27.00
<b>Bill Total</b>				
Total all funds	\$41,124,457	\$44,531,146	(\$961,689)	\$43,569,457
Less estimated income	10,290,485	13,290,619	(504,849)	12,785,770
General fund	\$30,833,972	\$31,240,527	(\$456,840)	\$30,783,687
FTE	27.00	27.00	0.00	27.00

**Senate Bill No. 2019 - Williston State College - House Action**

	<b>Executive Budget</b>	<b>Senate Version</b>	<b>House Changes</b>	<b>House Version</b>
Capital assets			\$2,500,000	\$2,500,000
Total all funds	\$0	\$0	\$2,500,000	\$2,500,000
Less estimated income	0	0	2,500,000	2,500,000
General fund	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00

**Department 229 - Williston State College - Detail of House Changes**

	<b>Adds Funding for Workforce Training Facility<sup>1</sup></b>	<b>Total House Changes</b>
Capital assets	2,500,000	2,500,000
Total all funds	\$2,500,000	\$2,500,000
Less estimated income	2,500,000	2,500,000
General fund	\$0	\$0
FTE	0.00	0.00

<sup>1</sup> A section is added authorizing Williston State College to borrow up to \$2.5 million from the Bank of North Dakota and appropriates the loan proceeds for the construction of a workforce training facility.

**Senate Bill No. 2019 - Dept. of Career and Technical Education - Senate Action**

	<b>Executive Budget</b>	<b>Senate Changes</b>	<b>Senate Version</b>
Salaries and wages	\$4,860,166	\$6,689	\$4,866,855
Operating expenses	1,253,339		1,253,339
Grants	30,903,698	(100,000)	30,803,698
Grants - Postsecondary	357,452	900,000	1,257,452
Adult farm management	749,802		749,802
Workforce training	3,000,000	2,600,000	5,600,000
<b>Total all funds</b>	<b>\$41,124,457</b>	<b>\$3,406,689</b>	<b>\$44,531,146</b>
Less estimated income	10,290,485	3,000,134	13,290,619
General fund	\$30,833,972	\$406,555	\$31,240,527
<b>FTE</b>	<b>27.00</b>	<b>0.00</b>	<b>27.00</b>

**Department 270 - Dept. of Career and Technical Education - Detail of Senate Changes**

	<b>Corrects Executive Compensation Package<sup>1</sup></b>	<b>Decreases Funding for Virtual Centers<sup>2</sup></b>	<b>Provides Funding for STEM-Based Engineering or Project Lead the Way<sup>3</sup></b>	<b>Provides Funding for STEM Infusion Initiative<sup>4</sup></b>	<b>Provides Funding for STEM Programs<sup>5</sup></b>	<b>Increases Funding to New and Expanding Programs<sup>6</sup></b>
Salaries and wages	6,689					
Operating expenses						
Grants		(500,000)	300,000			100,000
Grants - Postsecondary				200,000	300,000	
Adult farm management						
Workforce training						
<b>Total all funds</b>	<b>\$6,689</b>	<b>(\$500,000)</b>	<b>\$300,000</b>	<b>\$200,000</b>	<b>\$300,000</b>	<b>\$100,000</b>
Less estimated income	134	0	0	0	0	0
General fund	\$6,555	(\$500,000)	\$300,000	\$200,000	\$300,000	\$100,000
<b>FTE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

	<b>Provides Funding to STEM Network<sup>7</sup></b>	<b>Provides Funding to the Workforce Training Regions<sup>8</sup></b>	<b>Total Senate Changes</b>
Salaries and wages			6,689
Operating expenses			
Grants			(100,000)
Grants - Postsecondary	400,000		900,000
Adult farm management			
Workforce training		2,600,000	2,600,000
<b>Total all funds</b>	<b>\$400,000</b>	<b>\$2,600,000</b>	<b>\$3,406,689</b>
Less estimated income	400,000	2,600,000	3,000,134
General fund	\$0	\$0	\$406,555
<b>FTE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

<sup>1</sup> Funding is added due to a calculation error in the executive compensation package.

<sup>2</sup> This amendment decreases the funding for the virtual centers to provide a total of \$500,000, all of which is from the general fund.

<sup>3</sup> This amendment provides funding for STEM-based engineering programs or the Project Lead the Way program.

<sup>4</sup> This amendment provides funding for a STEM Infusion Initiative.

- <sup>5</sup> This amendment provides funding for the STEM program at the secondary and postsecondary level, requiring matching funds from private industry grants.
- <sup>6</sup> This amendment increases funding for new and expanding programs to provide a total of \$600,000, all of which is from the general fund.
- <sup>7</sup> This amendment provides one-time funding for the STEM network from the strategic investment and improvements fund.
- <sup>8</sup> One-time funding from the strategic investment and improvements fund providing \$650,000 to each of the four workforce training regions for business and industry equipment and simulation equipment.

This amendment adds a section requiring the Department of Career and Technical Education to report to the Budget Section on the following:

- The increase in the number of STEM programs/programming in schools and institutions available to students.
- The increase in enrollment in STEM programming beginning at the secondary level and then onto the postsecondary level.
- The business partnerships created by the expansion of the STEM program.

This amendment adds sections amending Sections 52-08-09, 52-08-10, and 52-08-11 to change the Workforce Training Board reporting requirements from the State Board of Higher Education to the State Board for Career and Technical Education.

**Senate Bill No. 2019 - Dept. of Career and Technical Education - House Action**

	<b>Executive Budget</b>	<b>Senate Version</b>	<b>House Changes</b>	<b>House Version</b>
Salaries and wages	\$4,860,166	\$4,866,855	(\$298,166)	\$4,568,689
Operating expenses	1,253,339	1,253,339		1,253,339
Grants	30,903,698	30,803,698	100,000	30,903,698
Grants - Postsecondary	357,452	1,257,452	(760,000)	497,452
Adult farm management	749,802	749,802		749,802
Workforce training	3,000,000	5,600,000	(2,600,000)	3,000,000
Accrued leave payments			96,477	96,477
<b>Total all funds</b>	<b>\$41,124,457</b>	<b>\$44,531,146</b>	<b>(\$3,461,689)</b>	<b>\$41,069,457</b>
Less estimated income	10,290,485	13,290,619	(3,004,849)	10,285,770
<b>General fund</b>	<b>\$30,833,972</b>	<b>\$31,240,527</b>	<b>(\$456,840)</b>	<b>\$30,783,687</b>
FTE	27.00	27.00	0.00	27.00

**Department 270 - Dept. of Career and Technical Education - Detail of House Changes**

	<b>Adjusts State Employee Compensation and Benefits Package<sup>1</sup></b>	<b>Provides Separate Line Item for Accrued Leave Payments<sup>2</sup></b>	<b>Reduces Funding to the Workforce Training Regions<sup>3</sup></b>	<b>Removes Funding for STEM Infusion Initiative<sup>4</sup></b>	<b>Removes Funding for STEM Programs<sup>5</sup></b>	<b>Increases Funding to New and Expanding Programs<sup>6</sup></b>
Salaries and wages	(201,689)	(96,477)				
Operating expenses						
Grants						100,000
Grants - Postsecondary				(200,000)	(300,000)	
Adult farm management						
Workforce training			(2,600,000)			
Accrued leave payments		96,477				
<b>Total all funds</b>	<b>(\$201,689)</b>	<b>\$0</b>	<b>(\$2,600,000)</b>	<b>(\$200,000)</b>	<b>(\$300,000)</b>	<b>\$100,000</b>
Less estimated income	(4,849)	0	(2,600,000)	0	0	0
<b>General fund</b>	<b>(\$196,840)</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$200,000)</b>	<b>(\$300,000)</b>	<b>\$100,000</b>
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	<b>Adjusts STEM Network Funding<sup>7</sup></b>	<b>Total House Changes</b>
Salaries and wages		(298,166)
Operating expenses		
Grants		100,000
Grants - Postsecondary	(260,000)	(760,000)
Adult farm management		
Workforce training		(2,600,000)
Accrued leave payments		96,477
Total all funds	(\$260,000)	(\$3,461,689)
Less estimated income	(400,000)	(3,004,849)
General fund	\$140,000	(\$456,840)
FTE	0.00	0.00

<sup>1</sup> This amendment adjusts the state employee compensation and benefits package as follows:

- Reduces the performance component from 3 to 5 percent per year to 2 to 4 percent per year.
- Reduces the market component from 2 to 4 percent per year for employees below the midpoint of their salary range to up to 2 percent for employees in the first quartile of their salary range for the first year of the biennium only.
- Removes funding for additional retirement contribution increases.

<sup>2</sup> A portion of salaries and wages funding from the general fund (\$81,028) and from other funds (\$15,449) for permanent employees' compensation and benefits is reallocated to an accrued leave payments line item for paying annual leave and sick leave for eligible employees.

<sup>3</sup> This amendment removes the funding added by the Senate to the workforce training regions to provide a total of \$3 million, the same amount provided in the executive budget.

<sup>4</sup> This amendment removes the funding added by the Senate for the STEM Infusion Initiative.

<sup>5</sup> This amendment removes the funding added by the Senate for STEM programs.

<sup>6</sup> This amendment provides additional funding to the new and expanding programs to provide a total of \$700,000, all of which is from the general fund.

<sup>7</sup> Adjusts STEM funding to provide a total of \$300,000, including the \$160,000 from the general fund appropriated in House Bill No. 1228 which has been approved by both chambers, and changes the funding source from the strategic investment and improvements fund to the general fund.

This amendment also:

- Removes Sections 2, 3, and 4 which changed the Workforce Training Board reporting requirements from the State Board of Higher Education to the State Board for Career and Technical Education.
- Removes Section 5 which required the Department of Career and Technical Education to report the performance measures of the STEM network to the Budget Section.
- Removes Section 7 relating to matching funds for STEM grants, the funding for which is removed by the House.

Sen. Grindberg  
SB 2019  
4-22-13

#1

**Sixty-third Legislative Assembly of North Dakota  
In Regular Session Commencing Tuesday, January 8, 2013**

**SENATE CONCURRENT RESOLUTION NO. 4015**  
(Senators Grindberg, Holmberg, O'Connell)  
(Representatives Delmore, Hawken, Meier)

A concurrent resolution urging the Department of Career and Technical Education to identify programs and initiatives in the fields of science, technology, engineering, and mathematics, and identify opportunities for coordinated public and private sector participation.

**WHEREAS**, scientific and technological innovations are the catalyzing agents in the creation of new industries, the spawning of job growth, and ultimately the improvement of lives; and

**WHEREAS**, scientific and technological innovations are dependent upon individuals possessing the knowledge, skills, creativity, and foresight to forge new paths; and

**WHEREAS**, business and government leaders, elementary and secondary teachers, and higher education faculty members and administrators are increasingly aware of workforce shortages and skill gaps in the innovative fields of science, technology, engineering, and mathematics; and

**WHEREAS**, in order to address such shortages and ensure our long-term competitiveness and prosperity as a state, it is incumbent upon us to promote a collective commitment to excellence in education and the development of talent in the fields of science, technology, engineering, and mathematics; and

**WHEREAS**, in order to identify and develop the next generation of innovators in the fields of science, technology, engineering, and mathematics, there must be a coordinated, proactive, and sustained pursuit of intellectual curiosity and engagement; and

**WHEREAS**, in order to ensure that multiple public and private sector interests are addressing responsibilities and opportunities in the fields of science, technology, engineering, and mathematics in an efficient, effective, coherent, and nonduplicative manner, it is appropriate to call for a state-level organized and consolidated approach;

**NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF NORTH DAKOTA, THE HOUSE OF REPRESENTATIVES CONCURRING THEREIN:**

That the Department of Career and Technical Education utilize its staff and contacts throughout the state to serve public and private sector participants by identifying meritorious programs and initiatives in the fields of science, technology, engineering, and mathematics, identifying opportunities for integrated activities and increased access, encouraging sustainable partnerships, and recommending policies and approaches to ensure that the state's resources and assets are utilized sagaciously; and

**BE IT FURTHER RESOLVED**, that the Secretary of State forward copies of this resolution to the director of the Department of Career and Technical Education and to each member of the North Dakota Congressional Delegation.



**SELECTED WORKFORCE TRAINING FUNDING**

#1  
 Brittni Reim, LC  
 SB 2019  
 4-24-13

**PERKINS GRANTS - STATE BOARD FOR CAREER AND TECHNICAL EDUCATION**

The 2013-15 executive budget includes \$2.27 million of federal funds for the State Board for Career and Technical Education to provide Perkins grants to the two-year colleges for career and technical education program support permissible by the federal Carl D. Perkins Career and Technical Education Act of 2006. Throughout the state, 10 two-year campuses are eligible to receive reimbursement from the State Board for Career and Technical Education for career and technical education program support, and of those 10 campuses, 5 campuses are tribal colleges. Of the five tribal colleges, Lake Region State College (nontribal) in Devils Lake and Cankdeska Cikana Community College (tribal) on the Fort Totten Reservation form a consortium to receive Perkins grants, in which funding is shared between the two colleges.

The amount of annual funding percentage a campus receives is determined by the number of students attending the campuses that receive Pell grants. The minimum Pell grant funding amount for each campus is \$50,000. The total funding available for fiscal year 2014 is projected to be \$1,117,482. The schedule below identifies funding allocations under the program.

	<b>Fiscal Year 2013 Revised Budgets</b>	<b>Fiscal Year 2014 Annual Plans</b>
<b>Tribal district institution</b>		
Belcourt/Turtle Mountain Community College	\$84,656	\$87,127
Bismarck/United Tribes Technical College	190,390	164,530
Devils Lake/Lake Region State College and Fort Totten/Cankdeska Cikana Community College consortium	104,375	113,965
Fort Yates/Sitting Bull College	82,616	75,847
New Town/Fort Berthold Community College	58,477	52,510
<b>Total</b>	<b>\$520,514</b>	<b>\$493,979</b>
<b>State district institution</b>		
Bismarck/Bismarck State College	\$243,767	\$249,323
Bottineau/Dakota College at Bottineau	60,517	55,621
Wahpeton/North Dakota State College of Science	264,846	266,827
Williston/Williston State College	59,837	51,732
<b>Total</b>	<b>\$628,967</b>	<b>\$623,503</b>
<b>Grand total</b>	<b>\$1,149,481</b>	<b>\$1,117,482</b>

Due to sequestration, the State Board for Career and Technical Education anticipates Perkins grant funding after fiscal year 2014 will decline.

**WORKFORCE TRAINING GRANTS - TRAINND**

The 2013-15 executive budget includes \$3 million from the general fund for workforce training grants for the State Board for Career and Technical Education. This funding is allocated to the four TrainND program quadrants in the state. The funding allocations are determined by the workforce employee numbers in each respective quadrant. The funding is provided for salaries and administration of the program. Other revenues, such as workforce training paid for by private industry, are used primarily for equipment-related expenditures. TrainND funding is not provided directly to tribal colleges; however, each TrainND region has tribal representation on its advisory committee and tribal college facilities have been used for training.

**SENATE BILL NO. 2218 - DEPARTMENT OF COMMERCE - WORKFORCE TRAINING GRANTS FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES**

The Legislative Assembly in 2013 approved Senate Bill No. 2218 which includes an appropriation of \$5 million from the general fund to the Department of Commerce to provide workforce development grants to tribally controlled community colleges in North Dakota. In order to qualify for a grant, the community college must be tribally controlled and located on or near an Indian reservation with an unemployment rate of greater than 30 percent.

Any grant awarded to a tribally controlled community college may be used at the discretion of the college for:

1. The development of programs that assist in providing certificates or degrees to North Dakota students attending the college that qualify the student to obtain jobs for which applicants are being sought within the state, as identified by the Department of Commerce, Job Service North Dakota, or any of the federally recognized Indian tribes within North Dakota; or
2. To assist any North Dakota student attending the college to establish, or to assist in establishing, a new business operating within North Dakota that will employ North Dakota citizens.

Any funds provided to tribally controlled community colleges must be used to supplement, not supplant, any existing program or funding source of the college.

**Who:** North Dakota State College of Science (NDSCS) in partnership with the North Dakota Department of Career and Technical Education (CTE)

**What:** The *NDSCS STEM Infusion Initiative* is a coordinated effort to bring relevant, effective STEM experiences to K-12 students and teachers that will motivate students to pursue STEM-related careers. Two successful, high-impact activities are highlighted below:

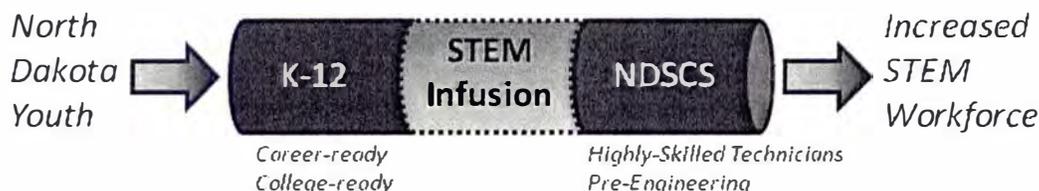
<b>GUESS - Girls Understanding and Exploring STEM Stuff</b>	<b>You're Hired!</b>
<p><i>Day at the NDSCS-Fargo lab highlighting STEM career opportunities, led by female role models.</i></p> <ul style="list-style-type: none"> <li>❖ More than 300 8<sup>th</sup> and 9<sup>th</sup> grade girls from across the state.</li> <li>❖ Diversifying girls' experience to include engineering, welding and electronics.</li> <li>❖ North Valley Career &amp; Technical Center is now experiencing an increase in females enrolling in male-dominated high school CTE courses.</li> </ul>	<p><i>Schools host a series of day-long, STEM-focused, Problem-Based Learning projects that develop 21<sup>st</sup> Century Skills and provide authentic STEM career experiences.</i></p> <ul style="list-style-type: none"> <li>❖ Reaches 100% of 7<sup>th</sup>-12<sup>th</sup> grade students.</li> <li>❖ 20 schools, 2,000+ students in 1<sup>st</sup> year.</li> <li>❖ "A student commented that her brain hurt and she had never thought so much in a day before... We need to do more of this to keep them engaged." - High School Educator</li> </ul>

**Where:** K-12 schools across North Dakota. The map identifies the schools where more than 12,000 students have participated in NDSCS STEM activities during the past five years.



**When:** NDSCS has been delivering STEM experiences to ND schools for more than five years. Moving forward, the *NDSCS STEM Infusion Initiative* is poised to become a state asset to be leveraged by the ND STEM Network and related entities.

**Why:** *NDSCS STEM Infusion* activities increase student motivation to pursue STEM careers, providing North Dakota with a highly-skilled workforce. This program has been widely embraced, with over 20 additional schools requesting STEM infusion activities in Spring, 2013 alone.



**How:** *The STEM Infusion Initiative* will be put into action by a NDSCS STEM Coordinator and a STEM Specialist. This initiative is dependent upon securing a sustained source of funding, as current funding sources consist of short-term mini-grants.

## **NDLA, S APP ASST - Laning, Rose**

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**From:** Grindberg, Tony S.  
**Sent:** Thursday, April 25, 2013 11:02 AM  
**To:** Reim, Brittani  
**Cc:** NDLA, S APP ASST - Laning, Rose  
**Subject:** RE: SB 2019 - one time or ongoing

Brittani,

The workforce \$1 million is one-time.

We have no meeting today. So please forward amendments to Rose and I accordingly. If upon review they are not correct, we will schedule another meeting.

Thanks.

Tony S. Grindberg  
State Senator  
4755 Douglas Drive  
Fargo, ND 58104

Home: 232-4691  
email: [tgrindberg@nd.gov](mailto:tgrindberg@nd.gov)

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**From:** Reim, Brittani  
**Sent:** Thursday, April 25, 2013 10:39 AM  
**To:** Grindberg, Tony S.  
**Subject:** SB 2019 - one time or ongoing

Senator Grindberg,

Just to let you know that in the SB 2019 - CTE, the additional \$1,000,000 for workforce training grants and the \$140,000 for ND STEM Network were not been identified as one-time funding items in the conference committee amendments. If they are meant to be ongoing, no change is necessary. However, if they are meant to be one-time funds, please bring this up to the conference committee at 2:30 today during the review of the amendments.

Thank you,

*Brittani (Quick) Reim*  
North Dakota Legislative Council  
701.328.3729  
[breim@nd.gov](mailto:breim@nd.gov)