

2015 HOUSE INDUSTRY, BUSINESS AND LABOR

HB 1129

2015 HOUSE STANDING COMMITTEE MINUTES

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

HB 1129
2/2/2015
22955

- ☐ Subcommittee
☐ Conference Committee

Ellen Letang

Explanation or reason for introduction of bill/resolution:

Workforce development grants for tribally controlled community colleges.

Minutes:

Attachment 1

Vice Chairman Sukut: Opens the hearing on HB 1129.

Wayde Sick~Director of the Workforce Development Division: (Attachment 1).

Representative Ruby: Who defines the target industry and the high demand occupations?

Sick: We would use job service label marketing data.

Representative Ruby: What was the amount of the funds last biennium and were they all used up?

Sick: The appropriation was 5 million dollars and all 5 million dollars have been allocated to the colleges.

Vice Chairman Sukut: Also, with the grant last session, there was a request with an annual report on the progress. May we see a copy of that report?

Sick: Yes, we did receive those reports and I will give you a copy of those reports.

Vice Chairman Sukut: Did I understand that in HB 1018 there is 6 million dollars in there?

Sick: That is correct.

Vice Chairman Sukut: Anyone else here to testify in support to HB 1129, opposition, neutral? Closes the hearing on HB 1129. What are the wishes of the committee?

House Industry, Business & Labor Committee
HB 1129
February 2, 2015
Page 2

Representative Devlin: Moves a Do Pass.

Representative Beadle: Second.

Roll call was taken on HB 1129 for a Do Pass with 10 yes, 2 no, 3 absent and Representative Boschee is the carrier.

2015 HOUSE STANDING COMMITTEE MINUTES

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

HB 1129
2/2/2015
22958

☐ Subcommittee
☐ Conference Committee



Explanation or reason for introduction of bill/resolution:

Workforce development grants for tribally controlled community colleges.

Minutes:

Chairman Keiser: Opens the work session of HB 1129. We should ask them to further define the term "enhance".

Representative Devlin: Moves to retract our action which we passed HB 1129 for a Do Pass.

Representative Ruby: Second.

Roll call was taken to retract the Do Pass on HB 1129 with 10 yes, 1 no, 4 absent.

Representative Devlin: I agree with you about enhancements. I don't think they are looking at developing new programs but if they have one that existing, we should allow them some way to continue that program. That may not be the word you are looking for.

Chairman Keiser: Continually would be great if it were based on success.

Representative Ruby: They can do that already. I didn't see a restriction for them to continue working on the programs.

Chairman Keiser: I think the word enhancement adds the continuing. Original language was for development of a program.

Representative Ruby: If that's the case, once it's developed and using that in their normal budgeting in their appropriations.

Chairman Keiser: If you read that entire paragraph and look at the "address the critical workforce shortage", that may be the definition of enhancement.

Representative Becker: The change doesn't limit it to programs that end with a certification or degree. I voted no on this last session because I didn't want the camel to get his nose under the tent. I would still vote no if we change the word from enhancement to continue although that would be better. If it passed it would now have the ability to expand it to non-degree or certification programs as assuring that this is an appropriation that would continue forever. It will always keep expanding. When we gave the money initially, theoretically it's to develop programs and in theory, the need for continued appropriations would perhaps decrease.

Representative Laning: Subparagraph 2, seems like it limits it as far as the utilization towards any existing programs. It says that it must supplement not to supplant in the existing program. I don't know if that addresses some of our concern of "enhancement" or not.

Chairman Keiser: I may be wrong and it's just fine the way it is. It is clarified later on that it's targeted industries and leads to employment in the state.

Representative Devlin: We could debate the enhancement, continuation or do nothing at all, but certainly Representative Becker makes a valid point. If the original intent of what the legislature was trying to do was get people to earn degrees, we are taking a long step away from what they are doing here.

Chairman Keiser: This opens it up to anything.

Representative Ruby: I asked the question of who decides what the target industries are because is not your primary sector. They used job service to determine the programs. It is the nose under the tent.

Chairman Keiser: Let's hold the bill and Representative Boschee would you find Allen and let him know that we have the bill back and have him come in and participate in our conversation.

2015 HOUSE STANDING COMMITTEE MINUTES

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

HB 1129
2/2/2015
23038

☐ Subcommittee
☐ Conference Committee

Eden Letang

Explanation or reason for introduction of bill/resolution:

Workforce development grants for tribally controlled community colleges.

Minutes:

Chairman Keiser: Opens the work session on HB 1129. This is a lot of money we are talking about and it's in another bill. I still what to know what an enhancement is? The development of a program I get but anything could be an enhancement. Then you come to us and say that you enhanced it, give us the money.

Wayde Sick - Director of Workforce Dev. Div

Sick: I would like to clarify what we mean by enhancement from the commerce when we are looking at a grant program specifically for a higher ed like this. An enhancement to a program that's a specific course of study, for example, is like purchasing equipment to help with the program.

Chairman Keiser: You get us language that says that and bring it back to us tomorrow. We thought that the program was designed to give a certificate or degree. This seems to be creating the potential that they wouldn't have to have the degree or certificate program.

Sick: It would open up to if an employer or number of employers would approach that tribal college and I have a number of employees, they need to be trained up in a specific skill set and then the tribal college would apply for these grant dollars to the Department of Commerce. We would review the application along with the support of the employers that is a skill set they need. It's not, here is the money, we look to develop programs as we see fit. They still have to go through the application process.

Representative Becker: When you are looking at giving us the definition of enhancement and alternatives and we tighten it up. If we get to a point where we are all happy with that part, it still remains that the program has opened up beyond certifications and degrees. Is that correct?

Sick: That correct.

Chairman Keiser: If we are getting outside of the grants, certificate, and degree program and we are going to needing needs of business, would it be unreasonable to require a 50% match from those businesses?

Sick: The current workforce enhancement grant, they require a match.

Chairman Keiser: This doesn't say it. So let's say it.

Sick: OK.

Representative Kasper: I would not agree with the chairman's comments. We are trying to deal with tribal colleges; we are dealing with a different situation. We are working with Workforce development grants for tribally controlled community colleges. Unemployment rates are 50 to 60 percent. We have many people who go to tribal colleges and don't have a high school degree and the first thing they have to do is get their GED. When we passed this legislation we were working on trying to train unemployed people around the reservations so they could get job skills and go to work. I think they fulfilled the course. I'm apprehensive about trying to make this so tight that we can't fulfill the needs of are out there. I hope we have some flexibility there.

Representative Ruby: By removing the certifications you mentioned certification of welders. I can weld but I'm not a certified welder but if I go to a program that has been developed and paid for under this program, I should be a certified welder. If I'm not and this is removing that, if that was the intent of it last session, why wasn't it worded that way? It was intended for certificates and degrees.

Chairman Keiser: We will get into this a little bit more. Certificate programs can last 8 weeks.

Representative Kasper: I have no objection.

Chairman Keiser: Closes the work session.

2015 HOUSE STANDING COMMITTEE MINUTES

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

HB 1129
2/4/2015
23206

☐ Subcommittee
☐ Conference Committee



Explanation or reason for introduction of bill/resolution:

Workforce development grants for tribally controlled community colleges.

Minutes:

Attachment 1

Chairman Keiser: Opens the work session on HB 1129. We asked them to provide us language to clarify what the term "enhancement" means. Here is an amendment they are proposing. (Attachment 1). The commerce department came back and said please don't incorporate the match. It doesn't work with the tribal situation.

Representative Beadle: Put it after the period on line 21, under subsection 2, would that make sense? I don't know if it does anything different to sway what the committee is looking at anyway.

Chairman Keiser: There is a technical question relative to placement.

Representative Ruby: It says "may include" and it's not all that limiting.

Chairman Keiser: It doesn't add anything to me. If someone doesn't move the amendment, it will die due to a lack of a motion.

Representative Devlin: What are the ramifications if we amend enhancements out?

Chairman Keiser: It doesn't do much. We gave them money to develop and create programs. Theoretically, they have now done that. Now they are coming back and saying while we still want to develop, but what we want is the enhancement that we can take a developed program and enhance it somehow and continue to get funding.

Representative Ruby: How this removes the certifications requirement or the degree. Representative Kasper said that we should have those in place as well and that was the intent of it last session. I didn't like how it expanded to just target occupations and takes away certifications and it's just training.

Representative Ruby: Moves for a **Do Not Pass**.

Vice Chairman Sukut: Second.

Chairman Keiser: Further discussion?

Representative Beadle: (Attachment 1B, 2-11) If the colleges were to make reports to the department of commerce, which I see we have the reports here, if we leave the language as it is now within the existing statute. If we would appropriate more money this session, would that mean that those dollars can only again to create new additional programs?

Chairman Keiser: It could be certainly be interpreted that way.

Representative Ruby: If you are going to develop something else, they are going to put that in their appropriation budget request. It's going to have to meet the criteria.

Representative Beadle: That's my point; we understand that they are going to put in for the appropriation request to continue the programs that they developed. So, if we keep this dollar amount going towards additional programs that is going to further continue appropriations and for the newer programs to be continued on and on and on.

Vice Chairman Sukut: I remember this bill and I did not vote for it because of the fact that in all of these programs that they are developing, it left it open that they could spend those dollars in a lot of different ways. I asked to see the reports to see whether those dollars are being spent where they were intended to be spent. We are not dealing with the money here and another committee is dealing with the money, I surely support the Do Not Pass because we don't know if the original bill is getting the job done.

Representative Lefor: Say if we passed this, it goes to the commerce department, does the commerce department have the oversight because it comes from their budget with expenditures or does the money go to the tribal colleges and they do with it as they wish?

Chairman Keiser: The money will go to the college and the commerce will have oversight and we will be receiving reports. They will not be able to withdraw the money. The problem is the highest rate of unemployment? The committee, legislature and the governor last session said that we were going to be relatively open; we are going to provide a lot of different opportunities, we are not going to put of boxes around this thing because we want them out there and create them. We did put in at that time the term development because they were going to development. What they are asking for now is don't put any more boxes around here but clarify and we could in fact, enhance existing programs that they have developed. This bill and the appropriation are together. We decide the policy and appropriation decides the money.

Representative Lefor: It's the feeling that this language is too broad and it needs to be more specific?

Chairman Keiser: That's some of it.

Representative Ruby: If we kill the bill the language that's in current law is the restrictions that we have and that's what it retained?

Representative Beadle: Dealing with the term enhancement, I wondering when we are dealing with development, if the language is needed to do anything associated with the enhancement program or if that does that under the existing definition of development of programs. If it doesn't do anything and development already covers the enhancement process, then all of this bill would really do is it would take away the degree or certification portion and just do the job training with no accreditation.

Chairman Keiser: The intent was the development of the programs not the enhancement. That why they are asking for this extension.

15:15

Representative M Nelson: The reports have been given. One of the things was they set up was 2 year degree programs and there would have been zero jobs because there was no transition to get the job. What they were forced into was a lot of short term training. Now they have developed a program but they would like to have more equipment. That to them is not a new program, it's an enhancement. Not all programs are traditional college programs and its back to that second part of it to address the critical workforce shortage. That is the oversight that OMB gave them, the flexibility to put the money where they need it. I'm going to resist the Do Not Pass.

Representative Ruby: The state does very limited funding assistance to tribal colleges. They have their funding sources but we could use a little help in developing some programs that help the state. The state looks at it and said that we will help you do that. Now when we start moving the lines, changing the definitions and expanding it, now it moves us into one more area of doing a constant appropriation source for them for the general duties. I think we keep our focus on developing the program and that's what we agreed to as a state. I am going to support the motion.

Representative Hanson: You brought up the term "enhancement" and we don't have definitions for the term enhancement.

Chairman Keiser: We just received the definition and that was by commerce.

Al Stenjum: This bill simply came out from the Department of Commerce because at one point the colleges were trying to develop programs. The previous administrator of this grant program left. A new person came in and said that we are not comfortable the way it's laid out in code, we need a stronger definition of what we are able to provide when they apply their grant. Enhancement or whatever choice of words you choose is fine. Commerce said that they are trying to work within the code so that we do it right. That's all this bill does is to make it that the department of commerce, look at the demand and say yes, you qualify.

Chairman Keiser: This is speaking against the motion, if we were on Line 9, to maintain the "or enhancement" as proposed but then remove the strike on that section but adding

"providing certificates, degrees or commercial licenses". If that's what they are doing, let's approve it because the goal is to provide jobs. What we can do is to add a sunset clause to measure outcomes.

Representative Hanson: It's a specification; I would think that is a positive thing. I'll resist the motion on the floor.

Representative Devlin: I too will resist the motion. I do not believe that you will ever address the high unemployment on the reservations without this type of program. If enhancement is the word you have a problem with, change it. I think we should resist the other changes they are making. This is going to be a remarkable successful story 10 years from now.

Representative Becker: The 5 million dollars could have been raised by raising the tuition for the cost of per credit because tribal college's is much less per credit than say like NDSU. Raising it five dollars per credit, you may have the results in 10 years. You are looking at one tree in the forest and ignoring the whole forest. We are trying to combat one problem on the reservation's multitude of problems. Why are these so high because we have 7 generations of politicians that want to fix something by creating programs and throwing money at it? That has cultivated a culture of endemic and systemic dependence. We can create more programs and we are promulgating the same problem.

Chairman Keiser: Ask the clerk to take the roll for a Do Not Pass.

Roll call was taken for a Do Not Pass with 4 yes, 8 no, 3 absent, motion failed.

Representative Hanson: Moves to amend to add the specific purpose of said enhancement.

Motion failed due to no second.

Chairman Keiser: Under certificate degree programs at United Tribes Technical College, they are treating CDL's already as a qualified certificate degree program. I suspect that each institution is adding that so we may not have to put in terminology regarding commercial license.

Representative Ruby: Moves to amend to leave the "or enhancement" in and remove the overstrike starting on line 9 and ending on line 11. Also, removing the new language starting on line 11 and ending on line 13 and to add a sunset clause.

Vice Chairman Sukut: Second.

Chairman Keiser: Further discussion?

Roll call was taken on the amendment with 7 yes, 5 no, 3 absent, motion carries.

Chairman Keiser: We need to put a date on the sunset clause.

Representative Laning: Further amend to put July 31, 2017 in the sunset clause.

Representative Beadle: Second.

Voice vote, motion carried.

Chairman Keiser: We have HB 1129 before us what are the wishes of the committee?

Representative Ruby: Moves a Do Pass as Amended.

Vice Chairman Sukut: Second.

Roll call was taken for a Do Pass as Amended on HB 1129 with 12 yes, 0 no, 3 absent and Representative Boschee is the carrier.

February 4, 2015

Handwritten signature and date 2/6/15

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1129

Page 1, line 2, after "colleges" insert "; and to provide an expiration date"

Page 1, line 9, remove the overstrike over "~~assist in providing certificates~~"

Page 1, remove the overstrike over line 10

Page 1, line 11, remove the overstrike over "~~to obtain jobs for which applicants are being sought within the state~~"

Page 1, line 11, remove "address a"

Page 1, remove line 12

Page 1, line 13, remove "and which are expected to lead to employment in the state"

Page 1, after line 20, insert:

"SECTION 2. EXPIRATION DATE. This Act is effective through July 31, 2017,
and after that date is ineffective."

Renumber accordingly

Date: Feb 2, 2015Roll Call Vote: 1

**2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1129**

House Industry, Business & Labor Committee
☐ Subcommittee

 ☐ Conference Committee

Amendment LC# or Description: _____

 Recommendation: ☐ Adopt Amendment
 ☒ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
 ☐ As Amended ☐ Rerefer to Appropriations
Other Actions: ☐ Reconsider ☐ _____Motion Made By Rep Devlin Seconded By Rep Beadle

Representatives	Yes	No	Representatives	Yes	No
Chairman Keiser	<u>Ab</u>		Representative Lefor	<u>x</u>	
Vice Chairman Sukut	<u>x</u>		Representative Louser	<u>x</u>	
Representative Beadle	<u>x</u>		Representative Ruby		<u>x</u>
Representative Becker		<u>x</u>	Representative Amerman	<u>x</u>	
Representative Devlin	<u>x</u>		Representative Boschee	<u>x</u>	
Representative Frantsvog	<u>Ab</u>		Representative Hanson	<u>x</u>	
Representative Kasper	<u>Ab</u>		Representative M Nelson	<u>x</u>	
Representative Laning	<u>x</u>				

Total (Yes) 10 No 2Absent 3Floor Assignment Rep Boschee

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

Date: Feb 2Roll Call Vote: 1

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1129

House Industry, Business & Labor Committee☐ Subcommittee ☐ Conference Committee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations

Other Actions: ☒ Reconsider ☐ _____Motion Made By Rep Devlin Seconded By Rep Ruby

Representatives	Yes	No	Representatives	Yes	No
Chairman Keiser	X		Representative Lefor	X	
Vice Chairman Sukut	X		Representative Louser	X	
Representative Beadle	X		Representative Ruby	X	
Representative Becker	X		Representative Amerman	X	
Representative Devlin	X		Representative Boschee	Ab	
Representative Frantsvog	Ab		Representative Hanson		X
Representative Kasper	Ab		Representative M Nelson	Ab	
Representative Laning	X				

Total (Yes) 10 No 1Absent 4

Floor Assignment _____

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

Retract the vote

Date: Feb 4, 2015Roll Call Vote: 1

**2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1129**

House Industry, Business & Labor Committee
☐ Subcommittee

 ☐ Conference Committee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
 ☐ Do Pass ☒ Do Not Pass ☐ Without Committee Recommendation
 ☐ As Amended ☐ Rerefer to Appropriations
 Other Actions: ☐ Reconsider ☐ _____

Motion Made By Rep Ruby Seconded By Rep Sukut

Representatives	Yes	No	Representatives	Yes	No
Chairman Keiser		X	Representative Lefor		X
Vice Chairman Sukut	X		Representative Louser	Ab	
Representative Beadle		X	Representative Ruby	X	
Representative Becker	X		Representative Amerman		X
Representative Devlin		X	Representative Boschee		X
Representative Frantsvog	Ab		Representative Hanson		X
Representative Kasper	Ab		Representative M Nelson		X
Representative Laning	X				

Total (Yes) 4 No 8Absent 3

Floor Assignment _____

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

motion failed

Date: Feb 4, 2015Roll Call Vote: 2

**2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1129**

House Industry, Business & Labor Committee
☐ Subcommittee

 ☐ Conference Committee

Amendment LC# or Description: _____

Recommendation: ☒ Adopt Amendment
 ☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
 ☐ As Amended ☐ Rerefer to Appropriations
 Other Actions: ☐ Reconsider ☐ _____

 Motion Made By Rep Ruby Seconded By Rep Sukut

Representatives	Yes	No	Representatives	Yes	No
Chairman Keiser	X		Representative Lefor	X	
Vice Chairman Sukut	X		Representative Louser	Ab	
Representative Beadle	X		Representative Ruby	X	
Representative Becker	X		Representative Amerman		X
Representative Devlin		X	Representative Bosch		X
Representative Frantsvog	Ab		Representative Hanson		X
Representative Kasper	Ab		Representative M Nelson		X
Representative Laning	X				

Total (Yes) 7 No 5Absent 3

Floor Assignment _____

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

lines 9 to leave "or enhancement" in & remove the
 also, add a sunset clause
overstrike on lines 11-13

Date: Feb 4, 2015

Roll Call Vote: 3

**2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1129**

House Industry, Business & Labor Committee

☐ Subcommittee ☐ Conference Committee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations

Other Actions: ☐ Reconsider ☒ further amend

Motion Made By Rep Lanning Seconded By Rep Beadle

Representatives	Yes	No	Representatives	Yes	No
Chairman Keiser			Representative Lefor		
Vice Chairman Sukut			Representative Louser		
Representative Beadle			Representative Ruby		
Representative Becker			Representative Amerman		
Representative Devlin			Representative Boschee		
Representative Frantsvog			Representative Hanson		
Representative Kasper			Representative M Nelson		
Representative Lanning					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

*voice vote
motion carried*

*further amend^{to} July 31, 2017
for the sunset*

Date: Feb 4, 2014Roll Call Vote: 4

**2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1129**

House Industry, Business & Labor Committee
☐ Subcommittee

 ☐ Conference Committee

Amendment LC# or Description: _____

Recommendation: ☒ Adopt Amendment

☒ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation

☒ As Amended ☐ Rerefer to Appropriations

Other Actions: ☐ Reconsider ☐ _____

 Motion Made By Rep Ruby Seconded By Rep Sukut

Representatives	Yes	No	Representatives	Yes	No
Chairman Keiser	X		Representative Lefor	X	
Vice Chairman Sukut	X		Representative Louser	Ab	
Representative Beadle	X		Representative Ruby	X	
Representative Becker	X		Representative Amerman	X	
Representative Devlin	X		Representative Boschee	X	
Representative Frantsvog	Ab		Representative Hanson	X	
Representative Kasper	Ab		Representative M Nelson	X	
Representative Laning	X				

Total (Yes) 12 No 0Absent 3Floor Assignment Rep Boschee

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

REPORT OF STANDING COMMITTEE

HB 1129: Industry, Business and Labor Committee (Rep. Keiser, Chairman)
recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends
DO PASS (12 YEAS, 0 NAYS, 3 ABSENT AND NOT VOTING). HB 1129 was placed
on the Sixth order on the calendar.

Page 1, line 2, after "colleges" insert "; and to provide an expiration date"

Page 1, line 9, remove the overstrike over "~~assist in providing certificates~~"

Page 1, remove the overstrike over line 10

Page 1, line 11, remove the overstrike over "~~to obtain jobs for which applicants are being
sought within the state~~"

Page 1, line 11, remove "address a"

Page 1, remove line 12

Page 1, line 13, remove "and which are expected to lead to employment in the state"

Page 1, after line 20, insert:

"SECTION 2. EXPIRATION DATE. This Act is effective through July 31,
2017, and after that date is ineffective."

Renumber accordingly

2015 SENATE EDUCATION

HB 1129

2015 SENATE STANDING COMMITTEE MINUTES

Education Committee Missouri River Room, State Capitol

HB 1129 (Engrossed)
3/4/2015
Job #24302 (19:09)

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

INITIAL HEARING AND ACTION

Relating to workforce development grants for tribally controlled community colleges

Minutes:

1 Attachment

Chairman Flakoll called the committee to order at 10:30am with all committee members present.

Wayde Sick, Director of the Workforce Development Division (*see attachment #1*)

Senator Davison: Under the current workforce enhancement grants, you can change and upgrade your facility to meet the needs of either an existing or a new program.

Sick: This is specifically for the tribal colleges.

Senator Davison: But you can do that for either one. For instance if you had 25 welders, you could buy 5 more welding machines as it is now.

Sick: Correct.

Senator Davison: I am confused what you are you asking for.

Sick: Are you asking in regard to the change or the enhancement part of the legislation?

Senator Davison: The original purpose of the workforce training grants related to the theory that 5 years down the road, there will be jobs that we don't even know exist. It is for funding to develop that curriculum based on where the world is moving to as far as a workforce standard. Within both tribal and the 2 year colleges, you can enhance your facilities with dollars according to current law.

Sick: Correct. The programs that we did fund in the current biennium were new programs; they were not existing. We simply want the written clarity that we have permission to enhance programs going forward. All of the programs we did fund were new start-up programs.

Chairman Flakoll: The law currently written allows you to start up a welding program in a tribal college that does not have one. Say they start with 10 welding tables. Under the proposed legislation, once they have those 10 in place, four years from now they could add 5 more because they are enhancing it, is that correct?

Sick: That is correct.

Senator Davison: They can do that in the current law already.

Chairman Flakoll: Not legally, I don't think so.

Chairman Flakoll closed the hearing on HB 1129.

(8:45) **Senator Davison:** I would like to see what was taken out from the original bill.

Vice Chairman Rust: I believe they are now doing this now, but not necessarily with legal authority. This legislation would clear this up, correct?

Chairman Flakoll: Based upon what I heard, they have all been new projects. The area between "new" and "enhancements" is vague. What stands to be different enough that it is not considered enhanced instead of new? If they had a traditional welding program, could they add different types of auxiliary activities such as laser cutting? Is that new or enhanced?

Vice Chairman Rust: My question is, are they doing it now or not and whether or not they should be able to.

Chairman Flakoll: I don't think they are doing that now.

Senator Davison: How much funds are left from the appropriation given in the 2013 session for the tribal colleges?

Sick: All 5 million has been obligated to the colleges. There is a potential of about a half a million dollars coming back to Commerce, but we intend to open that up for the tribal colleges to apply for those funds in the spring. The reason why those dollars are becoming available is that one of the programs is changing its delivery method from in-person to online; therefore using adjunct instructors instead of faculty because they are having difficulty securing faculty. Because of this, there has been a savings and we intend to take that roughly \$500,000 and have a grant round for the tribal colleges.

Senator Davison: Over the last biennium, how many applications have you turned down for tribal college funding and what was an example of one?

Sick: We have not turned down any applications, but we may have turned down parts of the application. For example, Fort Berthold wanted to build an entrepreneurial center which was something that was allowable. However the application did not come until last fall, and we did not feel the time frame was applicable for what they wanted to accomplish. Since that was the third round of the grant program, we also did not have the funds.

Senator Davison: That was the only one denied?

Sick: We've turned down parts of different applications.

Senator Davison: Why are you seeking a change in legislation? You spent the money, you haven't turned anyone down, and it seems to be a successful process. What is the problem?

Sick: It is simply to offer the flexibility to the tribal colleges to create incumbent worker training, not just training for students who are attending those colleges.

Chairman Flakoll: There may be more interest in expanding an existing program rather than adding a new one. You may want to increase the welding opportunities by 50% but don't necessarily need a new book binding program.

Sick: Correct. What I spoke towards was the language that was removed by the House. I think what you are looking at is the actual use of the word "enhancement".

Chairman Flakoll: Why is the 2017 sunset put in there?

Sick: That was put in place by the House as well. We did not request that.

Senator Davison: Your interpretation of Commerce Department's "for development of programs" means that it has to be a brand new program?

Sick: Correct.

Senator Davison: so every program of that \$5M is a new program for the tribal colleges?

Sick: Correct.

Chairman Flakoll: so if they wanted 20 welding tables but you only were able to give 10, you cannot add more tables with new dollars under current law.

Sick: Correct.

Senator Schaible: The grant that was applied is specifically for the tribal colleges as a grant for them to enhance job development. As far as applying for certain projects, it was basically set in advance what they were looking for when this was put into place. There is \$2M of new money that could be available for this same program but under the current language, I don't think they can enhance their existing programs. If they wanted to enhance these programs, they need this language. This is not a problem looking for a solution but rather forward thinking.

Senator Schaible motions for a DO PASS on engrossed HB 1129.

Vice Chairman Rust seconds the motion.

Senator Davison: I will support it as long as they are looking hard at the needs of the region and communities. I am worried about supplanting dollars and the original purpose of the dollars, but I am okay with how it is.

A vote was taken: 6 yeas, 0 nays, 0 absent

The motion carries 6-0.

Senator Schaible will carry the bill.

**2015 SENATE EDUCATION COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1129**

Senate Education Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☒ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar
Other Actions: ☐ Reconsider ☐ _____

Motion Made By Senator Schaible Seconded By Vice Chairman Rust

Senators	Yes	No	Senators	Yes	No
Chairman Flakoll	X		Senator Marcellais	X	
Vice Chairman Rust	X		Senator Oban	X	
Senator Davison	X				
Senator Schaible	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment Senator Schaible

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

REPORT OF STANDING COMMITTEE

HB 1129, as engrossed: Education Committee (Sen. Flakoll, Chairman) recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1129 was placed on the Fourteenth order on the calendar.

2015 TESTIMONY

HB 1129



DEPARTMENT OF COMMERCE TESTIMONY ON HOUSE BILL 1129

FEBRUARY 2, 2015, 9:00 A.M.

HOUSE INDUSTRY, BUSINESS AND LABOR COMMITTEE

REPRESENTATIVE GEORGE KEISER, CHAIRMAN

WAYDE SICK – DIRECTOR OF THE WORKFORCE DEVELOPMENT DIVISION

Chairman and members of the committee, I am Wayde Sick, Director of the Workforce Development Division of the Department of Commerce. I am here today in support of House Bill 1129, which amends the statutory language related to the Tribal College Grant Program.

The legislature created the Tribal College Grant Program last session and appropriated \$5 million to Commerce for the 2013-15 biennium. The grants were established to support the development of programs to assist students in obtaining certificates or degrees at one of the five tribally controlled colleges in the state. Examples of awarded programs include Heavy Equipment Operator, Commercial Driver's License, Welding and Construction Management to name a few.

The Department of Commerce introduced HB 1129 to allow the Tribal Colleges more flexibility in using future funds for not only degree and certificate programs, but also training programs for incumbent workers. Through the Tribal College Grant program, the colleges have improved their partnerships with various Tribal businesses and are aware of their training needs. The change in legislation would allow the Tribal Colleges to help industry meet incumbent worker training needs. The Department of Commerce also administers the Workforce Enhancement Grant program which allows the public two-year colleges to apply for funds for both for-credit workforce development and not-for-credit training programs. The language included in HB 1129 is the same as the Workforce Enhancement Grant language in NDCC § 54-60-22.

This language also clarifies that the enhancement of programs is also eligible. For example, adding equipment so the college can add slots to an existing program.

The Governor's executive budget recommendation includes \$6 million for Tribal College Grants for the 2015-17 biennium. This funding is in HB 1018, which is currently being worked on by the House Appropriations Committee.

Mr. Chairman, members of the committee, this concludes my testimony. I would be happy to answer any questions.

Feb 4, 2015

1

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1129

Page 1, line 20, after the period, insert "Enhancement of an existing program may include activities that would increase student capacity or provide training in a new skill set through updated technology or equipment."

Renumber accordingly

Health Information Management, Medical Coding Program

United Tribes Technical College

June 30, 2014 Report

#1B
HB 1129
2/4/15

The Medical Coding Program is continuing, with the first cohort to commence on July 25, 2014. There were two students, with one involuntary withdrawn from the Program early in June due to unforeseen personal circumstances. There is one student who continues to be successful with the Program. The student is currently in the last class, Professional Practice. After successful completion of the Program, the student is eligible to sit for the National Certified Professional Coder exam through the American Academy of Professional Coders (AAPC) which will take place September 6, 2014 in Bismarck, ND. Student also views webinars from AAPC, and industry best practice modules to prepare for the workforce. With the installation of a new Smart Board, fall students will be able to view via the Smart Board. I continue to receive calls for future graduates of the HIT Medical Coding Program from possible employers. The student has already received a possible job offer, to pursue upon completing the Program. I continue to teach the classes, as well as complete Administrative work. I do have a Program Assistant that was hired as a Consultant May 7.

The Program is advertising for Instructors, and planning to offer on-line classes as well, pending there is an instructor available. Advertising for the second cohort has been secured through radio, newspaper, handing out flyers, and Facebook. The Program has approximately 10 applicants as of today for the fall Program. The HIT Medical Coding assistant is following up with each possible student. Syllabi and lesson plans are being updated for the fall classes, which will start August 26, 2014.

**Turtle Mountain Community College
Tribal State Grant Annual Report
As of June 30, 2014**

1. The number of students assisted by the grant as of June 30, 2014.

- 13 Students Enrolled in the Welding Program
 - 8 Students Completed the Program and Earned a 9-Month Welding Certificate
 - 8 Students Passed the ND State Welding Certification Exam
 - 8 Student Completed the 10-Hour General OSHA Certification
 - 3 Student Enrolled Summer Session Advance Pipe Welding (In progress)
- 33 Students Enrolled in the Commercial Driver's License Program
 - 25 Students Earn Class A Drivers Permits
 - 23 Student Earned their Class A Driver's License
 - 23 Students Earned a 16-Week CDL Certificate
 - 23 Earned 10 - Hour OSHA Construction Certified
 - An additional 11 CDL Students Earned – H2S Gas Certification
 - 4 Students Enrolled Summer Session 2014 (In progress)
- 11 Oilfield Operations (In progress summer session)
 - 11 Students Earned First Aid/CPR Certification
 - 11 Students Earned Hazwoper 40 Certification
- 23 Students Enrolled in the Residential Electrical Program
 - 14 Students Earned 9-Month Certificates
 - 14 Students Earned NCCER Industry Recognized Credentials

2. The (graduation rate of students assisted by the grant) and the graduation rate for all students at the college.

- The graduation rate of the students assisted by the grant = 68%
 - (This percentage does not include Summer Oilfield, Welding and CDL students)
- The graduation rate of first time, full-time enrollment for all students at the college = average 15.6%

3. A description of any new or improved training or other program leading to a certificate or a degree which was developed by the college with funds provided by the grant and the types of jobs for which the new or improved training program is designed.

New Training Programs Developed with Funds:

- To develop an **Oil Field Operations** training program that will provide training to 50 individuals with 80% (40) students receiving certificates of completion and/or receiving industry certification and 60% (24) being placed in employment, additional education or military.

Improved/Expanded Training Programs Developed with Funds:

- To expand the **CDL** program will provide training to 30 individuals with 80% (24) receiving certificates of completion and/or receiving industry certification and 60% (14) being placed in employment, additional education or military.
- To expand the **Welding** credential, 10 additional welding students to be enrolled as a result of the approved grant expansion.
- To expand the **Electrical** program to provide training to 16 individuals with 80% (13) receiving certificates of completion and/or industry certification and 60% (9) being placed in employment, additional education or military.

4. The (placement rate of graduates of the college assisted by the grant) in relation to the placement rate of all graduates of the college.

- With exception of the first cohort of CDL Students; the Residential Electric, Welding and second cohort of CDL students only recently graduated on May 16, 2014 and placement and job follow-up is in progress. Placement as of June 30, 2014:
 - **Placement:** Three (3) Welders currently employed full-time.
 - **Placement:** Nine (9) Residential Electric Students Currently Summer Employed.
 - **Placement:** Eight (8) of the CDL students have obtained employment. (Only indicates placement from the first cohort of 11 CDL students)
- The 11 Oilfield students, 4 CDL students, and 3 advanced Welding students that are enrolled for summer session have not yet completed their programs. Summer session ends July 17, 2014.
- TMCC does not track placement rates of all graduates of the college.

5. The rate of students assisted by the grant who pursued further educational opportunities immediately after graduation from the college.

- As of June 30, 2014, three (3) welding students that were assisted by the grant are pursuing advanced welding credentials during the summer session 2014 (less than 1%).
- All 14 Residential Electrical students that earned Certificates in year one, have indicated they plan to return Fall Semester 2014 to complete the second year A.A.S. Electrical Program.

6. The number of jobs or business created as a result of funds provided by the grant.

- No jobs or business have been “created” as a result of the grant.



CANKDESKA CIKANA COMMUNITY COLLEGE

Spirit Lake Dakota Nation

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TRIBAL COLLEGE GRANT

Annual Report as of June 30, 2014

Cankdeska Cikana Community College (CCCC) – Tribal College Grant (TCG) has been awarded in three phases, the most recent phase announced May 28, 2014 (\$250,069.00) involving training individuals to operate their own business as independent commercial drivers.

CCCC TCG is proactively accomplishing the following:

- providing Workforce Training and Instruction
- Three Indianpreneurship certificates were awarded this spring 2014 semester.
- Curriculum developed and approval for three 1-year Certificate Programs with recruiting underway for Fall 2014 semester:
 - Bookkeeping
 - Entrepreneurship
 - Early Childhood
- Prepared and received curriculum approval to offer one 2 year Associate Degree Program in Construction Management –implemented spring semester 2014. One student is in the program and anticipate adding two more this summer to participate in rehab of Business Development Entrepreneurial Center (BDEC)
- Provided a Small Business Workshop on November 26, 2013 from the ND SBDC presented Starting a Business, Business Plan/Financials, and SBA Certification Programs: 8A, HUBZone, Finding Opportunities and State Procurement. 14 participants completed the workshop and received a Certificate of Completion.
- Partnering with CCCC Headstart sponsored CPR/First Aid Training at Cankdeska Cikana Community College on January 18, 2014. Dianne Bloomquist was the certified trainer that came in to administer this training. We had 26 participants and 30 registered.
- Sponsored Native Artist Professional Development Training June 26, 2014 to train native artists on pricing and marketing art, creating a portfolio and maintaining a budget. We had 6 participants.
- Architectural plans for are complete and contracts and agreements are in place for the rehab project:
 - To function as an entrepreneurial incubator for Native owned businesses
 - Will house the Commercial Driver's License (CDL) training.

- Collaborating with another CCCC project - Heavy Equipment Operator –and training of students for ground work prep.
- CCCC's HVAC and Carpentry programs are also partners for this rehab
- Tentative plans are for the CBDC to be functional by fall 2014
- To date and without any formal announcements, we have four individuals interested and anxious to utilize services of the CBDC their business start-up when available these individuals have submitted an outline of their business plan and TCG faculty are working with these individuals to develop a comprehensive business plan.
- Planned trainings:
 - Concentrated training to result in Microsoft Certification (Excel, Outlook, Word, & Power Point)
 - Indian Health Service & Bureau of Indian Affairs will send employees to training as well as the Spirit Lake Tribe
 - Will also be open to public
 - Employers have requested half day week long sessions
 - Conservation Officer (Management)
 - Bruce Burkett (retired North Dakota game warden) has put together coursework for three credits
 - Training will be held in three 2-day workshops
- Our third round request for proposal was completed and has been approved and includes:
 - A CDL Truck Simulator – Delivery expected Oct 1, 2014
 - Semi Tractor/Trailer unit
 - CDL Instructor
 - CDL Curriculum
- TCG faculty and staff have participated in several activities (name them or some of them) around the community to promote the program.
- Established strong partnership with Spirit Lake Employment & Training and North Dakota Job Service to coordinate activities and services
- Staffing for the CCCC TCG includes:
 - New TCG Coordinator, Paul Keating hired to replace outgoing Travis Azure as of February 1
 - Keating has been with CCCC for 10 years as Business Office Technology Instructor.
 - Awarded CCCC Teacher of Year in 2011 plus several Employee of the Month Awards

- Has 35 years managerial experience with companies as large as Merrill Lynch partnerships to a sole proprietor. Keating and his father built and operated the first cable TV system in North Dakota at Devils Lake back in 1964.
- Is ND CTE certified
 - TCG Placement Officer in Place (in place)
 - TCG Construction Manager Instructor (in place)
 - Business Instructor position currently advertised to replace outgoing Toni Parisien (Replacement)
 - Current position announcement for CDL instructor (New)

Signed,

A handwritten signature in black ink, appearing to read "Del Keating". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Name of Grant: North Dakota Tribal College State Grant

Funding Entity: ND Department of Commence

Director: Koreen Ressler, PhD

Grant Period: 8/1/13 through 4/30/15

Budget: \$804,474 per year for two years

Purpose of Grant: To provide support services for TREND participants.

Goals: To create a cohort model of support services programs that will be implemented as an enhancement to the TREND program will include the following:

1. Hiring a Math Coach
2. Hiring a Career Counselor
3. Hiring a Job Coach
4. Hiring a Cultural Coach
5. Purchasing of van
6. Purchasing of educational equipment for the Energy Technician program
7. Renovation of SBC Trades Center

Activities for year that have been accomplished to meet your Goals & Objectives:

In the fall 2013, SBC's Assessment Committee assisted the Construction Technology (TREND) programs in the development and refinement of their assessment plans which include program outcomes, along with measurement tools and goals, findings, analysis of findings, and recommendations for the future. In May 2014, each program was required to present their program findings, analysis, and recommendations for the future to the Assessment Committee. The programs are scored by the Assessment Committee using a rubric from 0 non-evidence to 3 fully developed.

Building Trades received a composite score of 2.59

CDL received a composite score of 2.57

Electrical received a composite score of 2.61

Energy Technician received a composite score of 2.23

No assessment reporting was completed for concrete and welding because courses were not offered due in ability to find faculty to teach the courses. No reporting was completed for the plumbing as it was offered as a short course.

The following are the program outcomes indicating the skills that a student should possess upon completion of the two year degrees and one semester/year certificate programs.

PROGRAM OUTCOMES FOR ASSOCIATE OF APPLIED SCIENCE DEGREE IN BUILDING TRADES:

1. The student will prepare the building site according to building plan.
2. The student will estimate the amount of material needed to complete building project.
3. The student will lay out and construct exterior wall sections and roofing according to a building plan.
4. The student will install interior walls and ceilings, doors and trim, and cabinets and special built-ins according to building plan.

PROGRAM OUTCOMES FOR CERTIFICATE IN COMMERCIAL DRIVERS LICENSE (CDL):

1. The students will gain a working knowledge of a tractor trailer and basic skill driving.
2. The students will gain a working knowledge of standard safety practices set by the Occupational Safety and Health Administration.
3. The students will understand an overview of all North Dakota Department of Transportation Regulations.

PROGRAM OUTCOMES FOR CERTIFICATE IN CONCRETE:

1. The students will gain an understanding of the use of surveying instruments and equipment and their importance to the concrete business.
2. The students will understand the proper proportioning, mixing, placing, finishing, curing, and sampling of cement and asphalt concrete.
3. The students will learn the process of soil testing, materials testing, and strength testing in order to ensure that a project has been completed correctly.

PROGRAM OUTCOMES FOR CERTIFICATE IN WELDING:

1. The students will understand the theory and different welding processes.
2. The students will be able to perform welding processes that are currently relevant in the industry.
3. The students will be able to read and interpret drawings to build projects requiring welding, fabrication techniques and measurement tools.

PROGRAM OUTCOMES FOR CERTIFICATE IN ELECTRICAL:

1. The students will learn and know how to utilize the National Electrical Code.
2. The students will know the methods of basic electricity, basic wiring circuits, electric motors, materials and tools used to complete a residential or commercial building plan.
3. The students will know how to complete basic circuitry utilizing algebraic skills to perform the proper calculations.

PROGRAM OUTCOMES FOR CERTIFICATE IN OIL DRILLING:

1. The students will become certified Firemen and will understand how to handle a fire occurrence on an oil rig.
2. The students will have field training to introduce them to the oil rig equipment and learning the specialized skills that they will need to be entry level oil rig workers.
3. The students will become certified in all safety requirements to begin work on the oil rigs immediately after graduation.

PROGRAM OUTCOMES FOR ASSOCIATE OF APPLIED SCIENCE DEGREE IN ENERGY TECHNICIAN:

1. The student will learn uses and names of equipment and system procedures of an energy production plant.
2. The student will learn the principles of safety, health, and environment along with the procedures required to perform as an individual and as a team member within the plant.
3. The student will gain the knowledge of ability to operate equipment in a manner that assures there are environmentally sound work habits.
4. The student will learn math that is related to plant operation and performance including:
 - a) basic math fundamentals
 - b) work problems requiring algebra, volume areas, and process flows
 - c) performing calculations necessary for obtaining maximum plant efficiency
5. The student will study and become familiar with the plant process flow, instruments and instrumentation systems.
6. The student will identify green energy sources and describe commercial and residential production methods.
7. The student will identify the main components of industrial wind turbines and solve selected electrical problems using Ohms and Kirchoff's laws.
8. The student will identify and describe environmental laws that affect the production of energy in the United States.

Enrollment, Completion, Employment Information

- August registration for the TREND programs was held with classes beginning August 26, 2013
 - TREND Program Enrollment:
 - CDL Certificate – 8
 - Electrical Certificate – 12
 - Building Trades Associate – 5
 - Energy Technician Associate – 3
 - Total Enrollment – 28
- Fall Completers Program:
 - CDL Certificate – One completed certificate out of six, working in job related field. Two others completed one course for the certificate program and are working outside the field

- Electrical Certificate – Seven of twelve continued their education to the spring semester.
 - Building Trades Associate – Three of five continuing their education
 - Energy Technician Associate – Two of three continuing their education
- Held plumbing short course December 9 through December 20, 2013. Thirteen students enrolled and twelve completed with a grade of a C or better. Two completers are working in the field, four employed in non-related field, two continuing their education, and four currently not working or continuing their education. The Tribal Employment Rights Office assisted with this training by providing tool kits for each completer at a total cost of \$8,230.
- Enrollment for Spring 2014
 - TREND Program:
 - CDL Certificate – 5
 - Electrical Certificate – 7
 - Oil Drilling Certificate – 9
 - Building Trades Certificate – 2
 - Building Trades Associate – 8
 - Energy Technician Associate – 3
- Held second plumbing short course May 5 through May 30, 2014. Eight students enrolled and six completed with a grade of a C or better. Currently, none of the completers are employed.
- Enrollment for Summer 2014
 - Welding – 9

Number Served 2013-2014 Grant					
	Enrollment	Completers	Employed in Field	Employed Outside Field	Continuing Education
CDL	13	1	1	2	0
Electrical	12	5	1	1	2
Building Trades	8	0	0	0	3
Energy Technician	4	1	1	0	0
Plumbing	21	18	2	5	4
*Welding	9				
Total	67	25	5	8	9
*Ends July 8					

Overall Enrollment 2013-2014		
Fa2013	Sp2014	Graduate
260	306	53

The plumbing completers are not part of the overall graduates of SBC, as they completed a short-term training course, not a full program. Sitting Bull College does not have a placement office to track graduates, but of the 53 including seven TEND graduates, SBC staff is aware of twenty-six that are employed.

Other Services Provided

- The Job Coach contacted 61 students to assist with job seeking skill such as completion of a resume, job listings, and interest inventory assessment. In addition, the Job Coach provides information on resources to assist with other barriers that prevent employment for job completers, such as not having a driver's license. The Job Coach also organized a job fair in April, which allowed potential employers to recruit workers. The job fair was open to the community. A second job fair is scheduled to be held in July.
- The Job Coach has been attending local districts meetings to provide an explanation of how her position can assist program completers. In addition, she has established various partnerships. One includes working with the local Tribal Employments Rights Office on helping job seekers with developing a resume. A second partnership was established with the College's Financial Literacy Coordinator funded through a Department of Education grant to take resume writing, interviewing techniques, and financial literacy skills to each of the districts on Standing Rock.
- The Math Coach assisted students with math tutoring. In addition, the Math Coach organized three panel discussions specifically for TREND students, but the panel discussions were open to all SBC students. These included what it is like to be an oil field worker, an information session with Job Service, and an information session with the Tribal Rights & Employment Office.
- Completed renovations and security system on the Trade's Center.
- Purchased welding simulator and supplies for plumbing courses, electrical program, and energy technology program. Purchased van for Job Coach to use to transport students to interviews and job fairs.

Challenges: SBC has incurred the challenges of finding qualified faculty to teach the TREND program, such as welding and concrete. This has caused a delay in the start of these programs and has therefore, affected enrollment for the first year semester. Advertising for faculty continue.

In addition, the College has been unable to hire a Career Counselor and advertising continues. The Job Coach has been assisting with this area until the position is filled.

Expenditure: Total expenditures for the year include \$278,360.97. See attached expenditure report along with invoices for quarter.

**2013-15 Tribal College Grants
Summary of Awards
As of December 2014
(Application Rounds 1, 2, and 3)**

Biennium Allocation: \$5,000,000

Cankdeska Cikana Community College (CCCC)

Round 1 Award Amount: \$511,500

- Creation of a one-year certificate in the Business program
- Development of an Associate degree in Construction Management
- Intensive job readiness and job placement assistance
- Estimates serving 30 students in the biennium

Additional Success Indicators*

- 100% completion of Work Keys and issuance of Career Readiness Certificate
- Development of employer network resulting in 75% of students participating in apprenticeships, internships or on-the-job training opportunities
- 90% of students obtain employment

Round 2 Award Amount: \$488,500

- Space renovation and related equipment/supplies for entrepreneurial center
- Teacher training for certification in business development program
- 20 – 30 students will be admitted into the Entrepreneurial Training Program
- 85% will be retained to completion

Additional Success Indicators*

- Projected 7 students will utilize the incubator program to start their own businesses.

Round 3 Award Amount: \$250,069

- CDL program enhancements
 - Purchase of a tractor/trailer
 - Purchase of a truck simulator and software
 - Estimates serving 12 students in the biennium

Sitting Bull College (SBC)

Round 1 Award Amount: \$804,474 (reduced from \$1,000,000 per SBC request for modification)

- Leveraged with the current Department of Labor Training for Regional Energy in North Dakota (TREND) grant
 - Provides a cohort model of support services designed to assist students to achieve success in the classroom and workforce
 - Offers intensive placement and employment assistance after graduation such as transporting students to job interviews, job fairs, and the worksite through the work crew concept
 - Purchase of a van to transport students to career fairs, job interviews and worksites
- Creates an Energy Technician program
- Renovates Trade Center to house a new welding lab, and update the electrical and concrete programs
- Purchase of a work truck to transport materials and students to the worksites around the community
- Estimates serving 212 students in the biennium

Additional Success Indicators*

- Technical certificates to 59 students in year one and 70 students in year two
- Forty-eight (48) of the 129 completers will be employed in the quarter after completers

- Thirty-seven (37) of those employed the first quarter after exit will be employed in the 2nd and 3rd quarters after exit

Turtle Mountain Community College

Round 1 Award Amount: \$1,000,000

- Leveraged with Federal TREND grant funded programs
- Expands capacity of Commercial Driver's License (CDL) and creates Heavy Equipment Operator (HEO)
- Creates Oil Field Operations industry certification program
- Adds a one year certificate option to the electrical program AAS degree
- Provides reading/English proficiency instructor and adjunct entrepreneurship instructor (Construction)
- Estimates serving 106 students

Additional Success Indicators*

- 80% of students complete training
- 60% of students will be placed in employment, additional education or the military

Round 2 Award Amount: \$125,000

- Expands Round 1 project welding training capacity and student competency
 - Additional instructor and portable ventilation units allow for more lab experience time and increases capacity by 10 more students

Round 3 Award Amount: \$123,100 (reduced from \$234,700)

- CDL/HEO Expansion – additional instructor and related costs
- Purchased a Skid Steer Loader
- Purchased a Doran CDL/HEO Simulator
- Increases student capacity by an additional 15 students

Additional Success Indicators*

- 80% of students receiving certificates of completion and/or industry certifications
- 60% of students are placed in employment, additional education or military.

United Tribes Technical College

Round 1 Award Amount: \$999,985

- Develop a new Medical Billing and Coding program with in its Allied Health programs
- Conduct a feasibility study on a Medical Billing and Coding Incubator for self-employment in the industry
- Estimates completing 60 students during biennium and an additional 30 who would not be complete by the end of the 2015 legislative session

Additional Success Indicators*

- Project 90% of completers will pass the industry examination
- 75% of completers retained in employment 6 months after initial employment

Round 3 Award Amount: \$532,372 (reduced from \$889,213)

- HEO/CDL Expansion Project
- Expansion of heavy equipment fleet to include a motor grader, loader, dozer, excavator and skid-steer.
- Develop leadership through peer to peer coaching
- Overall goal is to prepare 30 students for successful employment

Fort Berthold Community College

Round 3 Award Amount: \$165,000 (reduced from \$999,833)

- Enhance Welding Technology Program

- Adding 3 welding simulators
- Renovate welding classroom
- Estimates training 14 students in welding program between August 2014 and April 2015

Additional Success Indicators*

- Proposes to train 10 students who will pass the Certified Welder test

Total Committed to Date: \$ 5,000,000

*These are individual grant targets in addition to reporting criteria outlined in NDCC 54-60.2

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



North Dakota Association of Tribal Colleges (NDATC)

North Dakota House of Representatives

House Appropriations Committee – Education & Environment Division

Tuesday, January 13, 2015

Thank you for the opportunity to report on the progress and success of the Tribal College Grant (TCG) – the landmark legislation that was authorized in 2013 for a workforce development program for the State’s five tribal colleges. TCG is administered by the North Dakota Department of Commerce and was implemented in August 2013 with three funding cycles (Aug 2013, Dec 2013, and May 2014). The \$5 million authorized for the five institutions was disbursed as follows:

Cankdeska Cikana Community College (CCCC), Ft Totten, ND	\$1,239,080
Nueta, Hidatsa, Sahnish Community College (NHSCC), Newtown, ND	\$ 165,000
Sitting Bull College (SBC), Ft Yates, ND	\$ 804,474
Turtle Mt Community College (TMCC), Belcourt, ND	\$1,248,100
United Tribes Technical College (UTTC), Bismarck, ND	\$1,532,357

Each College has their own project with specific goals and objectives that are being met and monitored by the Department of Commerce with quarterly reports submitted. Though there were challenges in implementing the program, there is remarkable success in the very brief 18 months of implementation.

Collectively and to date, the 5 Tribal Colleges have trained 466 students via the Tribal College Grant! New programs or classes offered include CDL (commercial driver’s license at CCCC, UTTC, SBC, TMCC), heavy equipment operator (UTTC, CCCC), oilfield operations (TMCC), flagger(TMCC, CCCC, SBC), medical coding (UTTC), safety officer (UTTC), welding (UTTC, SBC, TMCC), business (CCCC, UTTC, TMCC,

SBC), supervisory management (CCCC, SBC, UTTC, TMCC), construction trades (CCCC, SBC), roustabout/oilfield worker (TMCC, NHSCC, SBC), bookkeeping (CCCC, TMCC, SBC, UTTC, NHSCC), Microsoft certifications (CCCC), CPR/first aid (CCCC), residential electric (TMCC, SBC), and concrete (SBC).

At the present time the approximate placement rate for these students for all five Tribal Colleges is 50 percent, however, there are several variables that affect this rate such as timing of the training, the weather or season, and geographic location but also the fact that the TCG program has only operated for 18 months. Each College has reported specific information to the Department of Commerce on student data, training provided, completion and/or graduation numbers as well as the job placement data.

The grant has provided equipment to provide the training for our students such as a welding simulator for UTTC and NHSCC; a professional driver's simulator for CCCC; a semi-tractor/trailer with skid steer for TMCC; a truck and trailer for CCCC; and a van for SBC. CCCC and SBC conducted renovations to accommodate the training programs and for CCCC to establish a business development center.

Other advances made possible by the Tribal College Grant program is the strengthening of relationships between the Tribal Colleges and the State institutions such as CCCC's partnership with Lake Region State College for CDL and Heavy Equipment Operator training. Each Tribal College as an expanded agreement with the State CTE (Career and Technical Education) program in that all Tribal College faculty are being certified by CTE which is improving our career advising capacity toward the success of the students. We have also improved partnerships with the various Tribal businesses and organizations for employability of students but also toward helping the business with their respective training needs. In addition, the TCG has provided an opportunity for Tribal Colleges to establish

'outside' partnerships with various industries across the State such as the oil companies or truck businesses.

There were challenges in implementing the program such as hiring of faculty/trainers, adequate accommodations for the training, marketing and recruiting of students, establishing positions for job placement specialists, or transitioning students to work environment. In addition, the Department of Commerce, though experienced with workforce development, had a 'learning curve' regarding tribal colleges. These challenges have been worked through and we are pleased with our relationship and progress.

The Tribal Colleges have each submitted quarterly reports based on the funding cycles as set by the Department of Commerce. These reports outlined the details and specifics of the progress and success to date of the Tribal College Grant program. This testimony highlights those accomplishments and we believe is it a good program that demonstrates a working relationship between the State of North Dakota and its Native citizens. It is a great investment that is helping a segment of the population who needs the opportunities being provided via the Tribal College Grant. We are training and educating students for employability in North Dakota.

Respectfully submitted by...

A handwritten signature in cursive script, reading "Cynthia Lindquist".

Cynthia Lindquist, PhD, President, CCCC, Ft Totten, ND and Chair, NDATC

Twyla Baker-Demaray, PhD, President, NHSCC, New Town, ND

Laurel Vermillion, PhD, President, SBC, Ft Yates, ND

Jim Davis, EdD, President, TMCC, Belcourt, ND

Leander "Russ" McDonald, PhD, President UTTC, Bismarck, ND



#1
3/4/2015

DEPARTMENT OF COMMERCE TESTIMONY ON HOUSE BILL 1129

MARCH 4, 2015, 10:30 A.M.

SENATE EDUCATION COMMITTEE

SENATOR TIM FLAKOLL, CHAIRMAN

WAYDE SICK – DIRECTOR OF THE WORKFORCE DEVELOPMENT DIVISION

Chairman and members of the committee, I am Wayde Sick, Director of the Workforce Development Division of the Department of Commerce. I am here today in support of House Bill 1129, which amends the statutory language related to the Tribal College Grant Program.

The legislature created the Tribal College Grant Program last session and appropriated \$5 million to Commerce for the 2013-15 biennium. The grants were established to support the development of programs to assist students in obtaining certificates or degrees at one of the five tribally controlled colleges in the state. Examples of awarded programs include Heavy Equipment Operator, Commercial Driver's License, Welding and Construction Management to name a few.

The House of Representatives amended HB 1129 and, as amended, the bill makes one small change to clarify that the enhancement of programs is an eligible purpose of the grants. An example of an enhancement is adding equipment to an existing program so the college can add student capacity or provide training for additional skill sets.

The primary reason why the Department of Commerce introduced HB 1129 was to allow the Tribal Colleges more flexibility in using future funds for not only degree and certificate programs, but also training programs for incumbent workers. Presently the program only allows funding for programs that assist in providing certificates or degrees to North Dakota students attending one of the Tribal Colleges.

As introduced, HB 1129 stated the program funds could be used to "address a critical workforce shortage in a target industry or other high-demand occupation and is expected to lead to employment in the state." Through the Tribal College Grant program, the colleges have improved their partnerships with various Tribal businesses and are aware of their training needs. The change in legislation would have allowed the Tribal Colleges to help industry meet incumbent worker training needs. This language was removed by the House.

The Department of Commerce also administers the Workforce Enhancement Grant program which allows the public two-year colleges to apply for funds for both for-credit workforce development and not-for-credit training programs. The original language included in HB 1129 was the same as the Workforce Enhancement Grant language in NDCC § 54-60-22.

The Governor's executive budget recommendation included \$6 million for Tribal College Grants for the 2015-17 biennium. The funding was reduced to \$2 million in the budget approved by the House of Representatives in HB 1018.

Mr. Chairman, members of the committee, this concludes my testimony. I would be happy to answer any questions.