

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION

SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2020

2001 SENATE APPROPRIATIONS

SB 2020

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2020

Senate Appropriations Committee

☐ Conference Committee

Hearing Date January 11, 2001

Tape Number	Side A	Side B	Meter #
Tape #1		x	23.3 - 51.4
Tape # 2	x		0.0 - 43.0
Committee Clerk Signature <i>Donnie Pitzer</i>			

Minutes:

Senator Nething opened the hearing on SB2020.

Wayne Kutzer, State Director and Executive Officer, presented testimony (copy of written testimony is attached).

Senator Holmberg: IT instructors? What strategies are you using to keep teachers in the public school system?

Wayne Kutzer: It is difficult; we provide the training which allows them to receive their certificate...then they move on to better paying jobs. But we have people who teach because they love to teach!

Senator Holmberg: Can you provide certificate information?

Wayne Kutzer: Yes.

Senator Bowman: Could you expand a little on marketing education? What field do they work with?

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Senate Appropriations Committee

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Wayne Kutzer: Area is in terms of farm management --- management of commodities.

Senator Grindberg: Governor Hoeven's budget has FTE back to Department of ED&F, okay with that?

Wayne Kutzer: Yes, okay.

Senator Solberg: On page 3, weren't you going to roll the 2 programs into 1?

Wayne Kutzer: It is one program.

Senator Solberg: 1.5 million increased in technology fund; did you consult with Kurt Wolf regarding the plans, equipment etc.?

Wayne Kutzer: We worked closely with Mr. Wolf -- his requests are for start up funding; once started it is the department's obligation for continuation.

Dan Rood, Vocational Director, Richland County Area Vo-Tech, Center-Wahpeton, testified in support of SB2020 (a copy of written testimony is attached).

Steve Gunness, Walcott, Farmer/Board Member - Richland 44, testified in support of SB2020. He indicated it shows the value of education, high technology skills are essential; the economy needs them -- it's a high priority to have our residents prepared to provide a living wage.

Dr. Larry Grooters, Division Chair of Education, Psychology & Technology, Valley City State University; and Dr. Val Christensen, Associate Professor of Education, Valley City State University, presented testimony in support of Vocational Technological Education budget request (a copy of written testimony is attached).

Marvin Knell, Adult Farm Management Instructor, Jamestown, testified in support of the Vocation & Technical Education appropriations (a copy of written testimony is attached). He also provided a flyer "Looking Forward to Tomorrow" (a copy attached).

Senator Holmberg: There is some concern about coordination of farm management programs with other entities--agriculture, extension, vocational schools --- is this being done? Is there duplication? Is it working?

Marvin Knell: We enjoy the cooperative efforts now, we were hesitant -- the "turf protection" has diminish We have come a long way in the cooperation area; no duplication.

Senator Holmberg: Regarding the marketing clubs? Can you give us a map showing locations, and which ones are new?

Marvin Knell: There are in 20 areas throughout the state -- covered a planned format, we can share the map information; and I will get the details regarding the 6 new ones from Mr. Zimmerman.

Senator Bowman: Can you give us an idea of the age, education level, of individuals enrolled in your farm business/management classes?

Marvin Knell: No data on this is available; however, it appears the enrollees are college educated, agriculture economics majors in particular, and younger in age and experience in farming.

Senator Bowman: So they have more education now and still seeking information, wondering how to make dollars?

Marvin Knell: Yes, appears that way.

Don Marrs, Director, ND Career Resource Network (NDCRN), provided testimony regarding background information on the NDCRN portion of SB2020 (a copy of written testimony is attached). He also provided copies of publication "North Dakota Career Outlook" (a copy is attached).

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Senate Appropriations Committee
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Dale O. Anderson, President, GNDA, North Dakota State Chamber of Commerce, testified in support of SB2020 (a copy of written testimony is attached).

Carol Goodman, Grafton, Economic Development Director, testified in support of SB2020. She is a developer in rural training -- pleased with the community results experienced with the help of this program and its employees. Does support increased dollar funding.

Larry A. Isaac, Chancellor, North Dakota University System, testified on SB2020, and limited comments to the workforce training initiative (a copy of written testimony is attached).

Donna Thigpen, President, Bismarck State College, testified in support of increased funding. Increase needed to now take the training to the rural community - first phase was urban. An example: Dickinson personnel are taking 10 computers to Bowman for training. Like to do more, allow equal access for all people.

OMB Analyst - Celeste explained the proposed amendments to SB2020 (a copy attached).

Senator Grindberg: Can the Legislative Council do a spreadsheet on the work force -- comparing program, private dollars, number of -- complete breakdown so we can better understand?

Senator Nething: Request made, Legislative Council will provide.

February 8, 2001 Full Committee (Tape 1, Side A, Meter No. 50.1-54.3
and Side B, Meter No. 0.0-18.2)

Senator Nething reopened the hearing on SB2020.

Senator Holmberg presented amendments (18046.0102). He explained the changes. The incentive here is that with hard work the four centers will be okay. The need is great for vocational education, allowing spending through the workforce training program.

Senator Grindberg: The intent is that the 4 quadrants could raise necessary dollars -- through the task force training program --- the private sector must be involved. This is preparatory to the 2003-05 budget preparation; allows private initiatives.

Senator Holmberg moved the amendments; Senator Grindberg seconded. Motion carried.

Senator Tomac: \$400 thousand for vocational program -- more into workforce training grants?

Senator Holmberg: As explained to us: the Hoeven teacher initiative is out to reflect FTE payments -- kind of money paid out to teachers --- percentage of the vocational salaries paid there. Will be reflected in Hoeven's budget back to teachers.

Senator Tomac: His raise?

Senator Holmberg: No, The House should revisit the dollars out to vocational education teachers.

Senator Heitkamp: Could OMB provide the information that would explain how this will play out?

Sandy Paulson, OMB analysts: This is not my budget, but I can certainly find out and provide that information.

Senator Lindaas: Plus funds?

Senator Tallackson: Move dollars to vocational education, no on amendment.

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Senate Appropriations Committee

Bill/Resolution Number SB2020

Hearing Date January 11, 2001

Feb 8, 01

Senator Nething: More?

Senator Holmberg: Yes, teachers pay initiatives.

Senator Grindberg: Dollars include the work business index --- not the traditional vocational education package.

Senator Tallackson: Appears 86 thousand to 119 thousand salaries increase --- and grants reductions?

Senator Holmberg: Dollars are proposed to transfer to the Department of Commerce.

Senator Grindberg: Workforce Investment Act; Vern Zigler indicated the rational/need for the Department of Commerce to be in the Economic Development and Finance Department.

Senator Schobinger: To vocational education?

Senator Holmberg: Back to Economic Development and Finance Department is the shift you see

Senator Nething: For this biennium, a decrease for vocational education?

Jim Smith, Legislative Council: Current 23.8 million grant -- amended to 22.9 million.

Senator Tomac: January 15th sheet indicates decrease of 50 thousand-- flat budget 703 thousand total?

Senator Holmberg: Salary goes out to schools; should be a wash as explained to us.

Wayne Kutzer, State Director of Vocational and Technical Education, 394 thousand was the Schafer figure; 400 thousand out per Hoeven's. It is essentially a hold even budget.

Senator Robinson: Fund salary increases that were in budget?

Wayne Kutzer: Yes, weren't in to begin with; Hoeven out of Schafer's recommendation.

Senator Tomac: Hold even? 3/2 increases really a drop?

Senator Tallackson: Like to see it there -- Negotiate.

Senator Solberg: Increase in budget --- 17 or 170 thousand?

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Feb 08, 01

No additional discussion,

Senator Holmberg moved DO PASS AS AMENDED, seconded by Senator Grindberg. No discussion, call for the Roll Call Vote: Yes 11; No 2, and 1 absent and not voting. Senator Holmberg accepted the floor assignment.

Office of Management and Budget
January 11, 2001

PROPOSED AMENDMENTS TO SENATE BILL NO. 2020

Page 1, replace lines 10 through 19 with:

"Salaries and wages	\$2,946,897
Operating expenses	596,147
Equipment	60,000
Grants	22,880,288
Adult farm management	525,760
Work force training	1,350,000
Postsecondary education vocational grants	<u>357,452</u>
Total all funds	\$28,716,544
Less estimated income	<u>14,887,853</u>
Total general fund appropriation	\$13,828,761"

Renumber accordingly

PROPOSED AMENDMENTS TO SENATE BILL NO. 2020

Page 1, line 10, replace "3,066,412" with "2,946,750"

Page 1, line 11, replace "682,906" with "596,147"

Page 1, line 13, replace "23,274,665" with "22,920,288"

Page 1, line 15, replace "875,000" with "1,350,000"

Page 1, line 17, replace "28,842,195" with "28,756,397"

Page 1, line 18, replace "14,990,919" with "14,887,742"

Page 1, line 19, replace "13,851,276" with "13,868,655"

Page 1, after line 19, insert:

"SECTION 2. WORK FORCE TRAINING FUNDS - DISTRIBUTION. The line item entitled work force training in section 1 of this Act is to be distributed by the state board for vocational and technical education, as follows:

1. For the fiscal year beginning July 1, 2001, and ending June 30, 2002, the state board for vocational and technical education shall distribute up to a total of \$675,000 pursuant to the business plan approved by the state board of higher education for each institution of higher education assigned primary responsibility for work force training.
2. To be eligible to receive state funding for the fiscal year beginning July 1, 2002, and ending June 30, 2003, each institution of higher education assigned primary responsibility for work force training must provide, prior to January 1, 2003, certification to the workforce development division of the department of commerce that at least 75 percent of the regional funds included in the approved business plan for the biennium have been received, or are pledged to be received, prior to June 30, 2003. These funds may not be distributed to an institution of higher education assigned primary responsibility for work force training until the workforce development division notifies the state board for vocational and technical education that the institution has met the requirements of this subsection.
3. Any funds appropriated by the fifty-seventh legislative assembly for work force training which as of January 1, 2003, are not distributed pursuant to subsections 1 and 2 of this section may be distributed by the state board for vocational and technical education for grants to secondary and postsecondary vocational and technical education programs for equipment, training, or other one-time expenditures."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2020 - Vocational Education - Senate Action

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	\$3,066,412	(\$119,662)	\$2,946,750
Operating expenses	682,906	(66,759)	616,147
Equipment	60,000		60,000
Grants	23,274,665	(354,377)	22,920,288
Adult farm management	525,760		525,760
Work force training	875,000	475,000	1,350,000
Postsecondary education vocational grants	357,452		357,452
Total all funds	\$26,842,195	(\$85,798)	\$26,756,397
Less estimated income	<u>14,990,918</u>	<u>(103,177)</u>	<u>14,887,742</u>
General fund	\$13,851,276	\$17,379	\$13,868,655
FTE	29.50	(1.00)	28.50

Dept. 270 - Vocational Education - Detail of Senate Changes

	ADD FUNDING FOR A GRANT TO THE CAREER RESOURCE NETWORK ¹	REDUCE GRANTS FOR VOCATIONAL EDUCATION PROGRAMS ²	INCREASE FUNDING FOR WORK FORCE TRAINING GRANTS ³	REMOVE WORKFORCE DEVELOPMENT COUNCIL FTE AND RELATED EXPENSES ⁴	ADJUST MARKET EQUITY SALARY INCREASE ⁵	TOTAL SENATE CHANGES
Salaries and wages				(\$119,515)	(\$147)	(\$119,662)
Operating expenses				(66,759)		(66,759)
Equipment						
Grants	\$40,000	(\$394,377)				(354,377)
Adult farm management						
Work force training			\$475,000			475,000
Postsecondary education vocational grants						
Total all funds	\$40,000	(\$394,377)	\$475,000	(\$206,274)	(\$147)	(\$85,798)
Less estimated income				<u>(103,136)</u>	<u>(41)</u>	<u>(103,177)</u>
General fund	\$40,000	(\$394,377)	\$475,000	(\$103,138)	(\$106)	\$17,379
FTE	0.00	0.00	0.00	(1.00)	0.00	(1.00)

¹ Funding is provided for a grant to the North Dakota Career Resource Network to support the publication of the "Outlook" magazine.

² Funding for general fund grants to vocational and technical education programs is reduced by \$394,377, from \$9,915,306 to \$9,520,929. The \$9,520,929 amount is the same as the amount appropriated for the 1999-2001 biennium. This change is included in the Hoeven budget recommendation to reflect teacher FTE payments for vocational education teachers under the proposed Hoeven FTE payment program.

³ Funding for work force training grants is increased by \$475,000, from \$875,000 to \$1,350,000. The 1999 Legislative Assembly appropriated \$875,000 for these grants, which are distributed to institutions of higher education to support the work force training initiative. This change is included in the Hoeven budget recommendation.

⁴ One FTE position and related funding for the Workforce Development Council is removed with the anticipation that the funding will be included in the budget for the proposed department of commerce. This change is included in the Hoeven budget recommendation.

⁵ The amount provided for a market equity salary increase for the state director is reduced by \$147, from \$6,836 to \$6,689. The amount included in the bill will provide for a monthly increase of \$318 per month for the last 18 months of the biennium.

This amendment also adds Section 2, which provides that state work force training grants for the second year of the biennium can only be distributed after the institutions of higher education have raised at least 75 percent of the local funds anticipated to be raised in each region during the 2001-03 biennium. Any funds not distributed for work force training may be distributed by the State Board for Vocational and Technical Education for grants to vocational and technical education programs.

Date: 2-8-01

Roll Call Vote #: 1

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2020

Senate Appropriations Committee

☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number 18046.0102

Action Taken In Pass on Amendment

Motion Made By Sen Holmberg Seconded By Sen Grindberg

Senators	Yes	No	Senators	Yes	No
Dave Nothing, Chairman	✓				
Ken Solberg, Vice-Chairman		✓			
Randy A. Schobinger	✓				
Elroy N. Lindaas	✓				
Harvey Tallackson	✓				
Larry J. Robinson	✓				
Steven W. Tomac		✓			
Joel C. Heitkamp	✓				
Tony Grindberg	✓				
Russell T. Thane	✓				
Ed Kringstad	✓				
Ray Holmberg	✓				
Bill Bowman					
John M. Andrist	✓				

Total Yes 11 No 2

Absent 1

Floor Assignment Senator Holmberg

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

REPORT OF STANDING COMMITTEE

SB 2020: Appropriations Committee (Sen. Nething, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (11 YEAS, 2 NAYS, 1 ABSENT AND NOT VOTING). SB 2020 was placed on the Sixth order on the calendar.

Page 1, line 10, replace "3,066,412" with "2,946,750"

Page 1, line 11, replace "682,906" with "596,147"

Page 1, line 13, replace "23,274,665" with "22,920,288"

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3. Any funds appropriated by the fifty-seventh legislative assembly for work force training which as of January 1, 2003, are not distributed pursuant to subsections 1 and 2 of this section may be distributed by the state board for vocational and technical education for grants to secondary and postsecondary vocational and technical education programs for equipment, training, or other one-time expenditures."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2020 - Vocational Education - Senate Action

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Adult farm management	626,760		626,760
Work force training	875,000	475,000	1,350,000
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Less estimated income	<u>14,990,919</u>	<u>(103,177)</u>	<u>14,887,742</u>
General fund	\$13,851,276	\$17,379	\$13,868,655
FTE	29.50	(1.00)	28.50

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Adult farm management						
Work force training			\$475,000			475,000
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Total all funds	\$40,000	(\$394,377)	\$475,000	(\$206,274)	(\$147)	(\$85,798)
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This amendment also adds Section 2, which provides that state work force training grants for the second year of the biennium can only be distributed after the institutions of higher education have raised at least 75 percent of the local funds anticipated to be raised in each region during the 2001-03 biennium. Any funds not distributed for work force training may be distributed by the State Board for Vocational and Technical Education for grants to vocational and technical education programs.

2001 HOUSE APPROPRIATIONS

SB 2020

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2020

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date March 13, 2001

Tape Number	Side A	Side B	Meter #
1 of 1	x	x	1,235
Committee Clerk Signature <i>Judy Schuch</i>			

Minutes:

Representatives Aarsvold, Boehm, Gulleson, Martinson, Monson, Wald, Wentz.

Representative Wentz: We will open the hearing on SB2020.

Wayne Kutzer: Director of the State Board of Vocational and Technical Education. See blue attached testimony and other attachments.

Representative Martinson: (835) Looks as if they merely shifted money. They reduced your column 2 to column 3, so if we want to keep this budget the same it was introduced, where would you rather have that money? Did you ask for that money? The budget actually was not increased it was reduced. Did you ask for the 475,000 increase?

Wayne Kutzer: The explanation as far as shifting, they didn't say there was a shift. They took the dollars out to finance the teachers pay issue. The 394,000 that's there. The 475,000 that was put in for the work force training are really two separate issues. I can't decide between the two. Yes, we did ask for the increase.

Representative Wentz: If you would go back to the moneys that were removed that you used to reimburse teachers. You will now be able to reimburse only 39 percent of the salaries. Where will the other reimbursement come from? Why do you want the rest of those dollars to be reinstated for what purpose if they would not go into salaries?

Wayne Kutzer: (985) When we fund schools across the state, programs specifically, we fund that at a percentage reimbursement. The 61 percent difference is made up by the local school. That is the way it always has been. When a teacher is out working on a program, the school picks up the whole cost of that salary. We reimburse that school 39 percent, in this case, of that salary. To answer your other question, those dollars would go into the grants line item. Grants going out to schools to help support programs. Continuing on page 7 budget goals. (1080)

Representative Martinson: (1735) Looking at this floor amendment that the Senate put on where they are required to raise 75 percent. They are required to raise some local money. Does that new?

Wayne Kutzer: Yes that is new.

Representative Aarsvold: You mentioned that the grants line is becoming tighter and tighter, are you trying to target some of those grant dollars now in terms of for instance, information technology.

Wayne Kutzer: The majority of our funding goes out to schools. The grants line item we reimburse on a percentage basis. We have never targeted special programs where we have cut out funding in one area and put funding into another. In the past whenever there have been new programs or new areas developed the money has just been spread.

Representative Wald: (1885) On page 2 of the engrossed bill, line 4 sub section 2, where it says certification to the work force development division of the Department of Commerce. That is not a reality yet and may not be. Secondly what is the work force development division?

Wayne Kutzer: The work force development commission was the work force development council. It was headed up by (Frains Lightler (?), who has always been with ED and F. Governor Schafer was attempting to move it into our agency. Governor Hoeven put it back into ED and F. That is the work force development council, those are federal dollars that help fund that council. The amendment was offered and put on by the Senate as a means of passing it through.

Representative Wald: On page 6 of your blue handout. I am confused and concerned as to work force development dollars being all over the place. Which agency should have primary responsibility?

Wayne Kutzer: All of us work together on work force development. None of us would be able to do it without the other ones assistance. It is a cooperative effort. In terms of the dollars being not used wisely or spread in many different agencies. In this particular case I don't think it is our concern.

Representative Gulleason: How does the coordination of those efforts take place? Do you get together and strategies and determine what your goals are.

Wayne Kutzer: In a number of ways. The career resource network is an inter agency and has 6 agencies that participate on that board. On my board, the state board for Voch ED, the Chancellor as well as the Director of Job Service and Superintendent of Public Instruction. I sit on the C Tec Board, which is all the presidents of the 2 year colleges. So we have another coordination effort there. That way we know what every one else is doing in those terms.

Representative Wald: Do you have a flow chart that would show how many dollars go to the high school level, college level, the private sector through ED and F, where working with adult type people in industry settings. It is hard to get your arms around this thing and find out exactly who is spending the dollars on whom and where at.

Wayne Kutzer: I don't have that. In terms of our budget, the 13 million that is in State dollars, about 9.5 million dollars of that goes directly to secondary schools. About 1-1.5 works with adult programing in our area, such as adult farm management's, small business management. In terms of the other agencies, I don't have that, but I can put something together for you.

Representative Monson: (2405) Most of your money than goes to the high schools for vocational programs. Your trying to expand more and more into the business, high tech stuff, is that right? Hoe do you see your extra dollars or these expanding progrfams now fitting with the ETC grants, which used to be with DPI, and now I understand if all these bills pass they way they are planning to, they would go to the ITD. Are you coordinating some of that with them, or how are you going to work that so we aren't duplicating there again.

Wayne Kutzer: We are trying to expand into the areas of I T for high school. Our focus is secondary schools. On the new ITC Council that is in the Legislation to be formed, we are a member of that board. So we will be working with them. As far as direct access to those dollars, the ETC grants are specific dollars to go out to schools, not just vocational dollars. The whole emphasis behind our budget is that we want to provide financial assistance to encourage vocational programing in schools, and because vocational programing is more expensive to operate than a regular class. We have equipment needs, and we have typically lower class sizes because in the shop you can't have 25 kids working in an auto shop for example. Those are the issues that reflect our funding.

Terry Wanzek: (2670) State Senator District 29. I feel very positive about this and have to talk about it. The adult farm management program and the marketing program. I feel the most effective factor in those farms that are succeeding verses those that are struggling, is management, marketing. I feel in our area adult farm managers are getting stretched pretty thin. There is a lot of interest in it. The instructor in the Carrington area, has about 65 clients, with a one on one relationship where they work on helping them implement a double entry accounting system, enterprise accounting. They are working in correlation with extension and research helping our farmers become better managers, better business managers. The marketing club I myself helped, as a result of the 50,000 dollars appropriated last session, helped organize and facilitate a marketing club in our area in Jamestown. I don't feel it is necessary to put any more money in the marketing clubs. There is money there to help facilitate the development of it. We charge our selves dues and we feel like we are able to take care of some the finance or funding of the club on its own. Just one measure our club took about two weeks ago, we met and collectively pooled our wheat and each one of us committed a certain amount and we had one representative of our club goes to the local elevators and we were able to negotiate a bases contract for the up coming production of wheat this year. We are working on other things as well. I feel strongly on any effort to help educate farmers, and to become better marketers. The increase we are requesting the majority of the dollars are going for adult farm management. There is interest in more farmers wanting to get involved. As a farmer I think this is a priority in my mind. If this is a problem I would like to look within the other Ag budgets where it might come from.

Chet Pallart: Representative of District 29. I am a grain elevator manager. I partake in these Ag marketing clubs. Basically they get a life of their own. Some of the local business will do some

sponsorships. I am in support of the amendments in front of you, because I feel the private enterprises is going to go ahead and make up that 37,000 dollars that increases the funding is asking for. The bill may look like it is for District 29, but the bill really isn't. It address farm management in the north east part of the state.

Representative Wald: (3410) Does Jamestown high school, through like adult education type courses offer farm management classes or the college? We have a successful one in DSC with raving reviews on it.

Chet Pallart: The adult farm management program will be run through the high school program.

Representative Aarsvold: I have a lot of inquiries in the last couple of months about starting other marketing clubs, and have become aware of success of other clubs across the State that were able to participate in that small grant line we had the last session. The questions they have are where do I go and I know there are a lot of private sectors sponsors out there. They need some to outline where they start. That is a concern I have by eliminating the marketing club grants.

Chet Pallart: Before I bought the business I ran a PV con Agra elevator for 15 years and at that time farmers were already trying to do Ag marketing clubs off local sponsorship. Carrington has been quite aggressive as far as going after the program. My suggestion is to get a hold of the voch tech and find out where is your local regional center now in Carrington of course. That is at the NDSU extension center. I do believe most of these should be privately funded. They are programs for their betterment. I have a hard time setting up more State funds for the Ag market club. We are not asking for a lot of increase in appropriations we are asking you to give it some serious consideration. We feel it would be a wise investment on your dollars. Like I said the banks in Carrington want this as a requirement for their loans to go out to these Ag producers.

Representative Aarsvold: I don't know of anywhere we have the 50,000 dollars for marketing clubs and maybe you are aware of that I am not.

Terry Wanzek: There is a 50,000 dollar appropriation in that budget, as far as I am aware.

Wayne Kutzer: (3918) There is 50,000 dollars that is carried over from last biennium that is also in place for this biennium. The dollars we are talking about as far as increasing, they were talking about putting additional dollars in the market clubs, but the 50,000 is there. Marketing clubs are designed to get funding for two years, and then they are on their own.

Representative Aarsvold: Where is that line item? What budget is that in?

Wayne Kutzer: It is in Voch Ed's budget.

Representative Wald: (4005) In your marketing club, do you get into future marketing?

Wayne Kutzer: We haven't as a club traded yet. We have someone from progressive Ag out of Fargo comes to our meeting. We meet twice a month. We learn how to hedge and manage our risks.

Jason Yoder: (4185) With Baker Boy in Dickinson, and member of the Information Technology Council in ND. I am in favor of SB2020 because of the importance of vocational technical education at the junior and senior high levels. It is to business and future in ND in general. My area specialty is information technology. A fact that the future of our state is based on the ability to make a transition to this new economy we hear so much about. The ITC is playing a big roll in the IT cluster portion of G. 'DA's new economy initiative. The ability to find skilled workers in the information technology is a concern. The current point is to help student gain high tech skills by offering them the basics in junior high and getting into more advanced levels in senior high and introductory college courses. There is a rule technology doubles every 18 months. I would encourage you to continue the funding for them to do this. See attached.

Dan Rood: Vocational Director in Richland County. (4515) See attached.

Dale Anderson: (5540) President, GNDA, ND State Chamber of Commerce. See attached and blue document page 5-6 listing of advisory groups. Notice proposed amendments to engrossed SB2020.

Representative Gulleason: (75) Do you have information that shows the amount of local funds that were generated through those regional developments work force boards this last biennium? Also do you know how close they came to acquiring the amount of dollars that they said they would towards the match?

Dale Anderson: I don't have. Possibly someone in the University system would have it. When the 4 year plan was put together, we recognized there would be a different rate in which the whole program would be implemented, and didn't feel they had any criteria at that point for the matching. That was left in the hands of the four work force regional committee.

Representative Gulleason: The four regional areas that are represented here today, if I could get the information that shows the amount of the local dollars that were generated.

Russ Staiger: (245) President of Bismarck Mandan Development Association. I support 2020, especially the section that deals with the work force training. I strongly endorse the amendments as proposed by Dale Anderson. I have been able to serve in several levels in the whole process. I was part of the original contingency that went through college with Donna Thigpen and her group. Also part of the effort to get 1443 passed last session. I sit on the south west region work force training council and President of the local economic development organization, which is involved in working with existing business as well as new business's and bringing in people who need to be trained. Obviously the training process is critical to keep people here and provide the work forces that attract people. Donna Thigpen has been responsible for showing us how the

program should work and in fact has made it work. The program is working fine as it is. I see no reason to attach any kind of criteria to the work force training process to further complicate it.

Sharon Etemand: (450) President of Lake Region College. See attached.

Representative Wentz: (755) Who proposed this amendment on the Senate floor?

It came from Senator Grindberg.

Joe McCann: President of Williston State College. I speak in support of SB2020, and the increase dollars in the second biennium, as well as support the GNDA amendment to the Legislation. When the legislature created two additional colleges, that provided those additional colleges who had already been providing many of these services generally provided by community colleges. Joe proceeds to tell a couple success stories. My estimation it is important that this customized work force training go forward, but the requirement of contributions, donations from private business and industry I think should be eliminated. Our goal has been to decrease that so that the training program would be supported by state support as well as user fees. I ask you to support the bill as well as the GNDA amendment.

Representative Wald: (1025) You said you have been requested by people in the oil patch to provide training in the area of safety. Are you working cooperatively with Workers Compensation? Also there is a real shortage of oil field workers, are they coming to you to train oil field workers or is this beyond your capacity or capabilities?

Joe McCann: I know they have been consulted. I am not aware of the nitty gritty details. Part of the reason the industry came to us is because of the insurance issues. As long as we stand ready to bring in the experts to work with the industry and the companies are cooperating with one another so when there is training that a number of the service industries can make use of, and we would provide it to all the industries at the same time. We work with local chapter and petroleum

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Education and Environment Division

Bill/Resolution Number SB2020

Hearing Date March 13, 2001

institute. On our advisory board we do have individuals from the petroleum industry who have that affiliation.

Representative Wentz: Does anyone else wish to appear in opposition of SB2020? Any last minute questions? Seeing none we will close the hearing on SB2020.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2020

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date March 29, 2001

Tape Number	Side A	Side B	Meter #
1 of 1	x		1,795
Committee Clerk Signature <i>Judy Schock</i>			

Minutes:

Representatives Aarsvold, Boehm, Gulleeson, Martinson, Monson, Wald, Wentz.

Representative Wentz: We are going to consider SB2020.

Representative Gulleeson: We have had quite a few discussions on this bill and met with several people and very good explanations. See amendments 18046.0306

Representative Monson: We did take 590,000 out of ITD and put only 422,700 into the explorer net. So there is between these two budgets a reduction of 170,000 except that we put 50 of it back in. So we have a net of about 120,000 that we took out.

Representative Martinson: Where does all that extra money for work force training go? If they made a profit of 167,000, and that stays with them, why than do they need more state money.

Representative Gulleeson: That gets distributed to those campuses. That was the Hoeven recommendation for increased dollars for campuses that provide the work force training. Not all of them were that successful. Discussion by committee on campuses being able to raise funds

Page 2

Education and Environment Division

Bill/Resolution Number SB2020

Hearing Date March 29, 2001

more in certain locations. Are the schools who have been successful going to be punished and cut for being successful. The more revenue they can generate the better they can do.

Representative Gulleason: I make motion to except amendments 18046.0306.

Representative Wald: I second the motion.

Representative Wentz: Any discussion on them? Those in favor of adopting the amendments say I. Those oppose? Passes. We now have the amendments before us.

Representative Gulleason: I make a motion to do pass as amended.

Representative Wald: I second.

Representative Wentz: Discussion. Vote taken 7 yes, 0 no, and 0 absent. Rep Gulleason to take to the floor.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2020

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date April 03, 2001,

Tape Number	Side A	Side B	Meter #
1 of 1	x	x	750
Committee Clerk Signature <i>Judy Schuch</i>			

Minutes:

Representatives Aarsvold, Boehm, Gulleeson, Martinson, Monson, Wald, Wentz.

Representative Wentz: We are going to work more on SB2020. We have some questions on the technology funds. I would like a motion to reconsider this bill to bring it back before us. Rep Boehm made a motion to reconsider SB2020, seconded by Rep Gulleeson. Those in favor say I, those oppose. We now have the bill before us to reconsider our actions. I am interested in the dollars appropriated specifically for the explorer net project. I do want information on how those dollars came into voched. As I understand it they came from the IT budget.

Wayne Kutzer: (100-1010) There was 590,000 that was in the IT budget, for IT training teacher development. The intent was for program development, getting programs started in IT and also professional development for teachers. We have not had these dollars before. The IT area is brand new in terms of special dollars for those. The 590,00 dollar request came from explorer net. There is more discussion on the budgets and where the dollars go and what voched is

about. Should we honor explorer net for should we say stirring this up rather than vo tech? It is an issue the committee will need to resolve and how to put a plan together. More discussion about explorer net and what their purpose is, and how they got started. Discussion on the schools getting started with explorer net and the costs. Out of the last budget vo tech saw 170,000 approximately would go to administrative and oversight, the balance would be direct grants to schools to start up programs. (1010- 1650) It was asked of Mr. Kutzer what would he do with the 420,000 if they left explorer net out of it. He would guess half or three fourths of the money would go to explorer net in terms of them starting up their programs. His problem was a duplication of services and he explains. The administration and overhead for explorer net comes from federal dollars, and what happens to the federal dollars if we cut explorer net out? (1660- 1800) Mr. Kutzer explains the reorganization and duties of employees and programs.(1800- 2150) Questions asked about federal dollars for administrative would they be doubling up? Mr. Kutzer responds how dollars may be spent that could be spent in the schools. Rep Monson questions the curriculum that explorer net does, and if they are not in who would do this? Mr. Kutzer explains all his supervisors are responsible for the curriculum being up to date on what is available.

Rebecca Ternes here to speak about Explorer Net and where the money came from, how the budget developed and where and how it will be spent, and the support of federal dollars. She also talks about how they can work with Voch Ed. (2220-3010) Rep Monson questions the administrative costs where it goes. She explains it also goes into training and developing and what the curriculum involves. (3235-3505) Rep Wentz asks if the committee decided to resolve this feud by deleting the entire 422,300, what kind of a compromise would you be willing to make? Ms Ternes says she has already reduced the budget and willingly offered a lower budget

at 422,000 from the 590,300. We could look at the reductions, but it would also reduce the federal match. We need to have the teachers approved and certified which does not always happen. We need to meet more often. I can see the impact of these programs for ND. It would be very difficult to maintain and monitor our programs with out funding to do so. Yes, we do charge for the training of the teachers.(3840-4420) Ms. Ternes explains what comes with the training course. We have not found nation wide a training course as this one, and the maintaining of it. Ms. Ternes goes into some of the documents and copies of letters with out signatures of which she says are not true. There is a cost to every program, but we are not spending money that is going to schools. She explains there are only two people who staff her office.

Rep Wentz asks Mr. Kutzer what kind of a compromise would he be willing to make. (5400- Mr. Kutzer responds that as long as the money goes where it is to go, and his problem is with what he considers to be duplication in terms of administration, and things like this. He says A Plus was taught in the state before Explorer Net came in. (5693-to side b730) Rep Wald asks Mr. Kutzer to go over the Senate amendments with him and the committee.

Representative Wentz: I think we will hold this bill for a couple of days and discuss it.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2020

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date April 05, 2001

Tape Number	Side A	Side B	Meter #
1 of 1	x		520
Committee Clerk Signature <i>Judy Schock</i>			

Minutes:

Representatives Aarsvold, Boehm, Gulleeson, Martinson, Monson, Wald, Wentz.

Discussion on which amendments to use and concerns.

Representative Gulleeson: I think your amendment speaks to it says, a grant to a non profit private entity. I don't think you will find many non profit entity that are providing the kind of program that Explorer Net is. I think it will directly there. I am comfortable with this language.

Representative Wentz: We will take a vote. Rep Aarsvold made motion to adopt amendments 0310. Seconded by Rep Boehm. Vote taken 4 yes, 3 no, 0 absent. Are there any other amendments to this bill?

Representative Wald: Amendment 0307, which simply asks for an interim study. I don't think it would hurt to take a look. I would move to further amend with amendments 0307. Rep Monson seconds the motion. Those in favor of the amendments say I, opposed no. The

Page 2

Education and Environment Division

Bill/Resolution Number SB2020

Hearing Date April 5, 2001

amendments are adopted. I would like for us to propose the amendments separately. I want to bring amendment 0309 to the full committee.

Representative Wentz: We will have a motion to recommend a do pass as amended to the full committee. Rep Wald so moves the motion. Rep Gulleson seconds the motion. Vote taken 7 yes, 0 no, 0 absent. Rep Gulleson to carry to the full committee.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2020

House Appropriations Committee

☐ Conference Committee

Hearing Date April 6, 2001

Tape Number	Side A	Side B	Meter #
04-06-01 tape #1	0 - 2624		
Committee Clerk Signature <i>Kathleen Hall</i>			

Minutes:

The committee was called to order, and opened committee work on SB 2020.

Rep. Gulleeson: Explains amendment .0307. This is a study regarding consolidating all workforce training efforts. Moves to adopt this amendment. Seconded by Rep. Wentz.

Voice Vote adopts the amendment.

Rep. Gulleeson: Explains amendment .0310. This is the \$422,300 that was in the ITD budget originally. It was transferred into the Votech budget because that is where the training is taking place. Section 2 deals with an annual report that is to be presented to the legislative appropriations committees. Section 3 is the language that goes with the \$422,300 ITD money. The subcommittee didn't want to name a vendor (ExploreNet) so they left the language open as a nonprofit entity. Moves to adopt the amendment. Seconded by Rep. Wentz.

Page 2
House Appropriations Committee
Bill/Resolution Number SB 2003
Hearing Date April 6, 2001

Rep. Wald: Makes a substitute motion of amendment 18046.0309. The only difference between .0309 and .0310 is on the back side of the paper, footnote 1 says ExploreNet as the entity receiving the grant. Seconded by Rep. Koppelman.

(Considerable committee discussion regarding the issue of naming or not naming Explore Net as the non profit entity receiving the grant money).

Vote on the motion to amend : 11 yes, 8 no, 2 absent and not voting. Motion passes.

Rep. Guleson: Moves DO PASS AS AMENDED. Seconded by Rep. Wald.

Vote on Do Pass as Amended : 19 yes, 0 no, 2 absent and not voting.

Rep. Guleson is assigned to carry this bill to the floor.

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2020

Page 1, line 14, replace "525,760" with "690,560"

Page 1, line 17, replace "28,756,397" with "28,921,197"

Page 1, line 19, replace "13,868,655" with "14,033,455"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2020 - Vocational Education - House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$3,066,412	\$2,946,750		\$2,946,750
Operating expenses	682,906	596,147		596,147
Equipment	60,000	60,000		60,000
Grants	23,274,665	22,920,288		22,920,288
Adult farm management	525,760	525,760	\$164,800	690,560
Workforce training	875,000	1,350,000		1,350,000
Postsecondary education vocational grants	357,452	357,452		357,452
Total all funds	\$28,842,195	\$28,756,397	\$164,800	\$28,921,197
Less estimated income	<u>14,990,919</u>	<u>14,897,742</u>		<u>14,897,742</u>
General fund	\$13,851,276	\$13,868,655	\$164,800	\$14,033,455
FTE	29.50	28.50	0.00	28.50

Dept. 270 - Vocational Education - Detail of House Changes

	ADD FUNDING FOR EXISTING ADULT FARM MANAGEMENT PROGRAMS	ESTABLISHMENT OF NEW ADULT FARM MANAGEMENT PROGRAMS ¹	TOTAL HOUSE CHANGES
Salaries and wages			
Operating expenses			
Equipment			
Grants			
Adult farm management	\$114,400	\$50,400	\$164,800
Workforce training			
Postsecondary education vocational grants			
Total all funds	\$114,400	\$50,400	\$164,800
Less estimated income			
General fund	\$114,400	\$50,400	\$164,800
FTE	0.00	0.00	0.00

¹ Funding is added to allow the establishment of a new adult farm management program in the Langdon area.

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2020

Page 1, line 13, replace "22,920,288" with "23,342,588"

Page 1, line 14, replace "525,760" with "576,160"

Page 1, line 17, replace "28,756,397" with "29,229,097"

Page 1, line 19, replace "13,888,655" with "14,341,355"

Page 1, replace lines 20 through 24 with:

"SECTION 2. WORKFORCE DEVELOPMENT ACTIVITIES - WORKFORCE DEVELOPMENT COUNCIL REPORT TO FIFTY-EIGHTH LEGISLATIVE ASSEMBLY.

The workforce development council shall annually prepare a report on workforce training and development activities of the North Dakota university system, job service North Dakota, department of human services, state board for vocational and technical education, department of commerce, and other workforce partners. The workforce development council shall present the reports to the House and Senate appropriations committees of the fifty-eighth legislative assembly.

SECTION 3. GRANT TO EXPLORNET. The grants line item contained in section 1 of this Act includes \$422,300 from the general fund which the state board for vocational and technical education shall distribute to explornet for the purpose of providing information technology curriculum programs in this state during the biennium beginning July 1, 2001, and ending June 30, 2003. Explornet shall report annually to the state board for vocational and technical education on the use of the funds received including the amounts distributed to schools."

Page 2, remove lines 1 through 19

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2020 - Vocational Education - House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$3,088,412	\$2,946,750		\$2,946,750
Operating expenses	682,808	598,147		598,147
Equipment	80,000	80,000		80,000
Grants	23,274,888	22,920,288	\$422,300	23,342,588
Adult farm management	525,760	525,760	50,400	576,160
Workforce training	875,000	1,350,000		1,350,000
Postsecondary education vocational grants	357,452	357,452		357,452
Total all funds	\$28,842,195	\$28,756,397	\$472,700	\$29,229,097
Less estimated income	<u>14,899,919</u>	<u>14,897,742</u>		<u>14,897,742</u>
General fund	\$13,951,276	\$13,868,655	\$472,700	\$14,341,355
FTE	29.50	29.50	0.00	29.50

Dept. 270 - Vocational Education - Detail of House Changes

	ADD FUNDING FOR INFORMATION TECHNOLOGY CURRICULUM ¹	ESTABLISHMENT OF NEW ADULT FARM MANAGEMENT PROGRAMS	TOTAL HOUSE CHANGES
Salaries and wages			
Operating expenses			
Equipment			
Grants	\$422,300		\$422,300
Adult farm management		\$50,400	50,400
Workforce training			
Postsecondary education			
vocational grants			
Total all funds	\$422,300	\$50,400	\$472,700
Less estimated income			
General fund	\$422,300	\$50,400	\$472,700
FTE	0.00	0.00	0.00

¹ The grants line item is increased by \$422,300 for a grant to ExplorNet (a 501(c)(3) nonprofit corporation) for the purpose of providing information technology curriculum programs to students in North Dakota.

This amendment removes Section 2 of the reengrossed bill, which required that prior to the distribution of fiscal year 2003 workforce training grants, each workforce training region certify that at least 75 percent of the regional funds estimated to be raised during the 2001-03 biennium were received or were pledged to be received.

This amendment adds a new Section 2, which requires the Workforce Development Council to prepare an annual report on workforce training and development activities offered through various state entities and to present that report to the Appropriations Committees of the Fifty-eighth Legislative Assembly.

This amendment also adds Section 3, which provides that the \$422,300 amount added to the grants line item is for a grant to ExplorNet for information technology curriculum programs. ExplorNet must report annually to the State Board for Vocational and Technical Education on the use of the funds.

Date: 3/29/01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Environment Division

House _____ Committee _____

☒ Subcommittee on AB 2028
or
☐ Conference Committee

Legislative Council Amendment Number 18046-0306

Action Taken Motion to
pass Amendment

Motion Made By Rep. Gullison Seconded By Rep. Wald

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman					
Rep. James Boehm - Vice Chairman					
Rep. Ole Aarsvold					
Rep. Pam Gullison					
Rep. Bob Martinson					
Rep. David Monson					
Rep. Francis J. Wald					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Verbal Motion Pass

Date: 3/29/01
Roll Call Vote #: 2

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Environment Division

House _____ Committee _____

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number 18046.036

Action Taken No pass as Amendment

Motion Made By Rep Gulleson Seconded By Rep Wald

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman	✓				
Rep. James Boehm - Vice Chairman	✓				
Rep. Ole Aarsvold	✓				
Rep. Pam Gulleson	✓				
Rep. Bob Martinson	✓				
Rep. David Monson	✓				
Rep. Francis J. Wald	✓				

Total (Yes) 7 No 0

Absent 0

Floor Assignment Rep Gulleson

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

Date: April 3, 01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Environment Division

House _____ Committee _____

☒ Subcommittee on SB 2020
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Reconsider SB 2020

Motion Made By Rep. Boehm Seconded By Rep. Gullekson

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman					
Rep. James Boehm - Vice Chairman					
Rep. Ole Aarsvold					
Rep. Pam Gullekson					
Rep. Bob Martinson					
Rep. David Monson					
Rep. Francis J. Wald					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2020

Page 1, after line 13, insert:

"Information technology technical
education program development grants 422,300"

Page 1, line 17, replace "28,756,397" with "29,178,697"

Page 1, line 19, replace "13,868,655" with "14,290,955"

Page 1, replace lines 20 through 24 with:

**"SECTION 2. WORKFORCE DEVELOPMENT ACTIVITIES - WORKFORCE
DEVELOPMENT COUNCIL REPORT TO FIFTY-EIGHTH LEGISLATIVE ASSEMBLY.**

The workforce development council shall annually prepare a report on workforce training and development activities of the North Dakota university system, job service North Dakota, department of human services, state board for vocational and technical education, department of commerce, and other workforce partners. The workforce development council shall present the reports to the house and senate appropriations committees of the fifty-eighth legislative assembly.

**SECTION 3. INFORMATION TECHNOLOGY TECHNICAL EDUCATION
PROGRAM DEVELOPMENT GRANTS.** The amount appropriated in the line item entitled information technology technical education program development grants in section 1 of this Act shall be used by the state board for vocational and technical education to contract with a nonprofit private entity to provide assistance to schools in information technology technical education program development."

Page 2, remove lines 1 through 19

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2020 - Vocational Education - House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$3,066,412	\$2,946,750		\$2,946,750
Operating expenses	682,906	596,147		596,147
Equipment	60,000	60,000		60,000
Grants	23,274,665	22,920,268		22,920,268
Information technology technical education grants			\$422,300	422,300
Adult farm management	525,760	525,760		525,760
Workforce training	875,000	1,350,000		1,350,000
Postsecondary education vocational grants	357,452	357,452		357,452
Total all funds	\$28,842,195	\$28,756,397	\$422,300	\$29,178,697
Less estimated income	<u>14,990,919</u>	<u>14,867,742</u>		<u>14,867,742</u>
General fund	\$13,851,276	\$13,868,655	\$422,300	\$14,290,955
FTE	29.50	28.50	0.00	28.50

Dept. 270 - Vocational Education - Detail of House Changes

	ADD FUNDING FOR INFORMATION TECHNOLOGY TECHNICAL EDUCATION GRANTS ¹	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Equipment		
Grants		
Information technology	\$422,300	\$422,300
technical education grants		
Adult farm management		
Workforce training		
Postsecondary education		
vocational grants		
Total all funds	\$422,300	\$422,300
Less estimated income		
General fund	\$422,300	\$422,300
FTE	0.00	0.00

¹ An information technology technical education program development line item of \$422,300 is added for a grant to a nonprofit private entity for the purpose of providing services to schools to assist in information technology technical education program development.

This amendment removes Section 2 of the reengrossed bill, which required that prior to the distribution of fiscal year 2003 workforce training grants, each workforce training region certify that at least 75 percent of the regional funds estimated to be raised during the 2001-03 biennium were received or were pledged to be received.

This amendment adds a new Section 2, which requires the Workforce Development Council to prepare an annual report on workforce training and development activities offered through various state entities and to present that report to the Appropriations Committees of the Fifty-eighth Legislative Assembly.

This amendment also adds Section 3, which provides that the \$422,300 amount added for information technology education grants is to be used to provide a grant to a nonprofit private entity to provide assistance to schools in information technology technical education program development.

Date: April 5, 01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Environment Division

House _____ Committee _____

☐ Subcommittee on SB 2020
or
☐ Conference Committee

Legislative Council Amendment Number ~~0310~~ 0310 & ~~0000~~

Action Taken Adopt Amendment

Motion Made By Rep Aarsvold Seconded By Rep Boehm

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman	✓				
Rep. James Boehm - Vice Chairman		✓			
Rep. Ole Aarsvold	✓				
Rep. Pam Gulleeson	✓				
Rep. Bob Martinson	✓				
Rep. David Monson		✓			
Rep. Francis J. Wald		✓			

Total (Yes) 4 No 3

Absent 0

Floor Assignment _____

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

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2020

Page 1, line 2, after "education" insert "; and to provide for a legislative council study"

Page 2, after line 19, insert:

**"SECTION 3. WORKFORCE TRAINING AND DEVELOPMENT -
LEGISLATIVE COUNCIL STUDY.** During the 2001-02 interim, the legislative council shall consider studying the various workforce training and development programs administered by agencies of the state of North Dakota and the feasibility and desirability of consolidating in a single agency the funding and administration of those programs. Agencies to be considered as part of the study include job service North Dakota, the department of economic development and finance, the state board for vocational and technical education, and the North Dakota university system."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Dept. 270 - State Board for Vocational and Technical Education - House Action

This amendment directs the Legislative Council to consider studying the feasibility of consolidating in a single state agency the funding and administration of workforce training and development programs.

Date: April 5, 01
Roll Call Vote #: 2

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Environment Division

House _____ Committee _____

☒ Subcommittee on SB 2020
or
☐ Conference Committee

Legislative Council Amendment Number 0.307

Action Taken Adopt Amendment

Motion Made By Rep. Wald Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman	✓				
Rep. James Boehm - Vice Chairman	✓				
Rep. Ole Aarsvold	✓				
Rep. Pam Gulletson	✓				
Rep. Bob Martinson	✓				
Rep. David Monson	✓				
Rep. Francis J. Wald	✓				

Total (Yes) ✓ 7 No 0

Absent 0

Floor Assignment _____

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

Date: April 5
Roll Call Vote #: 3

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Environment Division

House _____ Committee _____

☒ Subcommittee on SB 2020

or

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken No Pass as Amendment 5 to full Committee

Motion Made By Rep. Wald Seconded By Rep. Guleson

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman	✓				
Rep. James Boehm - Vice Chairman	✓				
Rep. Ole Aarsvold	✓				
Rep. Pam Guleson	✓				
Rep. Bob Martinson	✓				
Rep. David Monson	✓				
Rep. Francis J. Wald	✓				

Total (Yes) 7 No 0

Absent 0

Floor Assignment Rep. Guleson

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

Date: 4-6-01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2020

House APPROPRIATIONS

Committee

☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number

18046.0307

Action Taken

Motion to adopt amendment

Motion Made By

Rep. Gullerson

Seconded
By

Rep. Wentz

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman					
Wald - Vice Chairman					
Rep - Aarsvold			Rep - Koppelman		
Rep - Boehm			Rep - Martinson		
Rep - Byerly			Rep - Monson		
Rep - Carlisle			Rep - Skarphol		
Rep - Delzer			Rep - Svedjan		
Rep - Glassheim			Rep - Thoreson		
Rep - Gullerson			Rep - Warner		
Rep - Huether			Rep - Wentz		
Rep - Kempenich					
Rep - Kerzman					
Rep - Kliniske					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

passed

April 5, 2001

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2020

Page 1, after line 13, insert:

"Information technology technical
education program development grants 422,300"

Page 1, line 17, replace "28,756,397" with "29,178,697"

Page 1, line 19, replace "13,868,655" with "14,290,955"

Page 1, replace lines 20 through 24 with:

"SECTION 2. WORKFORCE DEVELOPMENT ACTIVITIES - WORKFORCE DEVELOPMENT COUNCIL REPORT TO FIFTY-EIGHTH LEGISLATIVE ASSEMBLY. The workforce development council shall annually prepare a report on workforce training and development activities of the North Dakota university system, job service North Dakota, department of human services, state board for vocational and technical education, department of commerce, and other workforce partners. The workforce development council shall present the reports to the House and Senate appropriations committees of the fifty-eighth legislative assembly.

SECTION 3. INFORMATION TECHNOLOGY TECHNICAL EDUCATION PROGRAM DEVELOPMENT GRANTS. The amount appropriated in the line item entitled information technology technical education program development grants in section 1 of this Act shall be used by the state board for vocational and technical education to contract with a nonprofit private entity to provide assistance to schools in information technology technical education program development."

Page 2, remove lines 1 through 19

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2020 - Vocational Education - House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$3,068,412	\$2,946,750		\$2,946,750
Operating expenses	682,906	596,147		596,147
Equipment	60,000	60,000		60,000
Grants	23,274,665	22,920,288		22,920,288
Information technology technical education grants			\$422,300	422,300
Adult farm management	525,760	525,760		525,760
Workforce training	875,000	1,350,000		1,350,000
Postsecondary education vocational grants	357,452	357,452		357,452
Total all funds	\$28,842,195	\$28,756,397	\$422,300	\$29,178,697
Less estimated income	14,990,919	14,887,742		14,887,742
General fund	\$13,851,276	\$13,868,655	\$422,300	\$14,290,955
FTE	28 50	28 50	0 00	28 50

Dept. 270 - Vocational Education - Detail of House Changes

	ADD FUNDING FOR GRANT TO EXPLORNET ¹	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Equipment		
Grants		
Information technology	\$422,300	\$422,300
technical education grants		
Adult farm management		
Workforce training		
Postsecondary education		
vocational grants		
Total all funds	\$422,300	\$422,300
Less estimated income		
General fund	\$422,300	\$422,300
FTE	0.00	0.00

¹ An information technology technical education program development line item of \$422,300 is added for a grant to ExplorNet (a 501(c)(3) nonprofit corporation) for the purpose of providing services to schools to assist in information technology technical education program development.

This amendment removes Section 2 of the reengrossed bill, which required that prior to the distribution of fiscal year 2003 workforce training grants, each workforce training region certify that at least 75 percent of the regional funds estimated to be raised during the 2001-03 biennium were received or were pledged to be received.

This amendment adds a new Section 2, which requires the Workforce Development Council to prepare an annual report on workforce training and development activities offered through various state entities and to present that report to the Appropriations Committees of the Fifty-eighth Legislative Assembly.

This amendment also adds Section 3, which provides that the \$422,300 amount added for information technology education grants is to be used to provide a grant to a nonprofit private entity to provide assistance to schools in information technology technical education program development.

Date: 4-6-01
Roll Call Vote #: 2

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB2020

House APPROPRIATIONS

Committee

☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number

18046.0309

Action Taken

substitute motion to amend

Motion Made By

Rep. Wald

Seconded
By

Rep. Koppelman

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman		✓			
Wald - Vice Chairman	✓				
Rep - Aarsvold		✓	Rep - Koppelman <u>yes</u>		
Rep - Boehm	✓		Rep - Martinson		✓
Rep - Byerly		✓	Rep - Monson	✓	
Rep - Carlisle	✓		Rep - Skarphol	✓	
Rep - Delzer	✓		Rep - Svedjan	✓	
Rep - Glassheim	✓		Rep - Thoreson	✓	
Rep - Gulleson		✓	Rep - Warner		✓
Rep - Huether			Rep - Wentz		✓
Rep - Kempenich	✓				
Rep - Kerzman		✓			
Rep - Kliniske	✓				

Total (Yes) 11

No 8

Absent 2

Floor Assignment _____

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

Date: 4-6-01
Roll Call Vote #: 11

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB2020

House APPROPRIATIONS

Committee

☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number

18046.0310

Action Taken

motion to adopt a amendment

Motion Made By

Rep. Gulleason

Seconded
By

Rep. Wentz

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman					
Wald - Vice Chairman					
Rep - Aarsvold			Rep - Koppelman		
Rep - Boehm			Rep - Martinson		
Rep - Byerly			Rep - Mopson		
Rep - Carlisle			Rep - Skarphol		
Rep - Delzer			Rep - Svedjan		
Rep - Glassheim			Rep - Thoreson		
Rep - Gulleason			Rep - Warner		
Rep - Huether			Rep - Wentz		
Rep - Kempenich					
Rep - Kerzman					
Rep - Kliniske					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Date: 4-6-01
Roll Call Vote #: 3

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2020

House APPROPRIATIONS Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number 18046.0311

Action Taken DO PASS AS Amended.

Motion Made By Rep Gullerson Seconded By Rep Wald.

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman	✓				
Wald - Vice Chairman	✓				
Rep - Aarsvold	✓		Rep - Koppelman		
Rep - Boehm	✓		Rep - Martinson	✓	
Rep - Byerly	✓		Rep - Monson	✓	
Rep - Carlisle	✓		Rep - Skarphol	✓	
Rep - Delzer	✓		Rep - Svedjan	✓	
Rep - Glassheim	✓		Rep - Thoreson	✓	
Rep - Gullerson	✓		Rep - Warner	✓	
Rep - Huether			Rep - Wentz	✓	
Rep - Kempenich	✓				
Rep - Kerzman	✓				
Rep - Kliniske	✓				

Total (Yes) 19 No 0

Absent 2

Floor Assignment Rep Gullerson

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

REPORT OF STANDING COMMITTEE

SB 2282, as engrossed: Transportation Committee (Rep. Weitz, Chairman) recommends DO PASS (14 YEAS, 0 NAYS, 3 ABSENT AND NOT VOTING). Engrossed SB 2282 was placed on the Fourteenth order on the calendar.

SECOND READING OF SENATE BILL

SB 2282: A BILL for an Act to provide for a legislative council study of methods to encourage production and consumption of ethanol.

ROLL CALL

The question being on the final passage of the bill, which has been read, and has committee recommendation of DO PASS, the roll was called and there were 44 YEAS, 52 NAYS, 0 EXCLUDED, 2 ABSENT AND NOT VOTING.

YEAS: Aarnold; Beller; Berg; Brandenburg; Bruesgaard; Carlson; DeKrey; Derud; Dosch; Edrington; Froelich; Gaudin; Hansen; Harbo; Jensen; Johnson, D.; Johnson, N.; Kelsch, R.; Kaczmarek; Kingbury; Klein, M.; Klein, M.; Kinnick; Koppang; Koppelman; Kretschmer; Maragos; Martinson; Mousen; Nelson; Pletsch; Pollert; Price; Ruby; Schmidt; Swedberg; Therman; Timm; Wald; Weitz; Wentz; Whitham; Speaker Bernstein

NAYS: Boehm; Boucher; Brakke; Byerly; Carfale; Clark; Cleary; Delmore; Delzer; Devlin; Drowatz; Ederstrom; Fairfield; Froelich; Galvin; Glasheim; Groat; Grunbo; Guleson; Haas; Hansen; Huether; Hunaker; Kasper; Kessler; Kelsch, S.; Kampenich; Klein, F.; Kretschmer; Lanius; Lloyd; Mahoney; Meier; Metcalf; Mueller; Nicholas; Niemeyer; Norstead; Orsted; Porter; Ranner; Rennerfeldt; Sandvig; Severson; Skarphol; Solberg; Thoreson, B.; Thoreson, L.; Warner; Weiler; Winick; Wrangham

ABSENT AND NOT VOTING: Garter; Thorpe

SB 2282: 104

SECOND READING OF SENATE BILL

SB 2821: A BILL for an Act to provide an appropriation for defraying the expenses of the extension service, northern crops institute, upper great plains transportation institute, and the agricultural experiment station; to provide statements of legislative intent; to provide for a report to the budget section; and to amend and reenact sections 4-05.1-16, 4-05.1-17, 4-05.1-18, and 4-05.1-21 of the North Dakota Century Code, relating to the membership and duties of the state board of agricultural research and education, the compensation of board members, and the agricultural research fund.

ROLL CALL

The question being on the final passage of the amended bill, which has been read, and has committee recommendation of DO PASS, the roll was called and there were 94 YEAS, 1 NAY, 0 EXCLUDED, 3 ABSENT AND NOT VOTING.

YEAS: Aarnold; Beller; Berg; Boehm; Boucher; Brandenburg; Brakke; Bruesgaard; Byerly; Carfale; Carlson; Clark; Cleary; DeKrey; Delmore; Devlin; Derud; Dosch; Drowatz; Edrington; Ederstrom; Fairfield; Froelich; Gaudin; Galvin; Glasheim; Groat; Grunbo; Guleson; Haas; Hansen; Huether; Harbo; Huether; Hunaker; Jensen; Johnson, D.; Johnson, N.; Kasper; Kessler; Kelsch, R.; Kelsch, S.; Kampenich; Kerzman; Kingbury; Klein, F.; Klein, M.; Kinnick; Koppang; Koppelman; Kretschmer; Kretschmer; Lloyd; Mahoney; Maragos; Martinson; Meier; Metcalf; Monson; Mueller; Nelson; Nicholas; Niemeyer; Norstead; Orsted; Pletsch; Pollert; Porter; Price; Ranner; Rennerfeldt; Ruby; Sandvig; Schmidt; Severson; Skarphol; Solberg; Swedberg; Thoreson, B.; Thoreson, L.; Therman; Timm; Wald; Warner; Weiler; Weitz; Wentz; Whitham; Winick; Wrangham; Speaker Bernstein

NAYS: Lanius

ABSENT AND NOT VOTING: Delzer; Gunter; Thorpe

Engrossed SB 2821 passed and the title was agreed to.

REPORT OF STANDING COMMITTEE

SB 2020, as engrossed: Appropriations Committee (Rep. Timm, Chairman) recommends AMENDMENTS /S FOLLOWS and when so amended, recommends DO PASS (19 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). Reengrossed SB 2020 was placed on the Sixty-first order on the calendar.

Page 1, line 2, after "education" insert "; and to provide for a legislative council study"

Page 1, after line 13, insert

"Information technology technical education program development grants

422,500"

Page 1, line 17, replace "28,756,387" with "29,178,697"

Page 1, line 19, replace "13,868,655" with "14,230,955"

Page 1, replace lines 20 through 24 with:

"SECTION 2. WORKFORCE DEVELOPMENT ACTIVITIES - WORKFORCE DEVELOPMENT COUNCIL REPORT TO FIFTY-EIGHTH LEGISLATIVE ASSEMBLY. The workforce development council shall prepare a report annually on workforce training and development activities of the North Dakota university system, job service North Dakota, department of human services, state board for vocational and technical education, department of commerce, and other workforce partners. The workforce development council shall present the reports to the House and Senate appropriations committees of the fifty-eighth legislative assembly."

SECTION 3. INFORMATION TECHNOLOGY TECHNICAL EDUCATION PROGRAM DEVELOPMENT GRANTS. The state board for vocational and technical education shall use the amount appropriated in the line item entitled information technology technical education program development grants in section 1 of this Act to contract with a nonprofit private entity to provide assistance to schools in information technology technical education program development."

SECTION 4. WORKFORCE TRAINING AND DEVELOPMENT - LEGISLATIVE COUNCIL STUDY. During the 2001-02 interim, the legislative council shall consider studying the various workforce training and development programs administered by agencies of the state of North Dakota and the feasibility and desirability of consolidating in a single agency the funding and administration of those programs. Agencies to be considered as part of the study include job service North Dakota, the department of economic development and finance, the state board for vocational and technical education, and the North Dakota university system. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly."

Page 2, remove lines 1 through 19

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2020 - Vocational Education - House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$2,086,612	\$2,086,750		\$2,086,750
Operating expenses	682,586	588,147		588,147
Equipment	65,000	65,000		65,000
Grants	22,274,065	22,288,288		22,288,288
Information technology			\$422,500	422,500
Vocational education grants				
Adult basic education	525,780	525,780		525,780
Technical training	675,000	1,350,000		1,350,000
Postsecondary education	357,652	357,652		357,652
Total all funds	\$28,842,195	\$28,798,387	\$422,500	\$29,178,697
Less estimated revenue	16,388,916	16,382,742		16,382,742
Current fund	\$12,453,278	\$12,415,645	\$422,500	\$12,838,145
FTE	78.59	78.59	0.00	78.59

MR. PRESIDENT: The House has amended and subsequently passed: SB 2020, SB 2021, SB 2022

MESSAGE TO THE HOUSE FROM THE SENATE (WILLIAM R. HORTON, SECRETARY)
MR. SPEAKER: The President has signed: HB 1002, HB 1011, HB 1014, HB 1016, HB 1017,
HB 1018, HB 1021, HB 1065, HB 1115, HB 1182, HB 1210, HB 1215, HB 1226, HB 1233,
HB 1251, HB 1318, HB 1358, HB 1363, HB 1371, HB 1377, HB 1398, HB 1426, HB 1456,
HB 1467, HCR 3015, HCR 3016, HCR 3027, HCR 3035, HCR 3039, HCR 3042, HCR 3048.

2001 SENATE APPROPRIATIONS

CONFERENCE COMMITTEE

SB 2020

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2020

Senate Appropriations Committee

☒ Conference Committee

Hearing Date April 16, 2001

Tape Number	Side A	Side B	Meter #
Tape # 1	x		37.6 - 55.0
Tape # 1		x	0.0 - 22.0
Committee Clerk Signature <i>Donna Pitsch</i>			

Minutes:

Senator Holmberg, Chair of the SB2020 (State Board for Vocational and Technical Education)

Conference Committee, called the meeting to order on Monday, April 16th at 1:30 p.m.

Roll Call: Senator Holmberg, Chair; Senator Grindberg; Senator Lindaas; Representative Monson; Representative Wentz; and Representative Gulleason. All members present.

Senator Holmberg: Before we have a review of the House amendments -- please note that HB1344 is still not resolved; and part of this bill is involved with that one; portion that has Governor Hoeven's teachers salaries --- or going to foundation aid --- so we will not act on this bill, SB2020 today.

Representative Monson: Reasoning for Williston and Devils Lake was that this was a relatively new process for them --- hard time getting it up to speed; believe there should be one more biennium for the smaller ones. Section 2: requires Workforce Council to prepare report -- like to know where the Workforce dollars are -- see what future needs there might be -- see if 75%

Page 2

Senate Appropriations Committee

Bill/Resolution Number SB2020

Hearing Date April 16, 2001

requirement is there in each institution. Section 3: Originally ITD budget --- not sure proper

there --- ITD Budget does get the reduction; Governor Schafer's 590 thousand not reflected..

Appropriate that we moved to vocational education -- grades 7 through 12. Then the department will know where the dollars go --- they felt there were places that could be reduced and the department indicated that could do it for 422,300 (replacing the 590,000).

Footnote 1 on page 2: a compromise within own appropriations committee -- many felt we should not be designating a particular corporation.

Section 4 is to get a handle on Workforce dollars --- a study of all places where Workforce dollars are spent.

Senator Holmberg: Did you receive a copy of the ExplorNet budget?

Representative Monson: Had that information -- feel it's defining in overhead/overhead costs --- curriculum development has reported back on it; and as a pilot project, very supportive.

Representative Wentz: This was debated --- there were strong opinions both directions.

Senator Holmberg: Thank you, appreciate the candor since we didn't have the benefit of information or discussion.

Senator Grindberg: Was the information provided adopted by other states? Federal funded which has now been exhausted and no more coming? Is it now where each state is taking on their own responsibility?

Representative Monson: We heard same tactics --- source not from other states --- ExplorNet individuals testified that funding is ending, being picked up in other states ---no testimony regarding such.

Senator Grindberg: Workforce background-- as a member of the '98 task force we used the model which was working successfully in Iowa. It involves 4 areas of increasing funding: 1)

fees; 2) in kind services; 3) local and regional dollar contributions; and 4) general fund money from the state. The 1 million 350 thousand, as in the financial report -- there was anticipated in-kind dollars to be off set by private and federal fund dollars. The intent language was put there to keep the regions focused. Members of the task force felt that some were losing focus, wanted no hand strings attached. You indicate 4 boards going ut and getting dollars --- to be eligible for 2nd year. Originally this was a 4 year program --- 500 fund raising could change; reduce them getting the 75% targeted sum --- now/ next summer?

Representative Monson: 75% --- of a floating number; believe it should be local control number, set there by their own people at whatever level --- could be 100 thousand and 75% of that.

Senator Holmberg: Target set by local people? Incentive for a realistic target --- wasn't that what the Senate wanted to keep away from?

Representative Monson: Need to be realistic --- who determines?

Senator Grindberg: Campuses and Advisory Board are charged with that responsibility.

Senator Holmberg: Broad cross section of that area --- local input within the regions.

Representative Wentz: Does the amount of local dollars raised effect the state contribution?

Senator Grindberg: Not as written.

Senator Holmberg: Agree with Representative Monson regarding the smaller institutions -- some 3 sessions ago, there were 2, 2-year schools in the southern part of the state which were ahead of the 2 in the northern portion.. They were up and running had their infrastructure developed; the northern schools have some catching up to do -- Boards are composed of realistic people who will deal with that -- the amendments should not stifle the process.

Representative Monson: Where did the 2 colleges end this time?

Senator Grindberg: Can provide copies of Workforce revenues by institutions (a copy is attached and will be distributed to members). There has been some discussion where by the Task Force The model was for 4 years -- this is the 2nd year -- need to look at successes. The model in Iowa is successful, it is essential that we not lose the private sector support. With the House replacement -- the 350 thousand should follow to Department of Commerce from SB2003. Mutual language regarding the Workforce and legislative council study there. Section 17 -- of the Department of Commerce bill stresses private efforts. He read the section regarding private efforts.

Senator Holmberg asked OMB for some clarification on the 423,200 appropriations.

Celeste Kubasta, OMB Analyst: Governor Schafer's budget had info tech language similar to SB2020-- tech ed program-- didn't specify ExplorNet -- delivery costs up to 590 thousand. It remained in Hoeven's budget -- with the ITD to determine source.

Joe Morrisette, Legislative Council Staff Analyst: That line not changed in ITD -- House version moved it, reduced it and placed in vocational education.

Senator Holmberg: Timeline -- occurred while ITD in interim process --- ExplorNet was in Schafer's budget in September-- Schafer was impressed enough to designate to entity --- while looking for grants, House best interest --- 1 entity.

Representative Gulleason: Lots of discussion in the House -- sub section felt no need to specify -- all feel ExplorNet is valuable process --doesn't need change --- dollars are appropriate -- individual schools should be allowed to use whichever source they deem appropriate -- bill vocational education for reimbursement. This is not to set a prescient -- always specifying vendors and so stated when it came out of the subcommittee. The full House committee overturned that recommendation.

Representative Monson: It was pretty close --- vote was 11-9. Thought was, why drop 590 thousand ExplorNet budget -- without ExplorNet coming to testify and actually requesting the money -- the money wouldn't have been there. Majority felt it necessary legislative intent that dollars be given to ExplorNet. Debatable whether to designate name of private business -- ' all bad.

Senator Holmberg: Language regarding designation to certain entities by other agencies

Celeste Kubasta: Not to my knowledge. Governor/OMB best plan was to have ITD make the final call.

Senator Holmberg: Perhaps we should have a copy of the House minutes, discussions?

Senator Lindaas: When was ExplorNet inserted?

Representative Gulleason: Alternative amendment -- the subsection of House Appropriation didn't have it in, the full House Appropriations Committee inserted the section.

Senator Holmberg: View other 5013C organizations?

Representative Monson: Some members felt we should be bolder than this --- not just a footnote compromise. Perhaps this conference committee would consider an additional amendment by Wanzek and Politest -- putting in training for adult farm management and marketing courses --- did attempt that amendment in the subcommittee -- but it was a bigger change than what we wanted. I do have the amendment --- if you'd like to consider, rule on it.. It has their hand written intent: saying it has to be for existing and programs that the Board deems appropriate.. Being flexible as seen fit.

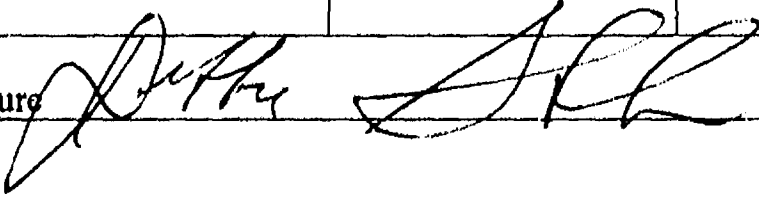
Senator Holmberg closed the meeting; to be continued at the call of the schedulers.

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2020

Senate Appropriations Conference Committee

Hearing Date April 17, 2001

Tape Number	Side A	Side B	Meter #
5	X		0.0-33.5
Committee Clerk Signature 			

Minutes:

SENATOR HOLMBERG opened the conference committee on SB2020, Vocational Educational Technology. SENATORS HOLMBERG, GRINDBERG, LINDAAS, REPRESENTATIVES MONSON, WENTZ, GULLESON, were present in the conference committee. The committee members we've had a number of issues that have come before the committee, would like to walk through them and perhaps see if there are some areas that we can decide as a committee. This job is not going to worry about or if there is something that we can additional information or additional input on. I am referring to the amendment, the House amendment. I guess I should've said first of all additional information, we've asked for some additional information. We asked the staff for one thing to take a look at 5013C or other private nonprofit that had received appropriations this session. The council as they always did gave me a beautiful listing of those items and they included Prairie Public Television. What else did they include Jill?

Some of the examples that I found were the Lewis and Clark Foundation in Washburn, the Plains Art Museum grant, Cowboy Hall of Fame in Medora. Those are the examples that I can recall off

hand. SENATOR HOLMBERG I think there was one more wasn't there. Anyway, we will have that list and you can add it to your documentation. So there were a few, a number, however, you want to characterize it depending upon where you are on the issue. 5013C is the type of organization that did receive some money this, either have or will potentially receiving money this biennium. The other items have to do I guess with the 75% requirements that the Senate had put in the bill that the House removed. Is there any discussion or any feeling on the part of the committee that the Senate was going in the right direction? I think you all understand what the, where the Senate was going on this. SENATOR GRINDBERG: I would like to walk through this spreadsheet. I don't know if we did that or if its been handed out at the. SENATOR HOLMBERG: Oh, the spreadsheet that came out. SENATOR GRINDBERG: The spreadsheet that has the analysis that was conducted by the council in January. I think it kind of just draws the conclusions on some of the things that I tried to describe in the last meeting. If everybody has a copy I'll just. SENATOR HOLMBERG: It was the one that was delivered to your desk today. I am sure you all have them. SENATOR GRINDGERG: Drawing your attention that you see on that left hand column there are four sources of income or various for two year colleges are focused on. One is the revenue they receive from training, two is the regional funds, three is the institutional funds which are smaller amounts in comparison for instances to the in kind support based on the tax force report that overtime will be weaned out and the general fund regional funds in training revenue, if I understand correctly, will be the three solid legs of the stool for this effort, and the general fund appropriations. I ask you draw your attention, to the regional funds category and move across to the right. Start where it says " original budget based on requests of the appropriations may be seeded \$125,000, \$120,000, and then the revised budgets based on actual appropriations. These are numbers that are changing without us in the general

fund but based on, if I am understanding correctly, the decisions locally and what, and how much money they want to raise or should raise pursuant to their business plan. So if you move across, you see the revised budget line, as of 6/30/00 you can see for example State College of Science has adjusted it from \$465,000 to \$150,000. And I believe that ability is regionally and local to have that ability to adjust their with their budgets. Any move across, needs to the actual, this is what was reported through December 31, starting with the \$85,400 at Bismarck State College has raised or pledged from interpreting the numbers correctly. Of their goal of \$145,000 for that year, they themselves have determined as there goal 58.9% on the State College of Science, \$80,000 of the \$150,000, 53.3%, Lake Region their goal of \$111,350 they raised 29%, and Williston as of this date has raised zero to their goal of \$50,000. I draw that to everyone's attention as I understand it they do have a question ability to accept their regional funds. What we would like to see happen is they keep focused on raising that portion of, what they need to operate in the future. SENATOR LINDAAS: Mr. Chairman, do you have an explanation with us why Williston is at? SENATOR GRINDBERG: I never spent the time with Council or Voc Ed to find out what was going on there. I just saw the comparison. SENATOR HOLMBERG: Celeste has a little bit of information for us. CELESTE: OMB. I believe the individual in that position was only there for a short period of time and left and so there was a long period of time when no one filled that position. They were kind of slow in getting started. REP. MONSON: Looking at those numbers and not one of them has made 75% of mature . How much time do they have to get that 75% level and what happens if they don't reach that 75% level? SENATOR GRINDBERG: This report is reflective of the first six months of the year and so my guess is those numbers have grown in some category since we've been here in this session. The amendments would allow them, as I understand it, each of the four regions now is in the process

of working with their four regional boards developing there business plan which will be approved in June and submitted to the Board of Higher Education for distribution of the first year of the biennium general fund money. They would have until next actually, January of 2003, the way the amendment has been drafted to make it flow so that the cash flow and operation work that happens until next spring or June a little over a year to accomplish what they determine as their goal. REP. MONSON: And if they don't reach that level 75% by that date what happens? SENATOR GRINDBERG: If they do not reach that level by July 1, 2002 they would have until January 1, 2003 to certify that they have raised that money to be eligible for the second year of distribution of general fund money. REP. MONSON: And if by January 1, 2003 they've only got 60% what happens? SENATOR GRINDBERG: Subsection 3 of the amendment then awards the unexpended funds to the Department of Vocational and Technical Education for grants to the secondary and post secondary voc ed programs for one time expenditures. REP. MONSON: They would not get the money if they had reached 75% of their self stated goal? SENATOR GRINDBERG: Then they are inadvertently out of business and in a training that maybe was started even though. Maybe they were doing a awful good job with what they had started that they didn't raise that money then the program ends and the money is redistributed to the other places? SENATOR HOLMBERG: Yes, during this particular or that particular biennium it would go there. But one of the philosophical underpinnings of this entire program is a partnership between all of these folks. The regional funds, institutional, state money, and when we look at these regional funds one of the things that struck many of us was obviously the one region where they had raised no money and there might be some reasons for that, but I would, you can make the argument, perhaps they would've been a little quicker in getting the job done if they knew that if they didn't reach at least a stated percentage of their money, they wouldn't get

the state money either. So its what we're seeing here on the way the program is developing over time is that they are not relying on that one leg of that stool being of regional funds that is part of the program. When we have some regions that are doing a much better job of doing it, you know, 58-59%, going down to typically 26%-0%, what kind of incentive can we offer for, what kind of incentives or sticks can we have in the law that would encourage them to do, or try to obtain the goals they set. REP. MONSON: This is still a relatively new program at least the role that the four colleges have undertaken. I appreciate what Senator Grindberg is attempting to do with that amendment. I understand that it is flexible and I accept it. Maybe they need a stick, but I think maybe a stick to them to switch is just a little bit to severe, possibly just a fact that it was put in to this bill and they know this is something that we were thinking about and talking about may make them think, we, we'd better take this more seriously and perhaps set more realistic goals and perhaps we'd better do a better job of trying to raise that money. But, when you get things beyond your control like which is evidently what has happened in Williston where the person quit, they went for awhile without, maybe they didn't try very hard to hire someone, or maybe there was just no one to hire with those qualifications. I am at the point where I don't blame, I'm not quite ready to support doing that 75% in this time. I think its got some merit and I think that maybe the fact that is was proposed and put in here maybe is sending a message, but I guess myself, I am still a little reluctant to go to that step right now until they've gotten into this program a little more. SENATOR HL MBERG: You mentioned that you weren't prepared to going that 75% at this time. Were you prepared to go some other percent at this time? REP. WENTZ: I tend to agree with Rep. Monson. I don't think that we can justify combining the level of spending. Or any private pressure at the point of the program. We haven't had

There is always a state of flux on one credit agency to the other. I would guess that probably has something to do with the Not reach to support the percentage. SENATOR

HOLMBERG: Lets go on to some other areas then. Another area of difference was the study, any opposition to that? SENATOR HOLMBERG: And then we will go on to the other issue I

believe that has created strictly are have some difference of opinion. SENATOR GRINDBERG:

I am wondering if the committee would be interested in looking at further amending this study.

Looking at the verbage that was added in the House for the training development and we could

bear with me to read it; council shall consider studying the various work force training and

development programs administered by the agencies of the state and the capabilities desired in

consolidating a single agency for funding and admittance of these programs. And then it

mentions those agencies, starting part of that process. I am wondering what the appetite would be

just to maybe further amend to include some language that would also include the study of

efforts to recruit and retain our work force. Look at the issues of underemployment particularly

to this, examine a cart work force program. And as I look at the varied work force training that is

being looked at, we're trying to accomplish in the House version is where to house those. I 'd

like to see us go another step forward and look at the exact particulars of our, that would make

for a good Interim on the process of Legislature to understand more in depth. Continuing on then

maybe we have the opportunity to look at engaging an Interim study that looks at the information

and the end results of the new economy that is will be formalized into and that is what we did in

Congress. A study resolution I think that are very close and we could meld them together to kind

of. And I will make copies of them. (See attached copy) SENATOR HOLMBERG: Those of you

I know and I know Rep. Wentz your not on that committee on job service, but also on job service

there is a desire it appears on the part of Legislators to better understand various work force

programs that we have and how they all fit into the big picture. So this is the second time today that we dealt with this issue. And you are looking specifically at Section 17, this is already in the Commerce Department bill. SENATOR GRINDBERG: The language was added in the Senate version of Commerce budget bill SB 2019. The House government operations divisions removed this section. REP. MONSON: Removed Section what. SENATOR HOLMBERG: Removed Section 17. REP. WENTZ: Section 17 has been removed from the other bill. SENATOR HOLMBERG: Yes. SENATOR GRINDBERG: This fits here in a sense and its not needed in 2019. REP. WENTZ: What was the reason to delete it in 2019? SENATOR GRINDBERG: It is hard for me to answer exactly, but the House Subcommittee did. There description of what they did to SB2019 was to scratch everything and go from ground zero. I am jestimating that they decided not to put 8-010 ectera back into it. We will look into it. SENATOR HOLMBERG: Additional discussion and commentary on Section 17? REP. GULLESON: I think it really is a very compatible piece because of the word really just hits our toe into water regarding more support training and we still have a number of initiatives and it probably be a good time now just to step back a peace and start looking at how there working and how the people who on a local level are, feel that they are working or that they need to be tweaked a bit or whatever, right to make some modern realm. Then be allowed to provide a logical companion piece. REP. MONSON: I see nothing wrong with this either. I don't like to find out from our colleagues and some on 2019 what there reaction known was and we could find that out and work all these budgets together on all these bills, we basically make it a bit cumbersome and as long a process because at first glance I see that the House bill and with this it immediately fits well, but I would like to find out what the problem was in 2019 and why it is still there. SENATOR HOLMBERG: It is unusual when we have a, that would be good information for you to bring back because it is

unusual when we have an area that clearly comes from the conferees that I've worked with on these work force bills that there is a lack of understanding and it would seem to make sense that even if we don't do all of the things that this session is trying to do in that area at least we understand what is there. So, if you could bring back that information to us that would be helpful to the process and help us understand where we are going to end up on this particular bill.

Anything else in this area of the bill? Is there anything new or compellingly different information that anyone has brought to us here today on the other question which had to do with the \$422,300 that was placed in this budget. We had a rendition yesterday of the ancestry of that money as it were and now we have it before us with the amendments that we understand. We're not unanimous in the House but that doesn't mean a lot. We have to try and resolve the differences between the two bodies and come out with something that can pass in both House when we are all done. You've also understand that, I think we had a pretty good rendition of through discussion yesterday or documents that I believe we have all received from some folks. We will not pass that out at this time. It is hidden in there, 1344. SENATOR GRINDBERG: I would like before we pass the handout, and I would like to slowly pass or until we could wait for the fate of 2003 and the workforce training issues. To decide what happens there. (ExploreNet) attached.

REP. GULIELSON: I guess a couple of thoughts on this is. The future might be as I understand it a misunderstanding that if the specific language isn't put in there that it designates ExploreNet that those dollars won't be spent for Net project and that's not my understanding at. My understanding is that those schools that are working with ExploreNet and new ones coming on, it is assumed that they will be working with them. It will just be the Dickinson and how those dollars are distributed. If you funded a physical vocational dollars, you put the dollars right into there program those local centers would have the ability to contract with ExploreNet, provide the

ExplorNet, provide the training, receive the computers, implement it into their schools, and then basically voucher to I am assuming, voucher to the state vocational state board to receive reimbursement for that in pay, ExplorNet through that. It would not be that this bill services would not be utilized or that company would be utilized, it just would be a different approach than getting the dollars directly through ExplorNet and having them be the agency, the fiscal agency for those dollars. I don't think that is the question of will those dollars come into the state to be used for this program. I think that is probably a given, the \$422,300 will be used for that program. SENATOR LINDAAS: You've provided us with a sort of list of other entities that are in 5013C category. It's somewhat obvious to me and maybe I am not clear on this whole issue here, but, for instance if Prairie Public Television, Lewis and Clark and so on, all have budget directors that come under the legislative oversight and are accountable to a certain degree to the legislature. If these moneys are gone, moved into the VocTech Ed budget, they would come under legislative oversight, although somebody indirectly. But we would have some idea of how the funds are dispersed I guess that is the best way that I can put it. I hope I am being somewhat clear on that. SENATOR HOLMBERG: The money that goes to these other groups, what is the history of how that is tracked, monitored, etc, by the state? JOE: In the case of Prairie Public or the grant to the Lewis and Clark Foundation. If the appropriations is made to a specific state agency as part of their grant line item and there responsible for distributing the grants unless there is language added requiring some followup or monitoring of the non-profits activities and how that funding is to be used. I guess I am not aware of any subsequent reporting that takes place regarding how it is administered. I don't know if I am answering your question or not. SENATOR HOLMBERG: Joe, I think you are, what your saying is that if. That would be a little different because thats not filed, some say our dues that go to NCSL, they go to NCSL and they

bond, the \$15,000 that Representative Monson fought for and went to Pembina County to pay for that cemetery and that was on the bill too, as you know. That money is gone. There is no follow up on the part of the state on that. What your suggesting here is that if we give Prairie Public \$1.2 million to build towers in a grant in some budget, the money is gone. It goes to Prairie Public and that is it. In this particular case, following that logic then, its the money and I am not trying to put a sinister spin on this, I just think that the money would go. JOE: That is correct, unless there is some follow up, some language from the bill that would require some follow up and I am not aware of that being the case in any of the grants that we talked about. SENATOR LINDA'S: Okay, what I was kind of getting at is that there would be some accountability as to where the money goes and I. The Prairie Public, Lewis and Clark, upon our entities within this state whom we recognize their Board of Directors and there is a certain amount of accountability even if it maybe self honoring code because they come before Appropriations. They kind of tell what were going to do, where were going to put the money, what we need and so on and so forth. I guess that is my point on this. With the ExplorNet, I am not sure that it takes place and I don't suggest here there is anything sinister or dishonest or anything about it, but its nice to see that you don't loose touch with the accountability concerns that you might have. SENATOR HOLMBERG: One could suggest that in the process of an ongoing go nonprofit, the expectation would be that they would be around for the next biennial cycle and clearly one of the roles of the Appropriations Committee would be to ferret it out that information before they would write another check.

Meeting adjourned.

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2020

Senate Appropriations Committee

☒ Conference Committee

Hearing Date April 18, 2001

Tape Number	Side A	Side B	Meter #
Tape # 3		x	25.0 - 27.0
Committee Clerk Signature <i>Jonnie Pitsch</i>			

Minutes:

Senator Holmberg, Chair of the SB2020 Conference Committee (State Board for Vocational and Technical Education), called the meeting to order at 4:30 pm, on Wednesday, April 18th in the Harvest Room.

Roll call: Senator Holmberg, Chair; Senator Grindberg; Senator Lindaas; Representative Monson; Representative Wentz; and Representative Gulleson responded. All members present.

Senator Holmberg: Anything new to come before the committee? If not, we need to continue to visit, think about the Senate/House differences the ExplorNet -- reference/not to reference entities.

There being no further business at this time, Committee stands recessed; to be called together again at a time so designated by the schedulers..

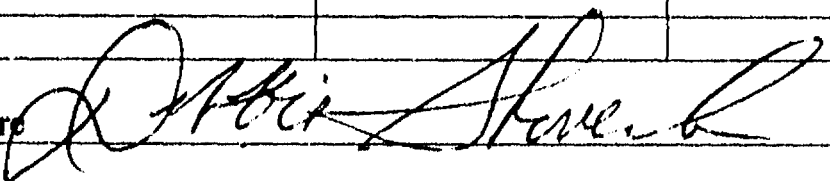
2001 SENATE CONFERENCE COMMITTEE MINUTES

BILL/RESOLUTION NO, SB 2020

Senate Appropriations Committee

☒ Conference Committee

Hearing Date April 19, 2001

Tape Number	Side A	Side B	Meter #
4	X		3.0-38.4
Committee Clerk Signature 			

Minutes:

Senator Holmberg called to order the fourth conference committee on SB 2020. All members were present.

Senator Holmberg: We will have discussion in the area of differences and try to understand. As HB 1344 passed the Senate this afternoon the funding that was in there for bonuses, etc., included vocational technical people. Originally \$395,000 was taken out this budget in the Governor's budget because the money was going to come back schools. Does this wash as it apssed the Senate, is vocation technical education going to get back \$395,000 plus change.

Joe Morrisette, Legislative Council, I haven't had time to analyse that, there is some allowance for teachers in vocational education units. The definition of teacher was more narrowly defined in 1344 as it passed, so it may be a lower number that what was used as the bases of taking out the \$394,000. I would have to do some calculations.

Senator Holmberg: I could think the committee members would want to know to make sure that if a bill like the Senate passed today, and vocational education was shorted \$50,000, we want to make sure we recognize that and try to do something about it. Is that kind of the sense of the committee if we want to make sure that money that was taken out of the budget comes back to them either through teacher salaries or putting the money back in here.

Representative Monson: Not sure what line item you are referring to here.

Senator Holmberg: Joe do you want to talk about the money that was taken out in the Hoeven budget, refresh our memory on that.

Jo Morrisettee: The amount that was removed from the Schafer Budget to arrive at the House version was \$394,377, that was a reduction to the grant line item in this bill and that was to reflect the teacher compensation payments at the Hoeven proposal of \$5,500 per teacher for the biennium based on that definition of teacher as it was proposed in the Hoeven recommendation.

Senator Holmberg: We want to make sure that the legislature address the issue of whether or not money was taken out and spent in another area they are not going to get back, that is one of the issues will cause this conference committee probably to not finish today. Another issue that we have disucussed and perhaps we can see if this is going to remain an issue that we cannot resolve a this time or perhaps can look at some resolution or movement on various peoples part. That has to do with the distribution of the work force training grants that 75% amount of money that had to raised. I believe we all got our last meeting a document which shows the amount that actually was raised for a specific time, Budgeted and Actual Workforce Training worksheet, information on both sides, 19512 in the upper left hand corner. I would ask you if you had questions or any further comments on that, any additional information that you might feel you

need, otherwise if you want to just discuss if there is any room for movement on both sides on this particular issue.

Senator Grindberg: I met with the chairman of Work Force Training task force, that group of some 30 members and a couple of members on that task force were in town the other day for the new economy initiative and we had some time to reflect this issue. A couple of things were reinforced in my mind by the Chairman that the goal obviously was for all four of these quadrants to be successful. The Chairman said one of the strategies or the goals to have these models become successful and look at having future funds requests. When we look at the four legs to the stool, it is in the report about support from the campus, evident that regional funds are part of this plan for the long term and not the four year phase started last session. The general discussion was that neither one of those individuals had a problem with it and felt that 50% was more of a number than 75%.

Representative Guleson: Do you feel with all the recent discussions on running this that there is a need for continued leverage in that area, you didn't get a sense that those goals need to be met or it will have an affect on future funding in this area.

Senator Grindberg: The message has been sent. But no one has communicated with me since we have adopted these amendments that we hear you, we are working hard on this, here is our updated information. I do know there are concerns out there in a couple of the quadrants. I spend six months on this task force that I don't believe what we are doing is hamstringing by any way. What if the Board did not want to raise any money, well then they met the requirement, probably won't sell very well in the next session but they do have that ability. Obviously there would be ramifications of that, not only with the University System and how they are expected to operate

but as well, they do have that option if they wanted to chose that. My point is they have the flexibility to set whatever.

Representative Monson: There has been disucssion on information we go from the President, at Williston University. It was kind of there understanding that perhaps this gifting money that they are asked to go out and get would may be phased out down the road instead of phasing out the general fund support, I guess what I was reading that they were indicating the part that would be phased out was this money they are expected to raise in this manner. That seems to be a lot different that the point Senator Grindberg what you are just reporting here.

Senator Holmberg: Senator Grindberg, you are not only speaking on the standpoint that is going on now but from the model that this whole program put together passed upon a contribution from private sector and private contribution raised at that regional level.

Senator Grindberg: That is correct and it was echoed load and clear from the Chairman of that group that this model, as it was adopted from the model that is very successful in Iowa, is continually involving private sector for financial support. The case and point of the amendment it is bringing this back to focus where it needs to be.

Representative Monson: You are saying that these community dollars/gifts, however they raisee them, are suppose to continue for ever and ever and that is an integral part?

Senator Grindberg: Yes, that is what was expressed to me from the chairman of this group, the private sector is a important part of this process and that some day the general fund could possibly be reduced and private local funds and fees for service would sustain this effort.

Representaive Monson: The fee service that was definitely brought up and makes sense, but when you start talking about private dollars from foundations and so on that would put money in, are these the private funds you are looking at or are you actually looking at businesses

contributing out of the good of their heart whether they are getting fees or services provide, is that the kind of donation you are thinking will come in.

Senator Grindberg: All of the above. The model that was developed and followed in Iowa it was a lot of private support and that takes work, that takes focus and a service that why would a company only pay for training but also support the local community college in its endeavors. We have adopted it as a regional fund and so it would include all of the above, the foundation, gifted dollars as part of a regional effort. It is going on in the southwest region which is going through there local sales tax fund. In this regional it is a combination of sales tax money raised, a portion for economic development and they have approached that entity for a portion and then there is a group in Dickinson which represents this region, manufactures round tables, to support work force training in this region.

Representative Wentz: That may have been a good idea when they set up this work force training but it hasn't as we can see from looking worked out at least in two of the areas, two of them came close to the 50%, one did exceed 50% slightly but two of the areas were below and one had a zero, but would have something to report in that area now. Those areas are more rural in nature than Fargo and Bismarck and are naturally going to have a harder time with access to the business and corporations. The emphasis I think needs to be on the training and if we put this mandate on them to raise so much in local funds it takes their energy and manpower away from providing the training or making arrangements to provide the training, more in fund raising. The rural regions that make up such a large part of those two areas or quadrants don't get the services that they should get from the three year schools. The private sector they are finding in these two regions is willing to pay for the training but it is hard to get them to contribute this for the operation in the day to day costs of administration. The sales tax is for economic development.

In Minot the money we get from the sales tax is for economic development is all depleted now and we are having to look at other sources of revenue to give us some money in that pot, and there isn't anything there to give to work force training needs or purposes. Whatever the plan was when we started this up, I think that we need more time to put it in place in ND and I think we need to aware of the fact that we have some vary rural regions in our state that might need a little more time and more help or maybe perhaps we will never be able to wean them off of state dollars, but that doesn't mean that the program itself isn't worthwhile enough that it deserves to have some general fund dollars. I would really not like to see us put any kind of a percent on there.

Senator Holmberg: Do you see one of the variables that may make a difference in these four regions if we look at them in descending order or the percentage of money they were able to raise, you find that closer the institution is to the largest urban center, the more successful they are, you have Bismarck in Bismarck, you have Wahpeton quite close to Fargo and really part of that same economic engine down there, then you get to the Lake Region which is 90 miles from Grand Forks where the population bulk is, then you get to Williston which is 125 from Minot, do you see that as a factor that complicates this issue or would you dismiss that is not a factor?

Representative Wentz: I would not dismiss it as a factor, I don't know, it would appears as if does have some affect on this I don't know how we would change that arrangement at this point.

Senator Grindberg: This discussion is not about how much money can be raised, because I don't believe this is a mandate, they set their level and we just say you raise 50%, it really boils down to philosophical discussion of whether or not they need to stay focused. And in my opinion we are not staying focused. Some of the debate when we set this up was about whether there is four regions or two regions. Maybe go to the two regions to raise the money. It is not a mandate, if

that region A, wants to raise \$10,000, put \$5,000 in the bank or give pledges, you have met the requirement. Too many cases where they are losing their focus, and this is going in that direction.

Representative Wentz: It is too soon to say that they have lost their focus if they are going in the direction of losing their focus. We barely have it up and running

Representative Monson: If they say our goal is going to be zero or some low number, is that a focus. If they are focused to go out and get gifts and raise money, or is there focus to actually provide training. If I thought their focus was to provide training, and if they get fees for services rendered, that should be all they need to do. If goals are set for whatever, that doesn't put any focus on this or any purpose.

Senator Grindberg: There are loopholes and if we want to tighten it, we can further amend.

Representative Monson: Isn't the focus to be to train workers and collect fees and not go out and beg for money from foundations. If foundations want to come forth and say this is a worthy project, that's fine, but to spend valuable training time or manpower to go out and try to hit these same groups of people over and over again for another donation year after year, why don't the ones that are getting the benefits from this, the ones that are getting their workers trained pay the fees for what they are getting. Focus should be on trying to train people and not worrying about all the other fundraising.

Senator Grinberg: That is what they bought into, and we all support it as a task force, raising money regionally was part of this, and training is the first priority, the main support needs to come from business and industry, and they are not doing it, including my region.

Representative Wentz: I don't know what they bought off on, but I didn't and I am not going to.

Celeste Kubasta, OMB, at the last meeting I think everybody received a copy of a letter from ExplorNet and I also requested a copy of the budget proposal that you had gotten previously and wanted to look at it a little bit further, the committee didn't ask me to, but I will bring you up to date on what I have done. We talked to North Carolina and they indicate that they are very happy with ExplorNet and what is going on. They do provide this grant directly to the 5013C corporation is a nonprofit and they feel that's appropriate. They have been at \$2 ½ million and that is part of a continuing appropriation or continuing resolution. In North Carolina they have certain items in their budget that are continually passed. However, North Carolina is in dire budget straits right now and just had to reduce those items. At this point they are taking ExplorNet off of the continuation and putting it into what they call a expansion budget and that means that if additional revenues become available then ExplorNet would be funded by North Carolina, otherwise it will not receive that funding. I have asked for their audit financial statements to see what the corporations big picture for future impact. The state of Arkansas, the budget has been recently passed but I have been unable to get this. They talked about the \$350,000 for operation program and curricular expenses and a separate equipment grant for participating schools. The could be equivalent to the grant that is in the ExplorNet budget, I'm not sure about the \$80,000 for the first year and the \$120,000 for the second year. I am just analyzing this, do you want me to proceed or other intentions.

Senator Holmberg: It wouldn't hurt if you proceeding and gathered more information or data to evaluate. The study, we had some language that Senator Grindberg brought in the other day on work force development training, a study, was there consensus we could put together that language to make everybody comfortable about a study.

Representative Monson: I was going to check with some of the other people, I don't really see any problem, I will check so we are not duplicating.

Senator Holmberg: Another issue that came forth, adult fund management program. The Senate is very favorably inclined towards supporting something like that. Any discussion points on this issue.

Representative Monson: I did in conversations with leader mention we were looking at doing that and there was no problem, nothing negative.

Representative Gulleason: Why wasn't that requested in the original budget to either of the Governor's budgets. It seems to be an apparent need.

Senator Holmberg: That is one of those areas, that is one of the arguments some use to suggest that the legislators have a bigger involvement with putting together the budget. It comes to us and we end up having to make tougher decisions, moving money that was in the budget into an area we feel is more important, especially in Human Services. In your book on the presentation we had, the handout page 11, priority summary \$165,000 not requested for adult management in those programs. This is an optional need, identified as useful to the program.

Senator Holmberg: Another issue, resolution of the \$422,300.

Senator Grindberg: I would move that we strike the \$422,300 from the budget, we can't find resolve, maybe find the money somewhere else. Seconded by Senator Lindaas.

Senator Holmberg: I will accept the motion but I think we are not going to do anything with it at this moment because we would like to get more information from Celeste, but an issue we will address in manner.

Meeting recessed until the next meeting. Tape #4, Side A, meter 38.4

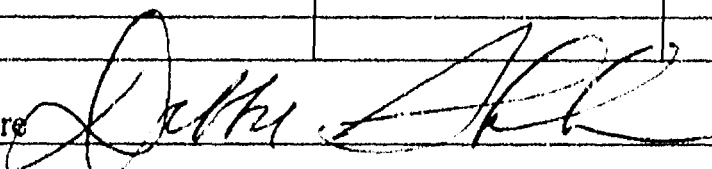
2001 SENATE CONFERENCE COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2020

Senate Appropriations Committee

☒ Conference Committee

Hearing Date April 23, 2001

Tape Number	Side A	Side B	Meter #
2	X		0.0-22.82
Committee Clerk Signature 			

Minutes:

Senator Holmberg called to order the conference committee on SB 2020. Roll call was taken, all committee members present.

Senator Holmberg: We have met a few times, the last meeting we stopped after a motion had been made and seconded regarding the \$422,300. The various people who have been involved with IT programming with the State Board for vocation/technical education and ExplorNet. They have a partnership agreement they are signing or have signed and we would like the two entities to give us a brief synopsis of it. There is one sentence of the agreement that may or may not be in the final agreement, not a big issue for us. The last sentence is in question, we will pass it out with that understanding (attached).

Rebecca: We have had a lot of discussion with the programs that currently exist and any new programs that would be developed under the contract. Because we are non profit we have had conversations intellectual property rights to the programs and how to be distributed outside of the

state. We have worked that out, there is a line item that talks about the state never having to pay those programs because state dollars were used in the state of North Dakota but also gives us the freedom to take them to other states should we want to do that. The \$168,300 would come to ExplorNet directly for administrative uses, the \$254,000 (last budget submitted the \$422,000) will be disbursed by the State Board for Technical Education in connection with ExplorNet, will apply on behalf of the schools for grant funds. Before this is done, the State Board will certify the teacher and the program that it qualifies under their requirements. We have a list of programs where we expect that the money go towards, share the paper work, work together creating new programs and involving ND teachers in being on those curriculum teams, evaluation teams. We have talked a lot about IT advisory board. One is to look at the membership and more from smaller schools/businesses. We have setup leadership meetings for a minimum of every other month but probably more frequently. We will both agree to the new courses so no one entity is bringing in course independently. Last line or sentence, is progress reporting. We have offered to do quarterly progress reports and quarterly financial expenditures reports, something we don't do with any other items or we haven't asked for. We have laid out a very solid budget and committed to follow and would do annual reports for interim type reporting, area we need to work out.

Wayne: How the funds will be disbursed, that follows the same procedures we use now in schools with annual plan process, this works well for us. Using ND instructors for curriculum development was important to us and need those types of things as well as ExplorNet interest in doing this. The last line administrative expenditures progress reports, if you want to strike that, not a concern of ours.

Senator Holmberg: A question, if problems arise from ExplorNet, one of you can always request to be on the agenda of the budget section that meets four times a year to get further guidance from us because it is made up of appropriation people.

Wayne: The last sentence is the only concern as they don't do it with others, just administrative expense, progress reports are find. Just strike out administrative expense.

Senator Lindaas: Quarterly, is there an annual report or a biennium report with regards to expenditures for ExplorNet or is that some place else or automatic.

Representative Monson: It is on the front page, fifth one from the bottom. I think that pretty much covers the annual.

Wayne: The line on annual plans, annual plans are our terms of what we use for the schools when they submit a claim to us for a particular program. These annual plans do not reflect administratively, but what progress as far as the number of schools that are involved with ExplorNet.

Representative Monson: I was thinking including fund distribution for funding portion of it. They are going to have a face to face leadership meeting every other month or more often, should answer these questions.

Senator Holmberg: When bill came over, written into it there was none of the reporting but a line item that \$422,300. One concern because it was state general fund dollars being spent for the schools on programs for kids, that there were certain accountability concerns they felt important in the package. That is what this agreement is to do.

Senator Grindberg: I will withdraw my previous motion made last Friday; Senator Lindaas made a second to the withdraw.

Senator Holmberg: We have four other issues: Language regarding study resolution, regional funds at 75%, adult fund management, and the grants to schools \$394,377 to pay for teacher salaries. Since the Senate passed the bill about \$65,000 have disappeared in the teacher payments. When we get a closure on that, then we have to make the determination did that money appear there, the vocation grant money come back to vocational programs or did it disappear, and policy, should we allow that to happen, for that money to disappear. Looking at study resolution language, we had some other language folks looked at, can we discuss this.

Representative Monson: We have not talked to them, not a controversial issue.

Senator Grindberg: Section 17, Senate version of commerce, SB 2019, I would propose we add the following language to the version in SB 2020, that the legislative council shall consider studying, workforce development program in the state including efforts to recruit and retain the work force under employment in skill shortages, current work force training efforts, the involvement of the new economy initiative goals and strategies and the work force 2000 and new jobs training programs and the appropriate agency to administer those two programs. Rationale of the Senate Appropriations was creation of Dept. Commerce, the division of work force development, looking at the current effort to train the work force issues that are challenging our businesses availability of work. The issue of two programs currently being administered through Job Service. Jim Hirsh who ran these two programs has moved and taken the appointment to work force development under the Dept. Of Commerce, the practicality should be looked at housing all that in one entity for work force programs.

Representative Monson: Are you on the conference committee for SB 2019, discussion on why it was taken out?

Senator Grindberg: Yes I was chair on that committee we concluded our work on Friday and our earlier meetings we did a spreadsheet where the differences were and the fact that I was on this committee I recommended to the House that we just ignore discussing putting that back in because it was in this budget and good sense to see if we could merge the two together.

Representative Monson: They had no problems with that, I do not see any problem with it.

Representative Gullerson: My question is, are you incorporating that into the language under Section 4 or is it another paragraph that you just read to us.

Senator Grindberg: Not sure if we need a new section or just combine the two.

Joe Morrisette: If it is the intent to combine the study that would have dealt with the various agencies as SB 2020 left the House, and combine that with the language proposed by Senator Grindberg, we can incorporate that into one section.

Senator Holmberg: Joe I have a question regarding the agreement, how on the \$422,000, there would have to be some language adjustment and if nothing else the footnotes that appear in the bill in order to make that work, is that your understanding?

Joe Morrisette: I don't think that would be the case. The language in the bill that left the House is that the grant would go to a nonprofit private entity to provide assistance to schools and information technology technical education program development. That is the only item on the face of the bill that footnote and the purpose of amendment says that it would go to ExplorNet.

Senator Holmberg: The 75% regional funds, is there some common ground that we can find today so that Joe can do amendments if there are changes, suggestions.

Senator Grindberg: I would be willing to go 50% on the amendment as proposed, maybe this issue is contingent on HB 1344, get a handle on the differences of philosophy between the House and the Senate on this issue on these four regions and not to change the direction, as this issue is

also in SB 2003. If we don't want to change things now is vocational education why change things in SB 2003 and move it all to the Department of Commerce. Maybe we should wait to further pull together as far as philosophies go.

Senator Holmberg: Other issues to wait on. Recommend we wait for our next meeting.

Representative Monson: What was your take on SB 2003, Representative Wentz.

Respective Wentz: We have not reached an agreement on any of these issues that separate us. It is going to be a few days and this issue in SB2003 will be one of the last resolved.

Senator Grindberg: The process needs to be worked out. From my prospective what we are trying to do with all these work force things is to put them in one area, and obviously we have difference in certain areas but I think we need to see how things play out.

Senator Holmberg: Summarize, and by consensus it is okay to do work force study; going to put in the \$50,000 for adult management; what is left is the 75% and then missing \$65,000 needs to be resolved.

Hearing Adjourned. Tape #2, Side A, meter 22.82

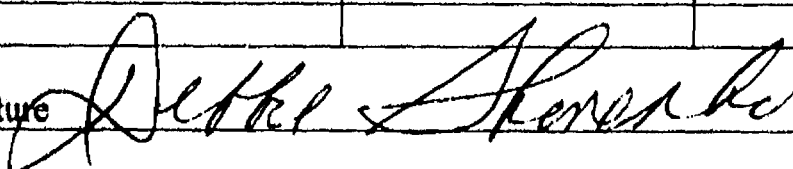
2001 SENATE CONFERENCE COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2020

Senate Appropriations Committee

☐ Conference Committee

Hearing Date April 27, 2001

Tape Number	Side A	Side B	Meter #
2	X		0.0-7.3
Committee Clerk Signature 			

Minutes:

Senator Holmberg called to order the conference committee on SB 2020. Role call taken, all members present.

Senator Holmberg: I have asked Joe from Legislative Council to prepare amendments on the concepts but they are not ready and we will have schedule another meeting. The amendments are on basic concepts, the language study resolution from the Department of Commerce references \$420,300; leave the footnote or add a sentence per the partnership agreement; adding \$50,000 to adult management; leaves the language, tweaks the language on division workforce development; the 75% regional funds, the section rewritten stating that next biennium this would go to 50% level to continue funding; the four sites concept should be doing more fund raising and to report to the budget committee Summer of 2002 on goals for this fund raising. Business plan to be filed annually with workforce development.

Representative Wentz: Filing the reports with work force development, is this to Higher Ed?

Page 2

Senate Appropriations Committee

Bill/Resolution Number SB 2020

Hearing Date April 27, 2001

Senator Grindberg: No, the Commerce Department, to use this information to assist in efforts for each regional as they prepare their business plan.

Senator Holmberg: When the amendment comes down, we will get another meeting scheduled.

Representative Monson: In my notes there was questions on the \$65,000?

Senator Holmberg: I talked to Wayne Kusler, he would like that but could live without it. Not sure entire package right now on HB1344 which has the funding. Might be less when all is done, we will not know until the bill is passed but won't be forgotten, just passing to the funding bill.

Celeste Kubasta, OMB: The money is taken out of Vocational Education from grants, they have remained even.

Senator Grindberg: The fate of SB 2003 for work force training program, if it sticks \$1.350 million under the House proposal.

Senator Holmberg: More technical at this stage.

Senator Grindberg: But cleaner, there has been a lot of discussion to put everything in one place.

Senator Holmberg: So it is not so controversial. Meeting adjourned.

Tape #2, Side A, meter 7.3.

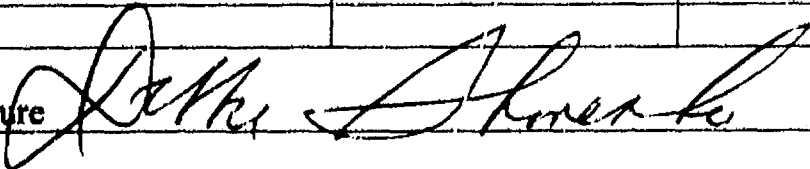
2001 SENATE CONFERENCE COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2020

Senate Appropriations Committee

☐ Conference Committee

Hearing Date April 27, 2001

Tape Number	Side A	Side B	Meter #
2	X		7.3-16.2
Committee Clerk Signature 			

Minutes:

Senator Holmberg called to order the conference committee on SB 2020. Role call taken, all members present.

Senator Holmberg: We are passing out amendments #0313 as we discussed this morning. If you will notice the effective date is not included but will be added in if amendments are approved. Explained additions and that the amendment are if the House receded to their amendments.

Representative Monson: Are these amendments to #0400?

Senator Holmberg: These amendments track #0300 the reengrossed bill, as you are receding to your amendments.

Senator Holmberg: The conference committee changes are on page 3. Section 2, similar to the amendment added by the House; Section 3, references the \$422,300; Section 4, the study expands legislative council workforce training and development activities; Section 5, the regional fund raising with no sanction, requirement is a report.

Page 2

Senate Appropriations Committee

Bill/Resolution Number SB 2020

Hearing Date April 27, 2001

Senator Grindberg: Section 5 does what Section 6 was do and this is not what we talked about this morning. Subsection 3 does not need to be included and subsection 2 applies the 50% the next biennium

Senator Holmberg: If you read the footnote it suggests that.

Allen Knudsen, Legislative Council, That is Subsection 2.

Senator Holmberg: It doesn't say.

Allen Knudsen: The 2nd fiscal year each biennium 50% regional funds.

Senator Grindberg: It would require the 50% for 03-05 biennium, the present biennium 01-03 only a report is required.

Allen Knudsen: Need to add the effective date of 7/1/03.

Senator Holmberg: Section 5, this biennium, and Section 6 other language needed and adding an effective date.

Allen Knudsen: And take Subsection 3 out.

Senator Holmberg: And add the effective date. We are focusing on the components because of the time element.

Representative Monson moves with those changes to amendment #0313, the effective date of 7/1/03 to Section 6 deleting subsection 3. Seconded by Senator Grindberg. The House will recede to the House amendment and further amend. Vote taken, 6 yes, 0 no, 0 absent. Motion carried.

Hearing adjourned, Tape #2, Side A, meter 16.2.

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2020

That the House recede from its amendments as printed on pages 1249 and 1250 of the Senate Journal and pages 1387 and 1388 of the House Journal and that Reengrossed Senate Bill No. 2020 be amended as follows:

Page 1, line 2, after "education" insert "; to provide for a legislative council study; and to create and enact a new section to chapter 52-08 of the North Dakota Century Code, relating to workforce training funds"

Page 1, after line 13, insert:

"Information technology technical education
program development grants 422,300"

Page 1, line 14, replace "525,760" with "575,760"

Page 1, line 17, replace "28,756,397" with "29,228,697"

Page 1, line 19, replace "13,868,655" with "14,340,955"

Page 1, replace lines 20 through 24 with:

**"SECTION 2. WORKFORCE TRAINING AND DEVELOPMENT ACTIVITIES -
DIVISION OF WORKFORCE DEVELOPMENT REPORT TO FIFTY-EIGHTH
LEGISLATIVE ASSEMBLY.** The division of workforce development of the department of commerce shall prepare a report annually on workforce training and development activities of the North Dakota university system, job service North Dakota, department of human services, state board for vocational and technical education, department of commerce, and other workforce partners. The division of workforce development of the department of commerce shall present the reports to the House and Senate appropriations committees of the fifty-eighth legislative assembly.

**SECTION 3. INFORMATION TECHNOLOGY TECHNICAL EDUCATION
PROGRAM DEVELOPMENT GRANTS.** The state board for vocational and technical education shall use the amount appropriated in the line item entitled information technology technical education program development grants in section 1 of this Act to contract with a nonprofit private entity to provide assistance to schools in information technology technical education program development. The funds must be expended in accordance with the April 24, 2001, partnership agreement entered into between the state board for vocational and technical education and explornet.

**SECTION 4. WORKFORCE TRAINING AND DEVELOPMENT -
LEGISLATIVE COUNCIL STUDY.** The legislative council shall consider studying, during the 2001-02 interim, workforce training and development programs in North Dakota, including efforts to recruit and retain North Dakota's workforce, underemployment and skills shortages, current workforce training efforts, and the involvement of the new economy initiative goals and strategies; the work force 2000 and new jobs training programs; and other workforce training and development programs administered by agencies of the state of North Dakota and the feasibility and desirability of consolidating in a single agency the funding and administration of those programs. Agencies to be considered as part of the study include job service North Dakota, the department of economic development and finance, the state board for vocational and technical education, and the North Dakota university system. The

legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

SECTION 5. WORKFORCE TRAINING - REGIONAL FUNDS - REPORT TO BUDGET SECTION. The North Dakota university system shall report during the 2001-02 interim to the budget section of the legislative council regarding the amount of funds raised in each region of the state during the first fiscal year of the biennium and the amount anticipated to be raised prior to June 30, 2003.

SECTION 6. A new section to chapter 52-08 of the North Dakota Century Code is created and enacted as follows:

Workforce training funds - Distribution. Within the limits of legislative appropriations, workforce training funds must be distributed by the state board for vocational and technical education as follows:

1. During the first fiscal year of each biennium, the state board for vocational and technical education shall distribute up to one-half of the total amount appropriated for the biennium. The funds must be divided among the institutions of higher education assigned primary responsibility for workforce training pursuant to business plans approved by the state board of higher education and filed annually with the state board for vocational and technical education and the division of workforce development of the department of commerce.
2. To be eligible to receive state funding for the second fiscal year of each biennium, each institution of higher education assigned primary responsibility for workforce training must provide certification to the workforce development division of the department of commerce that at least fifty percent of the regional funds included in the approved business plan for the biennium have been received, or are pledged to be received, prior to the end of the biennium. These funds may not be distributed to an institution of higher education assigned primary responsibility for workforce training until the workforce development division notifies the state board for vocational and technical education that the institution has met the requirements of this subsection.
3. Any funds appropriated to the state board for vocational and technical education for workforce training which as of January first of the second fiscal year of the biennium are not distributed pursuant to subsections 1 and 2 of this section may be distributed by the state board for vocational and technical education for grants to secondary and postsecondary vocational and technical education programs for equipment, training, or other one-time expenditures."

Page 2, remove lines 1 through 19

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2020 - Vocational Education - Conference Committee Action

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Salaries and wages	\$3,086,412	\$2,946,750		\$2,946,750	\$2,946,750	
Operating expenses	682,906	586,117		586,147	586,147	
Equipment	60,000	60,000		60,000	60,000	

Grants	23,274,665	22,920,288		22,920,288	22,920,288	
Information technology technical education grants			\$422,300	422,300	422,300	
Adult farm management	525,760	525,760	50,000	575,760	525,760	\$50,000
Workforce training	875,000	1,350,000		1,350,000	1,350,000	
Postsecondary education vocational grants	357,452	357,452		357,452	357,452	
Total all funds	\$28,042,195	\$28,756,397	\$472,300	\$29,228,697	\$29,178,697	\$50,000
Less estimated income	<u>14,090,919</u>	<u>14,687,742</u>		<u>14,687,742</u>	<u>14,687,742</u>	
General fund	\$13,851,276	\$13,668,655	\$472,300	\$14,340,955	\$14,290,955	\$50,000
FTE	26.50	28.50	0.00	28.50	28.50	0.00

Dept. 270 - Vocational Education - Detail of Conference Committee Changes

	ADD FUNDING FOR ADULT FARM MANAGEMENT PROGRAMS	ADD FUNDING FOR GRANT TO EXPLORNET ¹	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages			
Operating expenses			
Equipment			
Grants			
Information technology technical education grants		\$422,300	\$422,300
Adult farm management	\$50,000		50,000
Workforce training			
Postsecondary education vocational grants			
Total all funds	\$50,000	\$422,300	\$472,300
Less estimated income			
General fund	\$50,000	\$422,300	\$472,300
FTE	0.00	0.00	0.00

¹ An information technology technical education program development line item of \$422,300 is added for a grant to ExplorNet (a 501(c)(3) nonprofit corporation) for the purpose of providing services to schools to assist in information technology technical education program development.

This amendment adds the following sections:

- Section 2, similar to the section added by the House, requiring an annual report to be prepared on workforce training and development activities and that the annual reports be presented to the House and Senate Appropriations Committees of the 58th Legislative Assembly. References in the House section to the Workforce Development Council are changed to the Division of Workforce Development of the Department of Commerce.
- Section 3, similar to the section added by the House, requiring the \$422,300 added for information technology education grants to be used to provide a grant to a nonprofit private entity for the purpose of providing assistance to schools in information technology program development. A sentence is added to the House section referencing the partnership agreement entered into between the State Board for Vocational and Technical Education and ExplorNet.
- Section 4, which expands the Legislative Council study proposed by the House relating to workforce training and development activities.
- Section 5, which requires a report to the Budget Section during the 2001-02 interim regarding regional funds raised by the institutions assigned primary responsibility for workforce training.
- Section 6, which replaces section 2 of the reengrossed bill and creates a new section to North Dakota Century Code Chapter 52-08, requiring that prior to the distribution of workforce training funds for the second year of a biennium, each workforce training region must certify that at least 50 percent (compared to 75 percent in the Senate version) of the regional funds estimated to be raised during the biennium have been received or are pledged to be received.

Date: 4-27-01

Roll Call Vote #: _____

2001 CONFERENCE COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2020

CONFERENCE COMMITTEE-State Board for Vocational and Technical Education.

Legislative Council Amendment Number

18046.0314



recommends that the

(SENATE/HOUSE)

(ACCEDE to)

(RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) 1249 - 1250



having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

Action Taken

Adopt Amendments

Motion Made By
Senator/Representative

Monson

Seconded By
Senator/Representative

Grindberg

Senators	Yes	No	Representative	Yes	No
Senator Holmberg	✓		Representative Monson	✓	
Senator Grindberg	✓		Representative Wentz	✓	
Senator Lindaas	✓		Representative Gulleeson	✓	

Total

Yes

6

No

0

Absent

0

MOTION

MR. MELTZER MOVED that the House reconsider its action whereby HB 1344 passed, which motion prevailed.

MOTION

MR. MELTZER MOVED to reengross HB 1344 with the Senate Amendments, which motion prevailed.

MOTION

MR. MELTZER MOVED to refer HB 1344 to the House Education Committee, which motion prevailed.

MOTION

MR. MOWBOM MOVED that the House stand in recess until 4:30 p.m., which motion prevailed.

THE HOUSE RECONVENED pursuant to recess taken, with Speaker Bernstein presiding.

REPORT OF CONFERENCE COMMITTEE

HB 2020, as reengrossed: Your conference committee (Sens. Holmberg, Grindberg, Lindas and Reps. Mowbo, Wenz, Grieson) recommends that the HOUSE RECEDE from the House amendments on SJ pages 1249-1250, adopt amendments as follows, and place SB 2020 on the Seventh order:

That the House recede from its amendments as printed on pages 1249 and 1250 of the Senate Journal and pages 1387 and 1388 of the House Journal and that Reengrossed Senate Bill No. 2020 be amended as follows:

Page 1, line 2, after "education" insert "; to provide for a legislative council study; to create and enact a new section to chapter 52-08 of the North Dakota Century Code, relating to workforce training funds; and to provide an effective date"

Page 1, after line 13, insert:

"Information technology technical education program development grants"

422,300"

Page 1, line 14, replace "525,780" with "575,780"

Page 1, line 17, replace "28,756,397" with "29,228,697"

Page 1, line 18, replace "13,868,655" with "14,340,955"

Page 1, replace lines 20 through 24 with:

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programs administered by agencies of the state of North Dakota, and the feasibility and desirability of consolidating in a single agency the funding and administration of those programs. Agencies to be considered as part of the study include job service North Dakota, the department of economic development and finance, the state board for vocational and technical education, and the North Dakota university system. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the fifty-eighth legislative assembly.

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Workforce training funds - Distribution. Within the limits of legislative appropriations, workforce training funds must be distributed by the state board for vocational and technical education as follows:

1. During the first fiscal year of each biennium, the state board for vocational and technical education shall distribute up to one-half of the total amount appropriated for the biennium. The funds must be divided among the institutions of higher education assigned primary responsibility for workforce training pursuant to business plans approved by the state board of higher education and filed annually with the state board for vocational and technical education and the division of workforce development of the department of commerce.

2. To be eligible to receive state funding for the second fiscal year of each biennium, each institution of higher education assigned primary responsibility for workforce training must provide certification to the workforce development division of the department of commerce that at least fifty percent of the regional funds included in the approved business plan for the biennium have been received, or are pledged to be received, prior to the end of the biennium. These funds may not be distributed to an institution of higher education assigned primary responsibility for workforce training until the workforce development division notifies the state board for vocational and technical education that the institution has met the requirements of this subsection.

SECTION 7. EFFECTIVE DATE. Section 6 of this Act becomes effective July 1, 2003.

Page 2, renumber lines 1 through 19

Renumber accordingly.

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2020 - Vocational Education - Conference Committee Action

EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Salaries and wages	\$1,056,412		\$2,944,750	\$2,944,750	
Operating expenses	882,206		594,147	594,147	
Equipment	80,000		80,000	80,000	
Grants	23,274,885		22,920,288	22,920,288	
Information technology		\$422,300		422,300	
Technical education grants	525,780		575,780	525,780	
Administrative expenses	1,150,000		1,250,000	1,250,000	
Postsecondary education	357,452		357,452	357,452	
Vocational grants					
Total all funds	\$28,842,195	\$422,300	\$29,228,697	\$29,178,897	\$54,800
Less estimated income	15,880,218		15,887,252	15,887,252	
Current fund	\$13,061,977	\$422,300	\$14,340,955	\$14,291,645	\$49,310
FTE	28.50	0.00	28.50	28.50	

The question being on the final passage of the amended bill, which has been read, and has committee recommendation of DO PASS, the roll was called and there were 91 YEAS, 0 NAYS, 0 EXCUSED, 7 ABSENT AND NOT VOTING.

2001 TESTIMONY

SB2020

Department 270 - State Board for Vocational and Technical Education
Senate Bill No. 2020

	FTE Positions	General Fund	Other Funds	Total
2001-03 Executive Budget	29.50	\$13,851,276	\$14,990,919	\$28,842,195
1999-2001 Legislative Appropriations	28.50	13,148,183	15,745,609	28,893,792 ¹
Increase (Decrease)	1.00	\$703,093	(\$754,690)	(\$51,597)

¹The 1999-2001 appropriation amounts include \$29,851, of which \$17,909 is from the general fund, for the agency's share of the \$5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and \$1,531, of which \$883 is from the general fund, for the agency's share of the \$1.4 million funding pool appropriated to OMB for assisting agencies in providing the \$35 per month minimum salary increases in July 1999 and July 2000.

Major Items Affecting State Board for Vocational Technical Education 2001-03 Budget

	General Fund	Other Funds	Total
1. Provides funding for an equity salary increase of \$318 per month for the state director effective January 1, 2002 (the amount included in the executive budget is \$147 more than the required amount of \$6,689).	\$4,946	\$1,890	\$6,836
2. Increases general fund spending authority and decreases other funds spending authority for the reclassification of a position to assistant state director.	\$86,440	(\$57,589)	\$28,851
3. Adds one FTE unclassified position and provides the following amounts for the activities of the Workforce Development Council, transferred from the budget for the Department of Economic Development and Finance:			
Salaries and wages	\$60,778	\$60,778	\$121,556
Operating expenses	43,381	43,378	86,759
Total recommended appropriation	\$104,159	\$104,156	\$208,315
4. Provides \$875,000 for grants to institutions of higher education for work force training activities (no change from the amount appropriated for the 1999-2001 biennium).	\$875,000		\$875,000
5. Increases general fund grants from \$9,520,929 to \$9,916,306 to vocational technical education programs (an increase of \$414,000 from the agency's base budget request).	\$394,377		\$394,377
6. Decreases federal funds spending authority from \$14,267,593 to \$13,359,359 for grants to reflect anticipated decreases in various federal programs.		(\$908,234)	(\$908,234)

Major Legislation Affecting the State Board for Vocational and Technical Education

As of the date of this report, no major legislation has been introduced which affects this agency.

Department 270 - State Board for Vocational and Technical Education
Senate Bill No. 2020

	FTE Positions	General Fund	Other Funds	Total
2001-03 Schafer Executive Budget	29.50	\$13,851,276	\$14,990,919	\$28,842,195
1999-2001 Legislative Appropriations	29.50	13,148,183	15,745,609	28,893,792
Increase (Decrease)	0.00	\$703,093	(\$754,690)	(\$51,597)

2001-03 Hoeven Executive Budget	29.50	\$13,828,761	\$14,887,763	\$28,716,544
Hoeven Increase (Decrease) to Schafer	0.00	(\$22,515)	(\$103,136)	(\$125,651)

The 1999-2001 appropriation amounts include \$28,851, of which \$17,909 is from the general fund, for the agency's share of the \$5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and \$1,531, of which \$883 is from the general fund, for the agency's share of the \$1.4 million funding pool appropriated to OMB for assisting agencies in providing the \$35 per month minimum salary increases in July 1999 and July 2000.

Major Schafer Recommendations Affecting State Board for Vocational and Technical Education 2001-03 Budget

	General Fund	Other Funds	Total
1. Provides funding for an equity salary increase of \$318 per month for the state director effective January 1, 2002 (the amount included in the executive budget is \$147 more than the required amount of \$6,689).	\$4,946	\$1,890	\$6,836
2. Increases general fund spending authority and decreases other funds spending authority for the reclassification of a position to assistant state director.	\$86,440	(\$57,589)	\$28,851
3. Add* 1 FTE unclassified position and provides the following amounts for the activities of the Workforce Development Council, transferred from the budget for the Department of Economic Development and Finance:			
Salaries and wages	\$60,778	\$60,778	\$121,556
Operating expenses	43,381	43,378	86,759
Total recommended appropriation	\$104,159	\$104,156	\$208,315
4. Provides \$875,000 for grants to institutions of higher education for work force training activities (no change from the amount appropriated for the 1999-2001 biennium).	\$875,000		\$875,000
5. Increases general fund grants from \$9,520,929 to \$9,915,306 to vocational technical education programs (an increase of \$414,000 from the agency's base budget request).	\$394,377		\$394,377
6. Decreases federal funds spending authority from \$14,267,593 to \$13,359,359 for grants to reflect anticipated decreases in various federal programs.		(\$908,234)	(\$908,234)

**Major Hoeven Recommendations Affecting Vocational and Technical Education 2001-03 Budget
Compared to the Bill as Introduced (Schafer Budget)**

	General Fund	Other Funds	Total
1. Removes 1 FTE unclassified position for the Workforce Development Council, transferred in the Schafer budget from the Department of Economic Development and Finance:			
Salaries and wages	(\$59,757)	(\$59,758)	(\$119,515)
Operating expenses	(\$43,381)	(\$43,378)	(\$86,759)
Total recommended appropriation	<u>(\$103,138)</u>	<u>(\$103,136)</u>	<u>(\$206,274)</u>
2. Removes general fund increase in grants included in the Schafer budget recommendation.	(\$394,377)		(\$394,377)
3. Adds \$475,000 for grants to institutions of higher education for work force training activities, providing total grants of \$1,350,000 for this purpose.	\$475,000		\$475,000

Major Legislation Affecting the State Board for Vocational and Technical Education

As of the date of this report, no major legislation has been introduced which affects this agency.

SB 2020

VOCATIONAL AND TECHNICAL EDUCATION

Prepared for

SENATE APPROPRIATIONS COMMITTEE

JANUARY 11, 2001

by the

**STATE BOARD
FOR
VOCATIONAL AND TECHNICAL
EDUCATION**

**Wayne Kutzer
State Director & Executive Officer**

Testimony on Senate Bill 2020
Senate Appropriations Committee
January 11, 2001

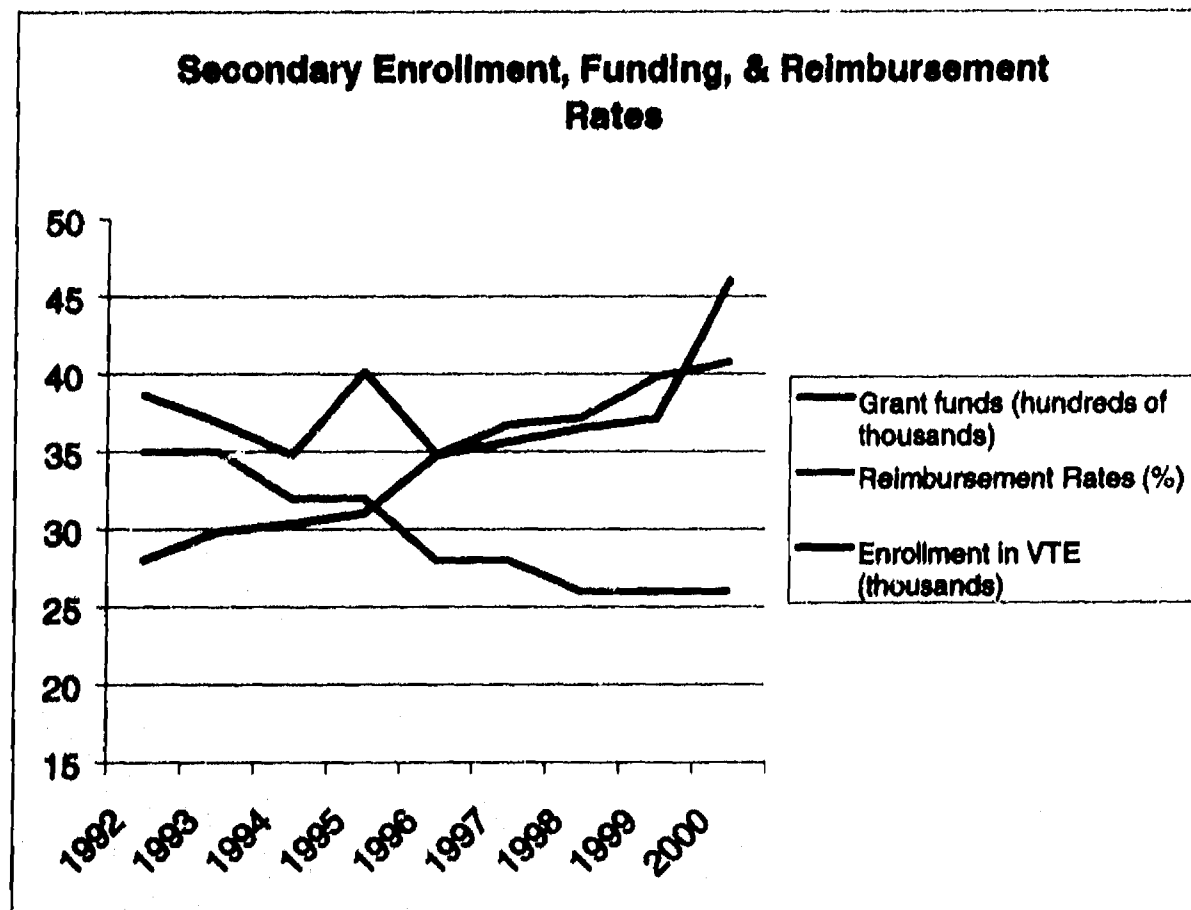
Chairman Nething and members of the committee, my name is Wayne Kutzer. I am the Director of the State Board for Vocational and Technical Education. I have been in this position six months, prior to that, the last 16 years at the Southeast Area Vocational Technical Center in Oakes, the last nine of those years as Director of the Center. Before entering the education field I spent nine years in the private sector in business management.

Page one and two of the material you received is an agency information and major accomplishment sheet. I will be highlighting much of that information during my testimony and as you look through it, it will provide you with a quick summary and hopefully an understanding of what our agency does. In a nutshell, our agency supervises, provides technical assistance, and financial support to vocational technical education programs in school districts, postsecondary institutions, tribal colleges and adult training and retraining programs across the state.

Vocational technical education is the base for the "New Economy". The good news for North Dakota is that the demand for vocational technical programs is growing and the enrollment in vocational technical classes is reflecting that. Enrollment is up over 32% in secondary programs and 45% in postsecondary programs in the past eight years, this at a time of declining secondary enrollments statewide. Page three of the material is a statewide list of programs and enrollments. There are over 490 programs, incorporating over 4,800 individual classes, with an enrollment of nearly 45,000, this is a duplicated count, but it accurately reflects the demand for our programming.

But the bad news is that due to this growth in all of vocational technical education and the anticipated growth in the Information Technology area, we had to reduce our funding to schools. We have not been able to financially support new and expanding programs without reducing the funding to existing programs. Our reimbursement rate to schools has fallen from a base of 35% to 26% in the past eight years.

The chart at the bottom of the enrollment sheet shows the relative flat funding (pink), a growing enrollment (blue), and a steadily declining reimbursement rate to schools (green). The steep increase in the number of students shown in 2000 is partially due to more accurate student counting and the 2000 data was not used in the 32% increase enrollments computation referred to earlier.



What I hope to express to you is how vital a role vocational technical education can play in the lives and careers of students and also that it plays a equally vital role in the economic development, the "New Economy" of our state.

This is why vocational technical education is an investment in North Dakota. When we talk about opportunities for students, we are also talking about opportunities for North Dakota in terms of economic development. By building a skilled workforce we are also creating opportunities for business and industry and thereby growing North Dakota. Vocational technical education is a part of that base on which we must build. But we cannot build that base without an investment into the raw materials that are going to shape our New Economy, namely our students. Without a skilled and educated workforce North Dakota will have an even more difficult time to diversify and grow.

With my background at the local level, I have seen the impact first hand on how vocational technical education has played a role and how significant it is for students: by showing the relevance of learning, by making that connection between school and work, by staying in school, and imparting skills which are the building blocks to a career. In terms of economic development, vocational technical education builds a skilled workforce capacity, yes, even at the secondary level it has an impact, and that capacity provides for expansion of business and attracts new business and industry.

When I was in Oakes, a manufacturing plant was closing, we found an out of state manufacturer looking to expand. Their concern was a skilled workforce, ...they needed welders and fabricators. Oakes is located in Dickey County, which has one of the lowest unemployment rates in the

state, around 1.2%. My part of the community presentation to the company, focused on vocational technical education and what it had to offer. The fact that a potential training facility was there, the Southeast VoTech, and a welding program had been in place for 25 years pointed to a workforce capacity. To make a long story, short the company decided to buy the plant. It went from 13 employees to currently over 130, they expanded the facility by 50,000 square feet, and they have not had any difficulty in finding welders or fabricators to fill its workforce, actually it was only lately when they even started to advertise on a limited basis for employees. The plant has put an additional \$5 million of annual payroll into the area and is looking at additional expansion. According to the CEO of the company, the vocational technical programming that was in place played a major role in the company's decision. Not only the welding program but all the programming that we had there. The question that the CEO asked of me when I finished my presentation really hit home, "How do you get so many students take welding, for that matter vocational classes?" What he sensed was a culture in the school, community, and the area that technical jobs in the skilled craft areas are viewed as a viable career option, ...that people do want to stay in rural areas if there is opportunity. It is a combination of showing students that what they are learning can lead to a rewarding career, and that just because you take a welding program, doesn't mean that you have to be a welder. The specific job and life skills it gives you, can open up all kinds of career possibilities and it builds capacity, a potential workforce.

While I realize that there are great demands on dollars that the state is able to provide, the skill preparation of the students who are going to make this New Economy work must be a top priority.

Our agency has established five main goals that give us our direction. I have included these five goals on pages four and five. I invite you to look them over, I will talk about our goals as they relate to our budget requests, but the goal statement you have has more detail.

- 1. Increase access/participation in vocational technical education programs and services for all North Dakota citizens**
- 2. Communicate and accentuate our role in securing ND economic future**
- 3. Become a leading partner in developing a seamless K-16-career system for North Dakota**
- 4. Promote strategies to ensure the availability of well-prepared instructors, counselors, and administrators**
- 5. Effectively utilize technology within the agency to support vocational technical education**

Page six of your packet is a budget comparison showing our present budget, the executive recommendation, and our optional or enhanced budget. The grants line item shows a \$908,000 decrease, this reflects the expected decrease in federal fund because of the phasing out of School-to-Work. But more importantly it does not reflect any increase for grants to schools or teacher professional development. If we are to have a New Economy, vocational technical education must be able to provide the funding for schools to meet the demand for education and skills training in IT and all industry growth areas. I have tied our enhanced budget request to these goals and I will outline these for you.

Our first goal: to increase access and participation in vocational technical education programs is the most challenging and the most expensive. We are asking for \$4.8 million dollars.

\$1.5 million of those dollars are to provide an increase in the reimbursement rate of two percent for all programs and funding to support new Information Technology programs that are expanding rapidly across the state.

As I mentioned, the base rate to schools has dropped nine percent over the last eight years due to level funding but growing demand, this two percent will help to reverse that trend. Information Technology is our area of greatest growth and consequently greatest demand for funds. In the last three years, IT programs have exploded across the state. In two years Cisco Networking grew from three to 34 programs. ExplorNet, a computer repair course leading to the industry's A+ certification started with six pilot schools last year to 24 sites this past year and hoping to expand to 100 over the next two years. Our agency is working in other IT areas as well such as programming and the integration of IT concepts into curriculum at the elementary, secondary and postsecondary levels. Each program that starts creates a potential obligation for funding from our agency. In order to address this new growth area our agency has reorganized and staffed an Information Technology service area. Its responsibility will be to coordinate, provide technical assistance, and provide professional development to all IT programs and instructors in the state. To this point we ARE the cutting edge when it come to IT program development and deployment across the state. We need funding to continue to focus in this area.

As more of these programs are started in the schools, the additional funding is needed not only for the startup costs but also for continuation funding and instructor professional development, to get them certified and to keep their certification current.

\$1 million would provide funding to increase the access to quality vocational technical education programs by more students across the state by focusing on regional delivery systems. Area vocational technical centers provide secondary vocational technical programming to area school districts and training to business and industry. There are six such secondary area centers in the state each providing a high quality of programming and acting as a magnet school for vocational technical education students. Individually schools could not provide this on their own, but through cooperation and determination, are able to accomplish it. We have not been able to expand area centers due to inadequate funding, but the need to provide vocational technical education opportunities to students across the state is even more important now than in the past. Centers provide access through transporting students, transporting teachers, adapting programming to be delivered through a local or statewide network and provide a nucleus for economic activity.

Additionally in goal one \$2 million dollars would provide funds for updating instructional equipment and instructional technology including curriculum that would support new and existing programs and the regional delivery of vocational technical education programs. Instructional equipment is not only computers but also computerized front end alignment machines, pulse arc welders, network cable analyzers, and laser transits. It is new instructional technology that delivers curriculum which is aligned with

industry certification ...in short we need to train students with up-to-date equipment that industry uses, not equipment that is outdated.

It is a challenging goal in terms of implementation and funding, it would require coordination and cooperation, of which our agency has a track record of fostering. We currently encourage increased access to vocational technical education programs in a number of ways: 1) through area centers as I just mentioned; 2) through cooperative arrangements between districts, involving 58 districts, 27 different program offerings, involving nearly 400 students; 3) through 34 Carl Perkins consortiums involving virtually every rural district in the state; and, 4) through seven high tech consortiums involving 72 districts that share equipment, on a rotational basis, to support curriculum in areas such as robotics, computer controlled mills & lathes, lasers, and biotechnology.

Also included in our first goal: "to provide access to programs", is the expansion of the Adult Farm Management Program and the marketing clubs that were established in the last session. We are asking for \$300,000 to fund up to three new programs, increase the reimbursement rate for existing programs, which has declined from 75% to its current 58%, and to support continuation and expansion of marketing education and marketing clubs. I have asked a Farm Management instructor to provide testimony later to expand on this request.

Our second goal is to accentuate our role in ND economic future. We have much to offer and I have touched on some of it already. The biggest piece in this goal is our partnership with the North Dakota University System and the four Workforce Training Regions. We support the Governors recommendation to increase Workforce Training by \$475,000 bringing the total to \$1,350,000.

We worked closely with Butler Machinery and Caterpillar in the selection process that made the State College of Science one of only 12 sites in the world to provide industry specific education and training and Cat brings \$1.2 million dollars annually of equipment and tools to that campus for training purposes. We are working with four industry groups in the state right now in conducting summer academies for students, a manufacturing academy at Dickinson, a construction academy at Fargo, information technology at Grand Forks, and new this summer, telecommunications in Bismarck. We also support summer technology academies for junior high students. It is through these partnerships that education and business cooperate and provide students that connection between school and work, and provides business a means of exposing career opportunities in their industry to students. It opens up a line of communication between business and education so that each of us can use the resources and knowledge that we both have.

Our third goal is to help develop, with partners in k-12 and higher education, a seamless k - 16 - career systems for North Dakota students. First and foremost we need to further develop a statewide systemic career guidance system, that promotes student interaction with their career planning process, coupling that with good articulation and dual credit, making it easier for students to transition to further education by providing a career path with more and clearer options. Part of our funding request is for \$50,000 to provide continued support for North Dakota Career Resource Network. NDCRN provides valuable career and occupational information that we rely on for program planning. Currently NDCRN is receiving this funding through School-to-Work, which is scheduled to sunset in one year and the \$50,000 will replace those dollars.

A major component of goal three is the integrating of industry skill standards into our curriculum by working closely with business and industry. A growing number of program areas provide students the ability to attain industry certification. For example in Automotive Technology and Auto Body through the National Automotive Education and Training Foundation (NATEF); in Computer Networking through Certified Cisco Networking Associate (CCNA); in Computer repair it is the A+ industry certification, in Construction it is the National Center for Construction Education and Research (NCCER). Our goal is to integrate industry skill standards into all vocational technical education programs. This not only gives the student a sense of accomplishment and an industry an employee with needed skill sets, but also shows the student the relevance of what they are learning and a base for articulation and further education.

Our fourth goal is to ensure the availability of well-prepared instructors, counselors, and administrators in vocational technical education.

In our enhanced budget we are asking for \$750,000 to enable us to accomplish this.

There are three major issues: preparation of teachers – retaining teachers – providing professional development. There is no Family Consumer Science teacher preparation course in the state nor Marketing Education – we are working on a combination major in Marketing and Business Education so that a student could get certified in either area. In addition to traditional instructors who come through teacher education programs, vocational technical education certifies qualified industry people.

Also we must provide professional development to keep teachers current in their field. Instructors have to be familiar and able to utilize new teaching methods, stay abreast of technological advancements in their field,

and use the technology effectively. All industry certified instructors have to keep updating certifications. IT instructors must attend annual "re-tooling" sessions to keep their certifications current. Our agency currently provides some of this training, but it will become more costly as we focus on industry certifications and the need for continuous professional development.

The major component of this goal and one that I'm very excited about, will be to establish a mentoring program for instructors to better prepare and retain them through a two-year mentoring program, involving a teacher education institution and experienced teachers to act as mentors. I have asked Dr. Larry Grooters and Dr. Val Christenson of Valley City State University to provide information on that mentoring program.

Our fifth goal is to effectively utilize technology within our agency.

We have just developed a more friendly web site and through the coming months will rely on it more and more in our communication with schools. Many of the reports, documents, and forms are not longer mailed but can be accessed through our site. I invite you to visit our site www.state.nd.us/vte.

Page seven of the handout is a summary of the budgetary actions requested.

Summary of Actions Requested

Support the Governor's recommendation for increase in salaries

Support the Governor's recommendation to increase operating expenses

Support the Governor's recommendation to increase Workforce Training by \$475,000 to bring the workforce training regions to full operational status

Increase the Governor's recommendation in the Grants Line item by \$5,300,000 to include the amounts needed to fund:

\$2,500,000

**\$1.5M - New and existing programs, especially in the Information Technology and to increase funds (2%) to schools
\$1M - Increase access through regional delivery and interactive instructional technology.**

\$2,000,000

Updates to instructional equipment and instructional technology for curriculum

\$750,000

Mentoring program for instructors, professional development, and teacher preparation

\$50,000

**North Dakota Career Resource Network
(Formerly State Occupational Information Coordinating Committee)**

Increase the Governor's recommendation for the Adult Farm Management line item by \$300,000 to expand services throughout the state (up to three additional sites), to reinstate the reduction in reimbursement, and to provide support for expanding the curriculum to include marketing education.

I realize you do have many demands on the states' dollars and many tough decisions ahead. I also believe that vocational technical education is an investment in the future of North Dakota and its citizens. Our students are the "New Economy". We need to provide them the education and training to secure our future.

Thank you for your consideration.

**NORTH DAKOTA STATE BOARD FOR
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State Board for Vocational Technical Education Agency Information

- Provide technical assistance to all secondary and post secondary vocational technical education (VTE) programs across the state.
- Utilizing and manage \$13 million in state funds and \$17 million federal grant dollars to support VTE and our goals
 - Tech Prep, School to Work, Teaching with Technology, Carl Perkins.
- Enrollment of 45,000 (duplicated count) in over 490 programs and over 4,800 class offerings across the state.
- Provide for the certification of Trade, Industry, Technical, and Health instructors through methods courses and a newly created TITH degree.
- Provide schools financial incentives to enter into three different cooperative agreements to offer VTE programs, \$260,000 and involve 58 schools, in 27 program offerings and nearly 400 students.
- Foster and encourage cooperation between school districts through additional funding.
 - Area Centers, High Tech Consortiums, ITV, transporting students, transporting instructors, Carl Perkins
- Work with farmers & ranchers as well as businesses across the state through Adult Farm Management and Small Business Management programs
- Provide leadership support and curriculum integration activities for student organizations, FFA, DECA, Skills USA-VICA, FBLA, TSA, FCCLA, PAS, PBL, and Delta Epsilon Chi.

Major Accomplishments

- Supported an instructional technology pilot that delivers technical curriculum over a network using full motion video and provides classroom management with the latest technology. One of only five sites in the country.
- Implementing national skill standards in all curricular areas.
 - Auto Tech and Auto body - National Automotive Training and Education Foundation (NATEF), Computer repair - A+, Construction - National Center for Construction Education and Research (NCCER), Computer networking - Cisco Certified Network Associate (CCNA), Microsoft - Microsoft Office User Specialist (MOUS)

- Initiated development of a two year - VTE instructor mentoring program that will partner teaching universities, with experienced mentors and new teachers, to enhance teacher preparation and retention of new teachers.
- Developed communication and curriculum alignment between secondary and post secondary institutions.
 - Such as: Auto Technology, Auto Body, Cisco Networking, Welding and Ag
- Started a new Information Technology service area to promote, sponsor, and provide technical assistance to IT development across the state.
 - Rolled out Cisco networking across the state and provided training for all instructors. Grown from three programs to 34 with more demand.
 - Initiated and co-directs Teaching With Technology, a \$7.3 million dollar federal grant. 9,300 educators across the state have participated in it to develop increased skills in the use of technology in the classroom.
 - Coordinated with DPI a joint summit with South Dakota on identifying the essential conditions for successful integration of technology in education. The result will be a statewide technology education plan.
 - Initiated an Information Technology Essentials course. Twelve schools have signed up to offer this foundational course starting this summer.
- Developed, with key involvement from business, summer academies for students in Construction, Manufacturing, Information Technology, and this coming year Telecommunications. As well as junior high summer technology academies.
- Worked with industry to facilitate industry specific education and training.
 - Caterpillar "Think Big" training center at NDSCS which will bring in \$1.2 million annually in private sector equipment and tools, and is only 1 of 12 such facilities in the world.
- Provided assistance in the workforce training effort through technical assistance and workforce trainers' professional development activities.
- Provided for part time adult training for over 1600 in Ag, Health, Office Ed, and Trade and Industry
- Established ten Farming for Profit programs (126 enrollees) and 22 marketing clubs (374 enrollees) across the state for farmer/ranchers.

State Board for Vocational and Technical Education (Number of Programs and Students Served)

*Secondary Programs**

77	Agriculture Education	4,349	Students
66	Business and Office Technology	9,940	Students
136	Family and Consumer Sciences	15,495	Students
	Junior High	8,376	Students
77	Technology Education	7,666	Students
	Junior High	14,366	Students
129	Trade, Technical, and Health Careers	4,585	Students
124	Career Development	22,185	Students
17	Marketing Education	2,264	Students
17	Diversified Occupations Programs	266	Students

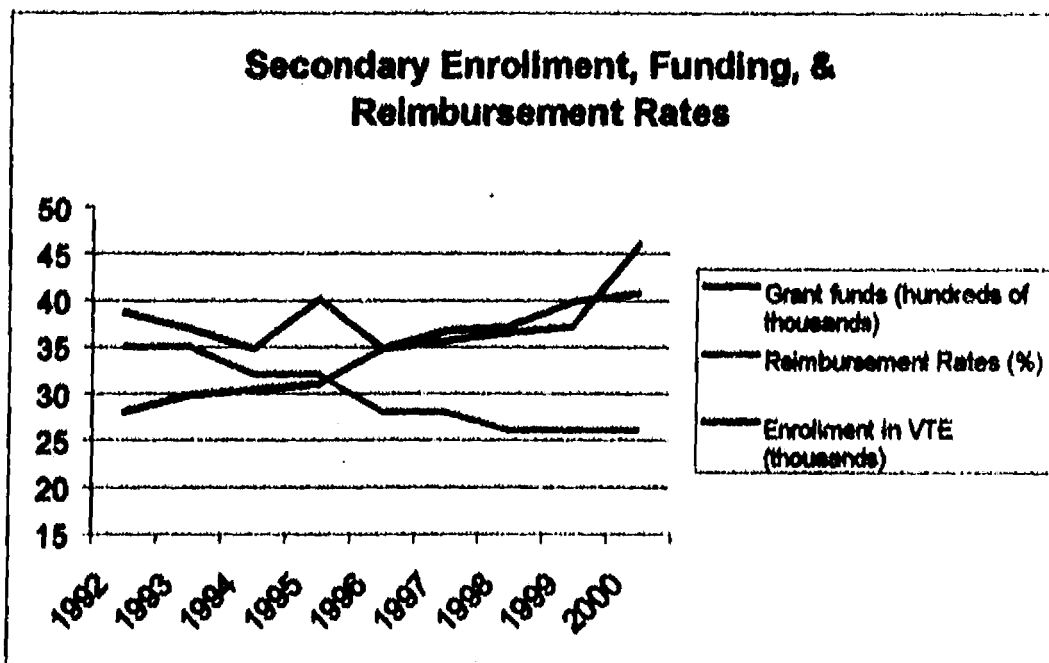
*Duplicate Count - students may be enrolled in more than one class.

Postsecondary Programs

10	Agriculture Education	500	Students
15	Business and Office Technology	1,144	Students
5	Family and Consumer Sciences	160	Students
67	Trade, Technical, and Health Careers	2,619	Students
4	Career Development	5,557	Students
10	Marketing Education	395	Students

Adult Programs

68	Adult Part-time and Industry Training	1,611	Enrollees
19	Adult Farm Management	1,499	Enrollees
10	Farm Management for Profit	126	Enrollees
1	Small Business Management	25	Enrollees
22	Marketing Clubs	374	Enrollees



**State Board for Vocational Technical Education
Goals Statement
September 2000**

❖ Increase access/participation in VTE programs and services for all North Dakota citizens

- Create awareness of the value of VTE in creating our future workforce
 - Promote activities of staff, schools, instructors, and students
 - Key statements:
 - "VTE is great preparation for college and the workplace"
 - "VTE is key to ND economic development"
 - "VTE is a gateway to an affordable college education and/or successful career"
- Design and implement innovative delivery systems
 - ITV, online courseware, regional delivery centers
 - Incorporating alternative scheduling:
 - Block scheduling, alternate days, lengthen school day
- Develop and implement up to date integrated curriculum that:
 - includes state and national standards in skills, academic, and employability
 - promotes competency based curriculum
 - recognizes multiple learning styles
 - utilizes instructional technology
 - incorporates evaluation and assessment
 - integrates work based instruction
- Secure and provide funding for:
 - enhancement of existing quality programs
 - establishment of new programs in high growth industries

❖ Communicate and accentuate our role in securing ND economic future

- Increase awareness among policy makers of the key role VTE plays in the future of the economy of ND
- Cultivate business and education partnerships
- Integrate industry standards into curriculum
- Provide technical assistance for workforce development and training

❖ **Become a leading partner in developing a seamless K-16-career system for North Dakota**

- Promote a systemic career guidance system
- Refocus on articulation and dual credit
- Develop a statewide student database to document:
 - student skills
 - industry certification
 - performance and accountability measures

❖ **Promote strategies to ensure the availability of well-prepared instructors, counselors, and administrators**

- Provide opportunities for professional growth
- Support effective leadership programs
- Work with teacher education to enhance preparation of instructors including:
 - Mentorships
 - Alternative certification
 - Establishing teacher competencies in program areas
- Utilize business/industry as resources for professional development –Externships

❖ **Effectively utilize technology within the agency to support VTE**

- Incorporate an e-business concept, providing for:
 - dissemination of information
 - data collection for assessment, accountability, and evaluation
 - streamlining of annual plans, reimbursement, and all fiscal management
-

State Board for Vocational and Technical Education Budget Comparison

	<u>Present Budget 1999-2001</u>	<u>Executive Recommendation Budget</u>	<u>Enhanced Budget Requests</u>	<u>Enhanced Budget 2001-2003</u>
Grants	\$23,788,522	\$22,880,288	*\$5,300,000	\$28,180,288
Adult Farm Mgmt	525,760	525,760	300,000	825,760
Grants Postsecondary	357,452	357,452	0	357,452
Workforce Training	875,000	1,350,000	0	1,350,000
Salaries	2,719,866	2,946,897	0	2,946,897
Operating Expenses	567,192	596,147	0	596,147
Equipment	60,000	60,000	0	60,000
Total	\$28,893,792	\$28,716,544	\$5,600,000	\$34,316,544
General Funds	\$13,148,183	\$13,828,761	\$5,600,000	\$19,428,761
Federal Funds	15,519,651	14,661,825	0	14,661,825
• Special Funds	225,958	225,958	0	225,958
Total	\$28,893,792	\$28,716,544	\$5,600,000	\$34,316,544

***Increases to Executive Budget:**

Growth & Expansion of IT and 2% Increase funds to schools	\$1,500,000 (Goal 1)
Regional delivery systems, area centers, instructional technology, ITV	1,000,000 (Goal 1)
Instructional equipment and curriculum using instructional technology	2,000,000 (Goal 1)
Teacher Mentoring, teacher preparation, professional development	750,000 (Goal 4)
ND Career Resource Network (formerly SOICC)	50,000 (Goal 3)
Total	\$5,300,000

Goals

- 1) Increase access/participation in vocational technical education programs and services for all North Dakota citizens
- 2) Communicate and accentuate our role in securing ND economic future
- 3) Become a leading partner in developing a seamless K-16-career system for North Dakota
- 4) Promote strategies to ensure the availability of well-prepared instructors, counselors, and administrators
- 5) Effectively utilize technology within the agency to support vocational technical education

SUMMARY OF ACTIONS REQUESTED

Support the Governor's recommendation for increase in salaries

Support the Governor's recommendation to increase operating expenses

Support the Governor's recommendation to increase Workforce Training by \$475,000 to bring the workforce training regions to full operational status

Increase the Governor's recommendation in the Grants Line Item by \$5,300,000 to include the amounts needed to fund:

\$2,500,000

\$1.5M - New and existing programs, especially in the Information Technology and to increase funds by 2% to schools

\$1M - Increase access through regional delivery and interactive instructional technology.

\$2,000,000

Updates to instructional equipment and instructional technology for curriculum

\$750,000

Mentoring program for instructors, professional development, and teacher preparation

\$50,000

North Dakota Career Resource Network
(Formerly State Occupational Information Coordinating Committee)

Increase the Governor's recommendation for the Adult Farm Management line item by \$300,000 to expand services throughout the state (up to three additional sites), to reinstate the reduction in reimbursement, and to provide support for expanding the curriculum to include marketing education.

Testimony on SB 2020
House Appropriations Committee
March 13, 2001

Madam Chair and members of the committee, my name is Wayne Kutzer. I am the Director of the State Board for Vocational and Technical Education. To introduce myself, I have been in this position since July, prior to that, the last 16 years at the Southeast Area Vocational Technical Center in Oakes, the last nine of those years as Director of the Center. Before entering the education field I spent nine years in the private sector in business management.

The first page of my handout is an agency information sheet, followed by major accomplishments of our agency. I hope this will provide you a sense of Vocational Technical Education in North Dakota and what you have, in past sessions, wisely invested state dollars in.

The State Board for Vocational and Technical Education supervises, provides technical assistance and financial support to vocational technical education programs in school districts, postsecondary institutions, tribal colleges and adult training and retraining programs across the state. To accomplish this we operate with a budget of \$28 million of which \$13 million is general fund money, the balance being federal dollars. We have 28.5 FTE that serve and provide assistance in nine program areas: agriculture education; marketing education; trade, industry & health; family and consumer sciences; business and office technology; special needs; career development; technology education; and our newest, which is only a few months old, information technology. In addition, we have support areas such as educational equity, school-to-work, tech prep, and teaching with technology. We also perform office of civil rights audits of schools,

authorize private postsecondary schools to operate in the state and provide leadership and coordination activities for all of the career and technical student organizations.

We have been the leaders in fostering and encouraging cooperation between school districts through incentive funding. We have six area vocational and technology centers in the state that bring students from participating schools together for quality vocational technical programming that none of the schools could do on their own. We helped start and support seven "high tech" consortiums that rotate high tech equipment between member schools on a four to six week rotation. We also provide incentives for cooperative arrangements between schools to share vocational instructors, send students to vocational programs, or participate in vocational ITV classes. Additionally, we work with farmers and ranchers across the state through the adult farm management program and ag. marketing clubs.

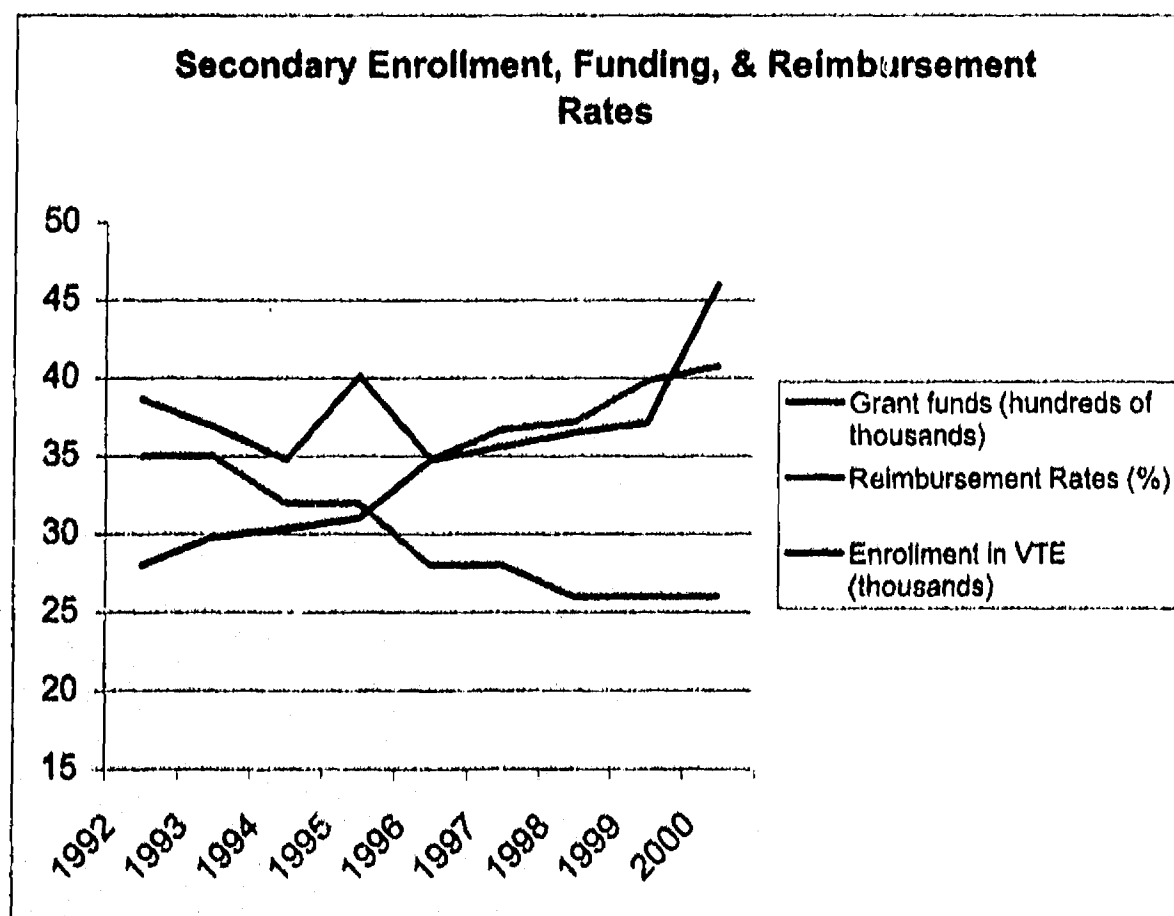
Vocational technical education is the base for the "New Economy". As a state we need to invest in that base, the \$13 million that you have invested in vocational technical education is a solid investment. It has better prepared students for entering into the world of work. But, as I hope to show and convince you, there is a greater need for more investment if we want to continue to prepare our citizens and position our state for entry into the "New Economy". The good news for North Dakota is that the demand for vocational technical programs is growing and the enrollment in vocational technical classes is reflecting that. Enrollment is up over 32% in secondary programs and 45% in postsecondary programs in the past eight years, this at a time of declining secondary enrollments statewide.

Page four of the material is a statewide list of programs and enrollments. There are over 490 programs, incorporating over 4,800

individual classes, with an enrollment of nearly 45,000, this is a duplicated count, but it accurately reflects the demand for our programming.

But the bad news is that due to this growth in all of vocational technical education we had to reduce our level of funding to schools and that isn't factoring in the anticipated growth in the information technology area. We have not been able to financially support new and expanding programs without reducing the funding to existing programs. Our reimbursement rate to schools has fallen from a base of 35% to 26% in the past eight years.

The chart at the bottom of the enrollment sheet shows the relatively flat funding (pink), a growing enrollment (blue), and a steadily declining reimbursement rate to schools (green). The steep increase in the number of students shown in 2000 is partially due to more accurate student counting and the 2000 data was not used in the 32% increase enrollments computation referred to earlier.



What I hope to express to you is how vital a role vocational technical education can play in the lives and careers of students and also that it plays an equally vital role in the economic development, the "New Economy" of our state.

Vocational technical education is an investment in North Dakota and it's students. By building a skilled workforce we are also creating opportunities for business and industry and thereby growing North Dakota. Vocational technical education is a part of that base on which we must build to shape our New Economy. Without a skilled and educated workforce, North Dakota will have an even more difficult time to diversify and grow.

With my background at the local level, I have seen the impact first hand on how vocational technical education has played a role and how significant it is for students: by showing the relevance of learning; by making that connection between school and work; by staying in school; and, imparting skills which are the building blocks to a career. In terms of economic development, secondary vocational technical education can and does have a direct impact, ...by building a skilled workforce capacity. That capacity provides for expansion of business and attracts new business and industry.

When I was in Oakes, a manufacturing plant was closing; we found an out of state manufacturer looking to expand. Their concern was a skilled workforce ...they needed welders and fabricators. Oakes is located in Dickey County, which has one of the lowest unemployment rates in the state, at the time, around 1.2%. My part of the community presentation to the company focused on vocational technical education and what it had to offer. The fact that a potential training facility was there, the Southeast VoTech, and a welding program had been in place for 25 years pointed to a workforce

capacity. To make a long story short, the company decided to buy the plant. It went from 13 employees to currently 130, they expanded the facility by 50,000 square feet, and they have not had any difficulty in finding welders or fabricators to fill its workforce. Actually it was only lately when they even started to advertise on a limited basis for employees. The plant has put an additional \$4.5 million of annual payroll into the area and is currently looking at additional expansion to double the size of the workforce. According to the CEO of the company, the secondary vocational technical programming that was in place played a major role in the company's decision. Not only the welding program but the attention that the school and the community gave to developing skills in students.

VTE's success is a combination of showing students that what they are learning has relevance, ...that it can lead to a rewarding career, ...that specific job skills are life skills, ...that the confidence that a student gains from a job well done can open up all kinds of career possibilities and it builds capacity, a potential workforce. I invite you to talk with business and industry across the state, in your districts, about the importance they place on secondary VTE. Talk to the Butler Machinerys, the BakerBoys, the Avicos, the TMIs, the Cloverdales and I am confident that they will express to you the significance of the role that VTE plays in our state's economy.

While I realize that there are great demands on dollars the state is able to provide, the skill preparation of the students who are going to make this New Economy work, needs to be a top priority.

Our budget, as it came out of the Senate, is before you on page five of the handouts. In the center of the page under "Detail of Senate Changes" the second column it reflects a \$394,377 reduction in the grants line item "to reflect teacher FTE payments for vocational education teachers under the

proposed Hoeven FTE payment program". If you would refer to the next page, number six; it shows how the pay plan is being computed for VTE. The bottom section of the page reflects the pay for the six area centers. The totals for each center are listed in the last two columns. It totals \$354,954. But when we reimburse the centers for teachers' salaries we are responsible for only 39% of salaries or \$138,432, a difference of \$255,945. I would ask that those dollars be reinstated into our grants line item.

Column four of the budget section refers to the workforce development council. The salaries and operating expenses show a total reduction in state general funds of \$103,138 with a corresponding reduction of 1 FTE. Governor Schafer's budget moved the Workforce Development Council to our agency but Governor Hoeven's budget put it back with ED&F. The WDC was never in our agency, but due to the change in executive budgets it shows as a reduction.

The workforce training budget, in the third column was increased by \$475,000 to a level of \$1,350,000. These dollars go directly to the four workforce training regions. There are individuals present who will testify for those funds.

The other increase in our budget from the Senate is in the first column. These are again flow through dollars in the amount of \$40,000 to the North Dakota Career Resource Network to support the publication of the Career Outlook tabloid that is distributed to schools across the state. There has been distributed a separate handout with information about the ND Career Resource Network and documentation to support these funds. The program administrator is not able to be here but there are members from the interagency governing board present if you should have any questions.

This addresses the changes made to this bill in the Senate. When I went in front of the Senate Appropriations Committee, I laid out what VTE goals are for the coming biennium. I firmly believe as do the people in this room that vocational technical education is the base on which North Dakota needs to build its economy. Those goals carry a large price tag ...\$5.6 million dollars. While I fully realize that we will not get those kinds of dollars, I would be remiss if I didn't lay out a vision of what VTE could do.

Page seven of your materials lays out that original summary budget which reflects that vision, the middle section lists the requests in priority and the goals are listed at the bottom of the page.

In that vision;

- ...we could raise the percentage of reimbursement to local schools
- ...we could provide for professional development activities that would give teachers the tools they need
- ...we could establish regional delivery centers and curriculum delivery systems to deliver quality and industry certified VTE programs to many students who now don't have the opportunity
- ...we could replace aging equipment and introduce instructional technology
- ...we could expand education to the states farmers and ranchers through the adult farm management program and marketing clubs.

The dollars that I am asking you to consider putting in our budget are these:

\$500,000 to provide continuation funding for new and expanding programs in schools. The major share of the expansion is in Information Technology (IT) programming but it will also address the growing demand

in other technical areas as well. In the last three years, IT programs have exploded across the state. In two years Cisco Networking grew from three to 34 programs. ExplorNet, a computer repair course leading to the industry's A+ certification started with six pilot schools last year to 24 sites this past year and hoping to expand to nearly 70 in the next two years. Each program that starts creates a potential obligation for funding from our agency.

Our agency is working in other IT areas as well such as programming and the integration of IT concepts into curriculum at the elementary, secondary and postsecondary levels. Page eight depicts the Information Technologies Pathways that was developed by our agency with the input of many partners including ExplorNet, the ITC Council, Higher Ed and others. It shows how IT is going to be rolled out and delivered for North Dakota so that a student can look at it and know where they are going and what they have to do to get there. Grade levels are on the left and program areas are across the top.

In order to address this new growth area our agency has reorganized and staffed an Information Technology service area. Its responsibility will be to coordinate, provide technical assistance, and provide professional development to all IT programs and instructors in the state. To this point we ARE the cutting edge when it comes to IT program development and deployment across the state. We need funding to continue to focus in this area. These dollars will be coupled with \$590,000 in ITD's budget that will be used for IT program startups, equipment and teacher training.

\$200,000 for the preparation and professional development of teachers. Last week we took a major step forward in the preparation of Trade & Industry instructors. T&I instructors come directly from industry

into the classroom. Their preparation has been 14 semester hours of methodology, managing curriculum, and performance evaluation. In partnership with Valley City State University we now have a mentoring program for instructors that will better prepare them for the classroom. It also encompasses all teachers who received emergency certification and through their program of study can now choose mentoring in lieu of student teaching. This program will provide them an alternative to quitting work to do student teaching. It is a two-year program that matches an instructor with a mentor in their school and a content mentor. They meet regularly throughout the school year to address real-time concerns that they may have in the classroom. This is the first for North Dakota and if not the first, one of the few in the country. These dollars will partially fund the mentoring program and provide for additional professional development activities to keep teachers abreast of changes needed in their technical skills and methodology to become better instructors.

\$165,000 to provide for the growth and expansion of Adult Farm Management. Education has been and will continue to be one of the best tools for farmers and ranchers to help manage their operations. These dollars will fund new program development, expansion and increase the reimbursement rate for the existing 19 programs, which has declined 17% over the past 12 years. Senator Wanzek and Representative Pollert are here to provide testimony on this request.

\$500,000, to provide funds for updating instructional equipment and instructional technology including curriculum. Those dollars would support new and existing programs and the regional delivery of vocational technical education.

We have 7 "High Tech" consortiums across the state, which involve 72 school districts. They rotate high tech equipment, such as computer controlled mills/lathes, lasers, robotics, biotechnology, and graphic productions between schools. Each school has the equipment for four to six weeks and then another unit is rotated in. These dollars would enable the consortiums to replace some of the older, worn out equipment with new equipment.

In addition there is a huge demand in our technical programs to replace outdated equipment. In VTE, equipment is not only computers, but its computerized front-end alignment machines, pulse arc welders, network cable analyzers, and laser transits. It is also new instructional technology that delivers curriculum which is aligned with industry standards ...in short we need to train students with up-to-date equipment that industry uses, not equipment that is outdated. While we will never keep up with industry we do need to stay close enough to stay relevant.

I realize you do have many demands on the state's dollars and many tough decisions ahead. I also believe, as do the rest of the people in this room, that vocational technical education is an investment in the future of North Dakota and its citizens. Our students are the "New Economy". We need to provide them the education and training to secure that future.

The next page of my testimony outlines the budget requests that I have made.

Priority Summary of Actions Requested

Increase the Governor's recommendation in the Grants Line item by \$1,375,000 that include:

\$500,000 (includes \$255,945 removed for FTE pay plan)
New and existing programs, especially in Information Technology.

\$200,000
Mentoring program for instructors, professional development, and teacher preparation.

\$165,000
Expand Adult Farm Management services and to increase reimbursement rates for those programs.

\$500,000
Update instructional equipment and instructional technology in the "High Tech" consortiums and VTE programs across the state.

Support the Governor's recommendation to increase Workforce Training by \$475,000 to bring the workforce training regions to full operational status.

Support the Senate recommendation of \$40,000 to the North Dakota Resource Network.

Thank you for your consideration and I would be glad to answer any of your questions.

State Board for Vocational Technical Education Agency Information

- Provide technical assistance to all secondary, post secondary, and tribal college vocational technical education (VTE) programs and adult training and retraining programs across the state.
- Budget is made up of \$13 million in state funds and \$15 million federal grant dollars to support VTE.
 - General funds – reimburse schools a percentage of the cost to operate VTE programs.
 - To encourage VTE programming
 - VTE programs are more expensive to operate due to equipment, lab supplies, and smaller student/teacher ratio.
 - Federal funds – Grants to schools in Tech Prep, School to Work, Teaching with Technology, Carl Perkins.
- Enrollment of 45,000 (duplicated count) in over 490 programs and over 4,800 class offerings across the state.
 - Enrollment is up 32% at the secondary level and 45% at the post secondary level in the past eight years
 - See attachment on programs
- Provide leadership support and curriculum integration activities for student organizations, FFA, DECA, Skills USA-VICA, FBLA, TSA, FCCLA, PAS, PBL, and Delta Epsilon Chi.
- Provide for the certification of Trade, Industry, Technical, and Health instructors through methods courses and a newly created TITH degree.
 - Established, in partnership with VCSU, the first ever mentoring program in ND for T&I instructors and those on emergency licenses. This "clinical experience" will take the place of student teaching and we feel better prepare our instructors.
- Foster and encourage cooperation between school districts through additional funding.
 - Area Centers, High Tech Consortiums, ITV, transporting students, transporting instructors, Carl Perkins
- Provide schools financial incentives to enter into cooperative agreements to offer VTE programs, \$260,000 and involve 58 schools, in 27 program offerings and nearly 400 students.
- Work with farmers & ranchers as well as businesses across the state through Adult Farm Management and Small Business Management programs

Major Accomplishments

- Supported an instructional technology pilot that delivers technical curriculum over a network using full motion video and provides classroom management with the latest technology. One of only five sites in the country.
- Implementing national skill standards in all curricular areas.
 - Auto Tech and Auto body – National Automotive Training and Education Foundation (NATEF), Computer repair - A+, Construction – National Center for Construction Education and Research (NCCER), Computer networking – Cisco Certified Network Associate (CCNA), Microsoft – Microsoft Office User Specialist (MOUS)
- Initiated development of a two year - VTE instructor mentoring program that will partner teaching universities, with experienced mentors and new teachers, to enhance teacher preparation and retention of new teachers.
- Developed communication and curriculum alignment between secondary and post secondary institutions.
 - Such as: Auto Technology, Auto Body, Cisco Networking, Welding and Ag
- Started a new Information Technology service area to promote, sponsor, and provide technical assistance to IT development across the state.
 - Rolled out Cisco networking across the state and provided training for all instructors. Grown from three programs to 34 with more demand.
 - Initiated and co-directs Teaching With Technology, a \$7.3 million dollar federal grant. 9,300 educators across the state have participated in it to develop increased skills in the use of technology in the classroom.
 - Coordinated with DPI a joint summit with South Dakota on identifying the essential conditions for successful integration of technology in education. The result will be a statewide technology education plan.
 - Initiated an Information Technology Essentials course. Twelve schools have signed up to offer this foundational course starting this summer.
- Developed, with key involvement from business, summer academies for students in Construction, Manufacturing, Information Technology, and this coming year Telecommunications. As well as junior high summer technology academies.
- Worked with industry to facilitate industry specific education and training.

- Caterpillar "Think Big" training center at NDSCS which will bring in \$1.2 million annually in private sector equipment and tools, and is only 1 of 12 such facilities in the world.
- Provided assistance in the workforce training effort through technical assistance and workforce trainers' professional development activities.
- Provided for part time adult training for over 1600 in Ag, Health, Office Ed, and Trade and Industry
- Established ten Farming for Profit programs (126 enrollees) and 22 marketing clubs (374 enrollees) across the state for farmer/ranchers.

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2020 - Vocational Education - Senate Action

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	\$3,066,412	(\$119,662)	\$2,946,750
Operating expenses	\$82,808	(86,759)	596,147
Equipment	\$0,000		\$0,000
Grants	23,274,685	(354,377)	22,920,288
Adult farm management	\$25,780		\$25,780
Work force training	\$75,000	475,000	1,350,000
Postsecondary education vocational grants	357,452		357,452
Total all funds	\$28,842,195	(\$85,798)	\$28,756,397
Less estimated income	14,890,819	(103,177)	14,687,742
General fund	\$13,851,276	\$17,379	\$13,868,655
FTE	29.50	(1.00)	28.50

Dept. 270 - Vocational Education - Detail of Senate Changes

	ADD FUNDING FOR A GRANT TO THE CAREER RESOURCE NETWORK ¹	REDUCE GRANTS FOR VOCATIONAL EDUCATION PROGRAMS ²	INCREASE FUNDING FOR WORK FORCE TRAINING GRANTS ³	REMOVE WORKFORCE DEVELOPMENT COUNCIL FTE AND RELATED EXPENSES ⁴	ADJUST MARKET EQUITY SALARY INCREASE ⁵	TOTAL SENATE CHANGES
Salaries and wages				(\$119,515)	(\$147)	(\$119,662)
Operating expenses				(86,759)		(86,759)
Equipment						
Grants	\$40,000	(\$394,377)				(354,377)
Adult farm management			\$475,000			475,000
Work force training						
Postsecondary education vocational grants						
Total all funds	\$40,000	(\$394,377)	\$475,000	(\$206,274)	(\$147)	(\$85,798)
Less estimated income				(103,138)	(41)	(103,177)
General fund	\$40,000	(\$394,377)	\$475,000	(\$103,138)	(\$108)	\$17,379
FTE	0.00	0.00	0.00	(1.00)	0.00	(1.00)

¹ Funding is provided for a grant to the North Dakota Career Resource Network to support the publication of the "Outlook" magazine.

² Funding for general fund grants to vocational and technical education programs is reduced by \$394,377, from \$9,915,306 to \$9,520,929. The \$9,520,929 amount is the same as the amount appropriated for the 1999-2001 biennium. This change is included in the Hoeven budget recommendation to reflect teacher FTE payments for vocational education teachers under the proposed Hoeven FTE payment program.

³ Funding for work force training grants is increased by \$475,000, from \$875,000 to \$1,350,000. The 1999 Legislative Assembly appropriated \$875,000 for these grants, which are distributed to institutions of higher education to support the work force training initiative. This change is included in the Hoeven budget recommendation.

⁴ One FTE position and related funding for the Workforce Development Council is removed with the anticipation that the funding will be included in the budget for the proposed department of commerce. This change is included in the Hoeven budget recommendation.

⁵ The amount provided for a market equity salary increase for the state director is reduced by \$147, from \$6,838 to \$6,689. The amount included in the bill will provide for a monthly increase of \$318 per month for the last 18 months of the biennium.

This amendment also adds Section 2, which provides that state work force training grants for the second year of the biennium can only be distributed after the institutions of higher education have raised at least 75 percent of the local funds anticipated to be raised in each region during the 2001-03 biennium. Any funds not distributed for work force training may be distributed by the State Board for Vocational and Technical Education for grants to vocational and technical education programs.

District Level Projection - Per Student Payments - Various Funding Proposals

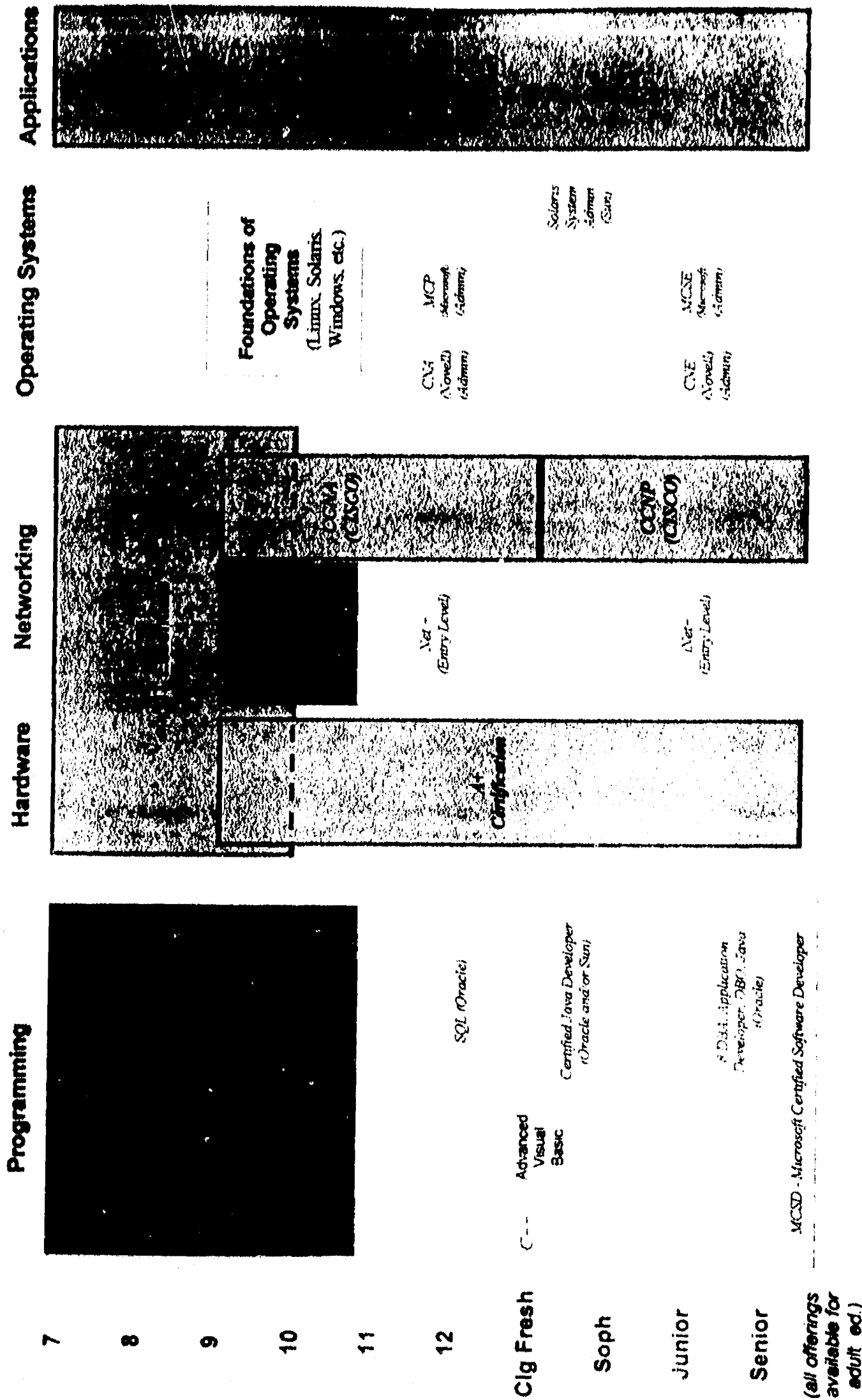
ID	NAME	Type	Related to Fall 2000 Enr \$ 2,238	Scholar Enac Budget at 485.5 Million \$ 2,328	Fnd Aid @ \$507.7 Million \$ 2,464	HB 1344 2nd Engr \$461 M \$ 2,255			1999-00 FTE		Two year H Formula - H FTE \$	Two year R Formula - R FTE %	
						2001-02	2002-03	2003-04	2001-02	2002-03			
BASE RATES													
51160	Mixed AFB 160	4	123,687	132,535	143,234	129,415	126,769	114,067	8.0	14,000	28,000	4%	
52023	Bowdon 23	2	30,270	31,877	35,454	33,352	29,949	27,972	3.1	5,338	10,675	7%	
52035	Newport Valley 3	2	988,542	972,932	1,042,851	983,180	935,246	880,625	45.9	80,238	160,475	2%	
52038	Harvey 38	1	142,041	141,179	157,420	147,876	135,121	130,919	10.0	17,448	34,895	6%	
52039	Sykes 39	1	377,652	360,820	380,245	367,390	334,560	323,024	21.1	36,890	73,780	3%	
52040	Fessenden 40	1	4,934,934	4,953,091	5,163,523	4,836,228	4,665,752	4,387,730	461.9	283,273	566,545	1%	
53001	Walden 1	1	428,570	432,884	463,864	440,538	415,185	394,932	18.5	32,303	64,545	0%	
53002	Hesson 2	1	502,132	507,738	540,082	526,957	490,304	478,477	24.1	42,728	84,455	3%	
53005	Eight Mile 5	1	304,515	292,511	322,359	292,539	276,576	248,911	22.0	38,530	77,059	4%	
53008	Hicks 8	2	585,152	577,173	620,967	578,160	553,567	514,282	27.6	46,585	93,170	1%	
53015	Toga 15	1	103,613	107,972	117,643	101,654	102,682	81,969	9.0	15,750	31,500	8%	
53021	Waldese Almon 91	1	145,824	141,260	155,518	140,157	133,413	116,800	13.2	23,170	46,340	5%	
53022	Gemina 22	1	206,520,768	208,412,802	222,958,496	217,774,595	200,619,390	195,900,748	8,523.7	14,916,475	29,832,950	0%	
District Totals													

Voed and Special Education Units

ID	NAME	Related to Fall 2000 Enr	Scholar Enac Budget at 485.5 Million	Fnd Aid @ \$507.7 Million	HB 1344 2nd Engr \$461 M	Two year H Formula - H FTE \$	Two year R Formula - R FTE %
2515	Valley City Area	5	123,687	123,687	123,687	123,687	4%
5500	Bismarck	5	30,270	30,270	30,270	30,270	7%
11542	Southwest Area	5	988,542	988,542	988,542	988,542	7%
36502	Lake Area	5	142,041	142,041	142,041	142,041	2%
39538	Richland County Area	5	377,652	377,652	377,652	377,652	6%
47528	James Valley Area	5	4,934,934	4,934,934	4,934,934	4,934,934	3%
50504	North Valley Area	5	428,570	428,570	428,570	428,570	1%
7727	STEVENS VALLEY	7	502,132	502,132	502,132	502,132	0%
5726	PEACE CANYON	7	304,515	304,515	304,515	304,515	3%
6002	BUTLER COUNTY	7	585,152	585,152	585,152	585,152	4%
6711	BISMARK	7	103,613	103,613	103,613	103,613	1%
9717	RURAL PASS	7	145,824	145,824	145,824	145,824	8%
10112	EAST CHEROKEE	7	206,520,768	206,520,768	206,520,768	206,520,768	5%
10127	EAST CHEROKEE	7					
10733	GRAND TONKOS	7					

**BEST COPY
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Information Technologies Pathways



■ Programs in already in place
■ Programs in the pilot phase

Italics Programs on the horizon
Classes toward certification

**Testimony on Senate Bill 2020
Senate Appropriations Committee
January 11, 2001**

**Prepared by:
Dan Rood, Jr., Vocational Director
Richland County Area Vo-Tech. Center-Wahpeton**

Chairman Nething, members of the Committee, and a special greeting to District 24 Senator Robinson, District 25 Senator Thane, and District 27 Senator Heitkamp.

My name is Dan Rood. I serve as the Vocational Director for the Richland County Area Vo-Tech. Center. The Richland County Area Vo-Tech. Center was the first of the six Vo-Tech. Centers in our state to be formed and we have been serving public education students since 1973. Currently we are serving 559 students in seven different Vocational/Technical Programs as well as having four certified guidance counselors that provide personal, social, and career guidance for over 1,700 K-12 students in Greater Richland County.

I have been in public education for 23 years, six years as a classroom teacher in Valley City and 17 years as a Vocational Director in Richland County. During this time I have learned that public education in North Dakota will never be funded at the level some would like and probably most believe, is needed; however, I honestly believe that every two years the ND legislature does the best it can, considering the resources available. That being said, I would like to offer several specific examples how the tax dollars you appropriate to schools through the State Board of Vocational/Technical Education is a great investment in our

young people and our state; tax dollars that are used cost effectively, and tax dollars that give all of us a lot of "bang for the buck".

Fact: Cooperation between schools leads to higher quality programs, more cost effective operations, and retention of North Dakota young people.

Example: We partner with the North Dakota State College of Science for our Automotive Technology Program. Approximately 40 Richland County students enroll in this two year training program each year. Between 50% and 80% of the students enter the field of work or continue their education at NDSCS in Auto, Diesel, Recreational Engines, or Auto Body. This partnership has resulted in recognition by the Motor Vehicle Manufacturers Association as our having the number one secondary program in the nation, twice during the past nine years. Not only do we share in the purchase and use of equipment at NDSCS but with financial and leadership support from the State Board we share two computerized front end alignment equipment machines valued at \$20,000 each with the other five Vo-Tech. Centers. Each school has the equipment available on site for three months. It is soon time to update this equipment and we really need financial assistance in order to do this and expand our shared equipment efforts. We look to the State Board for Voc. Ed. for this financial assistance.

Fact: North Dakota has a tremendous challenge in terms of student access to upper level, specialized course offerings and Distance Education can help solve this challenge.

Example: In Southeast North Dakota, we are entering our tenth year as a distance education consortium of 10 public schools, two Vo-Tech. Centers and the North Dakota State College of Science. This fall we upgraded our ITV system to a complete ATM based digital network with MPEG 2 quality video. Presently 21 daytime classes (attachment A) are offered to students in 73 individual classes. Nearly 500 students are taking these high school and dual credit college classes. Vo-Tech. classes currently offered over the ITV system include CISCO Networking, Marketing, Health Careers, Drafting, and Ag. Science. When you consider statewide IT requests, I hope you will keep in mind that not only is the delivery framework important but instructional content is key. Vo-Tech. Education is a proven provider of quality coursework via distance learning. Our plans include offering AutoCad Drafting over the ITV system. Most would agree this is a critical skill area for students interested in drafting, engineering, and related technical fields; all areas that can provide good jobs and help our state prosper.

Fact: We need to grow our own workforce. In the January 8th edition of U.S. News and World Report, an article on vital statistics showed that North Dakota ranked 50th of the states in population growth during the last decade, a meager .5%, while our neighbors gained 8.5%-South Dakota, 12.4%-Minnesota, and 12.9%-Montana.

Example: We need an educational system that develops our young people and provides for an education that allows for them to stay in North Dakota and earn a decent living wage. This past year, the Richland County Vo-Tech. Center along with our sister Vo-Tech. Centers and a number of comprehensive high schools implemented Computer Networking Programs affiliated with CISCO Corporation. This type of training program prepares students with high skills and high wages. Again the State Board was instrumental in these start-up opportunities. Of the current students enrolled in networking classes in the Richland County, 85% are taking the classes for dual credit and 100% of the eligible students from last year are enrolled in the second year program. As most of you know, this class is taught via an on-line curriculum with industry based testing standards and regular content updates. I believe if we ever hope to have an adequate number of skilled workers in the IT arena, it's programs like this that can and will make the difference.

Example: In addition to "High-Tech", we continue to need "Everyday-Tech"- Plumbers, Electricians, Carpenters, Heating and Air Conditioning Technicians, Siding Applicators and Drywall Finishers. Foundation skills in these areas are taught in our State's Vocational Construction Trades Programs coupled with advanced specialized training at our post-secondary schools. In Richland County, we build two new homes each year and work with community level economic development groups to keep the homes we build in our school districts and state. These homes provide great hands-on learning opportunities and secondarily provide much needed affordable quality housing and help us "feed ourselves" by expanding our tax base. (attachment B)

In summary I would like each of you to consider this. If you envision a state where schools work together with neighboring schools, where local schools work closely with colleges and university partners, where equipment is shared so it wears out, (not rusts out), where technology bridges numbers and distance gaps, and where public education provides extended day opportunities for adults and facilitates business and industry training, then I would say the State Board for Voc. Ed. is a proven program leader and fiscal agent for our public schools and many of our post-secondary training programs. Please support the public education dollars requested for this critical piece of our State's educational system.

Great SE ITV

2000-2001 Master Schedule

(attachment A)

	MTThF	1	2	3	4	MWF	5	6	7
	7:30-8:30	8:35-9:25	9:29-10:19	10:23-11:13	11:17-12:57	12:00-1:00	12:48-1:38	1:42-2:32	2:36-3:26
Fairmount									
Send									
Receive		Spanish I		Ag Sci	Spanish II	English		Psyc/Soc	Anatomy
Hankinson									
Send									
Receive	Calculus	Spanish I	Drafting					Psyc/Soc	Spanish I
Lidgerwood									
Send		Speech/Comm							
Receive	Calculus				Spanish II		Marketing		Spanish I
Milnor									
Send									
Receive	Calculus	Speech/Comm			CISCO		Marketing	Spanish I	Spanish I
N Sgt (Gwinner)									
Send									
Receive	Calculus	Adv. Math		Psyc/Soc	CISCO	English	Spanish II	Spanish I	Spanish I
Oakes									
Send									
Receive	Calculus		Drafting	Psyc/Soc	Spanish I		Spanish II	Spanish I	Spanish I
Richland									
Send									
Receive		Spanish I		Psyc/Soc	Spanish I	English	Spanish II	Marketing	
Sgt. Central									
Send		Adv. Math							
Receive			Drafting					Marketing	
Verona									
Send									
Receive		Speech/Comm		Ag Sci	CISCO		Spanish II		Spanish I
Wyndmere									
Send		Spanish I		Ag Sci	Spanish II		Marketing	Psyc/Soc	Spanish I
Receive	Calculus								
SEVT-Oakes									
Send					CISCO		Marketing	Marketing	
RCVT-Wahpeton									
Send									
NDSCS									
Send	Calculus		Drafting			English			Anatomy

Richland County Area Vo-Tech. Center				
Construction Technology				
House Projects				
Property Tax Analysis				
15 Year History				
Year	House Location	Assessed Value	Total Taxes Generated In Richland County	School Taxes Generated In Richland County
1984	Breckenridge		\$0.00	\$0.00
1985	Kent		\$0.00	\$0.00
1986	Breckenridge		\$0.00	\$0.00
1987	Fergus Falls		\$0.00	\$0.00
1988	Kindred		\$0.00	\$0.00
1989	Horace		\$0.00	\$0.00
1990	Moorhead		\$0.00	\$0.00
1991	Hankinson	Farm	\$0.00	\$0.00
1992	Horace		\$0.00	\$0.00
1993	Wahpeton	\$152,100.00	\$3,565.22	\$1,604.35
1994	Wahpeton	\$129,400.00	\$3,332.91	\$1,499.81
1995	Crete	Farm	\$0.00	\$0.00
1996	Fairmount	\$88,700.00	\$2,134.64	\$875.20
1996	Mooreton	\$106,800.00	\$1,982.23	\$1,110.05
1997	Fairmount	\$107,800.00	\$2,593.98	\$1,063.53
1997	Wahpeton	\$107,800.00	\$2,776.56	\$1,249.45
1998	Lidgerwood	\$100,000.00	\$2,406.58	\$1,034.83
1998	Wahpeton	\$107,000.00	\$2,755.90	\$1,240.16
1999	Colfax	\$109,000.00	\$1,852.00	\$996.00
1999	Wahpeton	\$99,900.00	\$2,573.00	\$1,157.86
Total Richland County School Taxes Generated on an Annual Basis				\$11,831.24
On the Decision to Keep all Vo-Tech. Homes in the County				
District by District Analysis				
District	Annual School Taxes Generated		10 Year School Income	
Wahpeton	\$7,861.67		\$78,616.74	
Fairmount	\$1,938.73		\$19,387.34	
Lidgerwood	\$1,034.83		\$10,348.29	
Colfax	\$996.00		\$9,960.00	
In the Mid 1990's the Center Board and administration made a conscious decision to develop housing opportunities in Richland County in conjunction with the Construction Technology Program. The above numbers demonstrate the positive effect this decision has had on all the taxing authorities, but most especially our school districts. Keep in mind these numbers do not include any foundation aide generated by new students living "in-district".				
** Properties qualify for 2 year tax exemption on the first \$75k so tax income estimates for a 10 year period should be calculated on a lean forward basis.				

**Testimony on Senate Bill 2020
House Appropriations Committee
March 13, 2001**

**Prepared by:
Dan Rood, Jr., Vocational Director
Richland County Area Vo-Tech. Center Wahpeton**

Chair Wentz, members of the Committee, and a special greeting to District 26 Representative Gulleason, and District 31 Representative Boehm.

My name is Dan Rood. I serve as the Vocational Director for the Richland County Area Vo-Tech. Center. The Richland County Area Vo-Tech. Center was the first of the six Vo-Tech. Centers in our state to be formed and we have been serving public education students since 1973. Currently we are serving 559 students in seven different Vocational/Technical Programs as well as having four certified guidance counselors that provide personal, social, and career guidance for over 1,700 K-12 students in Greater Richland County.

I applaud your bi-partisan efforts to improve teacher salaries in North Dakota. We all realize that without quality teachers little can be accomplished in our classrooms. Senate Bill 2020 speaks to another important aspect of quality teaching, that being the modern tools, equipment, and instructional aides our classroom teachers need as the "tools of their trade". I would like to offer several specific examples how the tax dollars you appropriate to schools through the State Board of Vocational/Technical Education is a great investment in our young people and our state; tax dollars that are used cost effectively, and tax dollars that give all of us a lot of "bang for the buck".

Fact: Cooperation between schools leads to higher quality programs, more cost effective operations, and retention of North Dakota young people.

Example: In Richland County we share in the purchase and use of equipment at NDSCS as well as with our six member school districts. We also go one step farther sharing equipment with the other Vo-Tech. Centers. In cooperation with the State Board for Voc. Ed. we share two computerized front-end alignment equipment machines valued at \$20,000 each with the other five Vo-Tech. Centers. Each school has the equipment available on site for three months. It is soon time to update this equipment and we really need financial assistance in order to do this and expand our shared equipment efforts. We look to the State Board for Voc. Ed. for this financial assistance.

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Example: In Southeast North Dakota, we are entering our tenth year as a distance education consortium of 10 public schools, two Vo-Tech. Centers and the North Dakota State College of Science. This fall we upgraded our ITV system to a complete ATM based digital network with MPEG 2 quality video. Presently 21 daytime classes are offered to students in 73 individual classes. Nearly 500 students are taking these high school and dual credit college classes. Vo-Tech. classes currently offered over the ITV system include CISCO

Networking, Marketing, Health Careers, Drafting, and Ag. Science. When you consider statewide IT requests, I hope you will keep in mind that not only is the delivery framework important but instructional content is key. Vo-Tech.

Education is a proven provider of quality coursework via distance learning. Due to the leadership and support of the State Board for Vo-Tech. Ed. AutoCAD Drafting is currently being taught over the ITV system. Each student in the class has a laptop computer and in addition to being connected via ITV their computer is connected via wireless access, e-mail, and the Internet in their home school. Presently the AutoCAD Drafting class includes students in Oakes, Forman, and Hankinson. Most would agree this is a critical skill area for students interested in drafting, engineering, and related technical fields; all areas that can provide good jobs and help our state prosper.

Fact: We need to grow our own workforce. In the January 8th edition of U.S. News and World Report, an article on vital statistics showed that North Dakota ranked 50th of the states in population growth during the last decade, a meager .5%, while our neighbors gained 8.5%-South Dakota, 12.4%-Minnesota, and 12.9%-Montana.

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facilitates business and industry training, then I would say the State Board for Voc. Ed. is a proven program leader and fiscal agent for our public schools and many of our post-secondary training programs. Please support the public education dollars requested for this critical piece of our State's educational system and provide our teachers with modern "tools of the trade".

Mr. Chairman and members of the Senate Appropriations Committee. I'm Dan Marrs, Program Administrator for the North Dakota Career Resource Network (NDCRN) and am here to provide background information and answer questions regarding the NDCRN portion of the State Board for Vocational and Technical Education's budget. The NDCRN was formerly known as the State Occupational Information Coordinating Committee (SOICC), but that was changed this year due to changes in federal legislation, which is the major source of funds for NDCRN. The SOICC was formed in 1978. I am currently in my 21st year as the administrator.

The NDCRN is an interagency organization, with a staff of myself and a secretary. The member agencies and their representatives are:

- North Dakota Department of Economic Development and Finance – Cory Finneman
- Job Service North Dakota – Tom Pederson
- North Dakota Department of Labor – Mark Bachmeier
- North Dakota Department of Public Instruction – Gaylynn Becker
- State Board for Vocational and Technical Education – Dennis Steele
- North Dakota Office of Vocational Rehabilitation – Gene Hysjulien
- North Dakota University System – Eddie Dunn
- North Dakota Workforce Development Council – vacant (was Fraine Zeitler)

The major functions of the NDCRN include:

- Provide support for career guidance and academic counseling programs designed to promote improved career and education decision making by individuals (especially in areas of career information delivery and use);
- Make available to students, parents, teachers, administrators, and counselors, and to improve accessibility with respect to, information and planning resources that relate educational preparation to career goals and expectations;
- Equip teachers, administrators, and counselors with the knowledge and skills needed to assist students and parents with career exploration, educational opportunities, and education financing; and

- Assist appropriate State entities in tailoring career-related educational resources and training for use by such entities.

All of these functions are accomplished through coordination, collaboration, and cooperation with not only the NDCRN member agencies, but also with other state-wide initiatives, such as School-to-Work and Tech Prep. Working together in this manner has maximized the effectiveness of our efforts, with all parties having an ownership in the results.

The NDCRN budget for the current Biennium (1999-2001) is \$295,610, \$80,000 of which is from School-to-Work funds and the balance from federal Career Resource Network funds. The NDCRN budget for the upcoming Biennium is \$284,770, with \$215,610 projected to come from federal Career Resource Network funds, leaving a deficit of \$69,160. Although, as Mr. Kutzer has pointed out, the School-to-Work funds are being phased out, there will be some funds available from them for the first year of the Biennium, but there will still be a deficit of \$50,000.

You will note that our budget has decreased from the current Biennium to the upcoming Biennium. Through the use of School-to-Work funds we were able to concentrate on capacity building – putting in place products, activities, and services that required start-up costs, but should continue on their own. Therefore we are able to reduce the budget and still remain viable in providing core products and services.

Examples of products and services that are generated and/or promoted by the NDCRN – (*Used in/by schools, colleges, universities, Job Service and Vocational Rehabilitation offices, and other locations where professionals are assisting youth and adults in career planning.*):

- Career Outlook – a career information tabloid published yearly by the NDCRN, with a distribution of over 70,000 copies each year. The 18th edition was published this past summer, which means over 1,000,000 copies have been distributed since it's inception. This is the most commonly used career planning document in North Dakota, held in high esteem by not only professionals, but also parents. The North Dakota National Guard delivers this publication to the high schools and colleges for the NDCRN, which helps significantly in reducing the cost of distribution.

- **Choices workshops** – a computerized career counseling tool used by professionals to assist youth and adults to relate their interests, aptitudes and abilities to occupations. Over 300 professionals attended the 20 workshops held last year around the state. Choices is available in all high schools, Job Service and Vocational Rehabilitation offices, and several of the colleges and universities in North Dakota.
- **Improved Career Decision Making Workshops** – Two, two-day workshops offered each year which provide career planning professionals with information on the many career planning resources available and how to use them in their setting. These workshops, conducted in collaboration with staff from the State Board for Vocational and Technical Education and Job Service, have been held since 1985, with a total attendance of over 1,200.
- **NDCRN website** – designed to provide a vast array of career planning information and tools; something that parents can easily access to assist their sons and daughters in career planning.
- **Occupational Information System** – a web-based tool, maintained jointly between the NDCRN office and Job Service, which allows users to directly inter-relate information/data on occupational projections, training/educational program completers, wages, and other related information.
- **Career Explorer workshops** – an internet-based product which provides daily articles on occupations and career planning, these articles being archived and available through various features within the program. Career Explorer, being used extensively across the state, has information for not only youth and adults who are involved in career planning, but it also has many activities and lessons that teachers can integrate into their existing curriculum, which helps them to relate their materials to the real world. Workshops for teachers and counselors have been held in Argusville, Arthur, Ashley, Beach, Beulah, Belcourt, Carrington, Carson, Cavaller, Devils Lake, Dickinson, Elgin, Fargo, Fessenden, Flasher, Glen Ullin, Grafton, Grand Forks, Hatton, Hazen, Hebron, Hunter, Langdon, Jamestown, Minot, New Salem, Richardton, Rolla, Valley City, Wahpeton, Washburn, and West Fargo.

January 11, 2001

Dan Marrs' testimony on SB 2020

- Career development curriculum infusion workshops – a series of workshops, involving approximately 100 middle school teachers and counselors, that provide them with the knowledge and skills to integrate career planning and workplace skills into existing curriculum. This project will also produce a "Kit" that middle school teachers and counselors around the state will be able to use to integrate these vital skills into their own curriculum.
- Real Game Curriculum – a series of six sets of materials (Play Real – grades 3-4; Make It Real – grades 5-6; Real Game – grades 7-8; Be Real – grades 9-10; Get Real – grades 11-12; and Real Times, Real Life – postsecondary/adults) that allows the participant to experience real-life experiences in a non-threatening way. Used across the state, these materials are being integrated into existing curriculum of many different subject areas, with the training being coordinated by the area Teacher Center Network. It is estimated that over 1000 teachers are using these materials across the state.
- Career Development Facilitator Training – a series of workshops that provide career development professionals with the skills needed to work with youth and adults. Although fostered by the NDCRN, the North Dakota University System has taken the lead in providing this instruction, which, at the completion of 120 clock hours of instruction, the participants can become nationally certified. Eighty persons are currently participating in this training.

Thank you for the opportunity to provide background information regarding the NDCRN. If you have any questions or need additional information, please contact me at 328-9733.

North Dakota Career Resource Network (NDCRN)
(formerly known as State Occupational Information Coordinating Committee [SOICC])

An interagency organization, started in 1978, designed to avoid unnecessary duplication in the production and delivery of career planning and development products and services. The NDCRN, which is a part of a network of CRN's across the nation, each of which have the same responsibilities as in North Dakota, has membership from: Economic Development and Finance; Job Service; Department of Labor; Vocational and Technical Education; Vocational Rehabilitation; University System; Department of Public Instruction; and North Dakota Workforce Development Council. Job Service serves as the fiscal agent for the organization.

Major function:

- Provide products and support for career guidance and counseling and career development programs throughout North Dakota.

Products and Services:

Ongoing:

- **Career Outlook** – career planning tabloid – 70,000+ copies printed each year – over 1,000,000 copies distributed since inception.
- **Choices workshops** – training each year for counselors, teachers, and others who use this computer program to assist youth and adults in relating interests, aptitudes, and personal preferences to occupations.
- **Improved Career Decision Making workshops** – two day function to show career planning products, resources, and services available and how to use them.
- **Career Explorer workshops** – Daily career magazine on the web – most high schools, colleges, universities, Job Service, and vocational rehabilitation offices use. Teachers love it, as they can integrate real-world situations into existing curriculum – relationship between education and work worlds.
- **NDCRN website** – central source of information for persons making career plans or for professionals helping youth and adults with career plans.
- **Occupational Information System (OIS)** – web-based system to help user relate data from educational institutions to occupational and industry projections.
- **Career Outlook User's Guide** – hundreds of activities and tips to use with the Career Outlook, and other career planning tools, for grades K-12. Originally published in 3-ring binder, is now distributed via the NDCRN web site.

Capacity building (Activities initiated, but will become self-sustaining):

- **Career Development Curriculum Infusion Workshops** – a series of workshops around the state for teachers and counselors – how to integrate career planning and basic workplace skills into existing curriculum.
- **Real Game Series Train the Trainers** – series of six sets of materials, grades 3-adult, to integrate real world activities into classroom instruction. Program is used world-wide, and is very popular in North Dakota. Teacher Center Network personnel were trained on the use of these materials, and are providing training to teachers in their regions.
- **Career Development Facilitator Training** – core of professionals went through training to be certified as instructors of this program. Classes are now underway, the instruction to help professionals and paraprofessionals gain the skills and knowledge to assist youth and adults in career planning.

(continued, reverse side)

Other NDCRN Responsibilities:

- Administer the FINDET (Follow-up Information on Education and Training) system.
- Serve on various committees and groups related to career development and career planning, as well as training program planning.
- On-call to provide presentations at career days, parent meetings, and related type functions.
- Serve on international advisory committees for Choices, CX Online, and Real Game Series.
- Work with member agencies to ensure that their data is being accurately and effectively utilized in career planning products and services.
- Collaborate with related state-wide initiatives, such as Tech Prep and School-to-Work. Also serve as "on-call assistant" to the North Dakota STW director, helping with plans and activities throughout the year.

Staff of NDCRN office:

- One professional and one secretary. FINDET has one research analyst and shares the NDCRN secretary. Office is located at 1720 Burnt Boat Drive, Bismarck.

NDCRN 2001-03 Biennial Budget:

- \$285,000 (down from \$296,000 of 1999-01 Biennial Budget). \$215,000 will be funded from federal Career Resource Network Funds; \$20,000 STW funds available first year of Biennium; leaving deficit of \$50,000. NDCRN Board asked member agencies if any of them would be willing to include \$50,000 in their Biennial Budget for NDCRN. Vocational-Technical Education offered to include this in their budget, and the offer was accepted by the NDCRN Board.

Effects \$50,000 will have on NDCRN products and activities:

- The \$50,000 will leverage the \$215,000 of federal funds, as without the \$50,000, the NDCRN would be rendered ineffective.
- Printing of the Career Outlook will utilize the majority of the money – approximately \$30,000, but this still equates to 19.5 cents per copy. This does not include costs accrued during preparation – those costs reflected in the bulleted points below.
- Workshops, and other professional inservice activities, will consume approximately \$12,000 for the Biennium.
- Hiring professionals, on a short-term basis, or paying for their travel and per diem, to use their expertise in updating various products is projected to cost approximately \$8,000 over the Biennium.

Why funding request come up this Biennium, and not before?

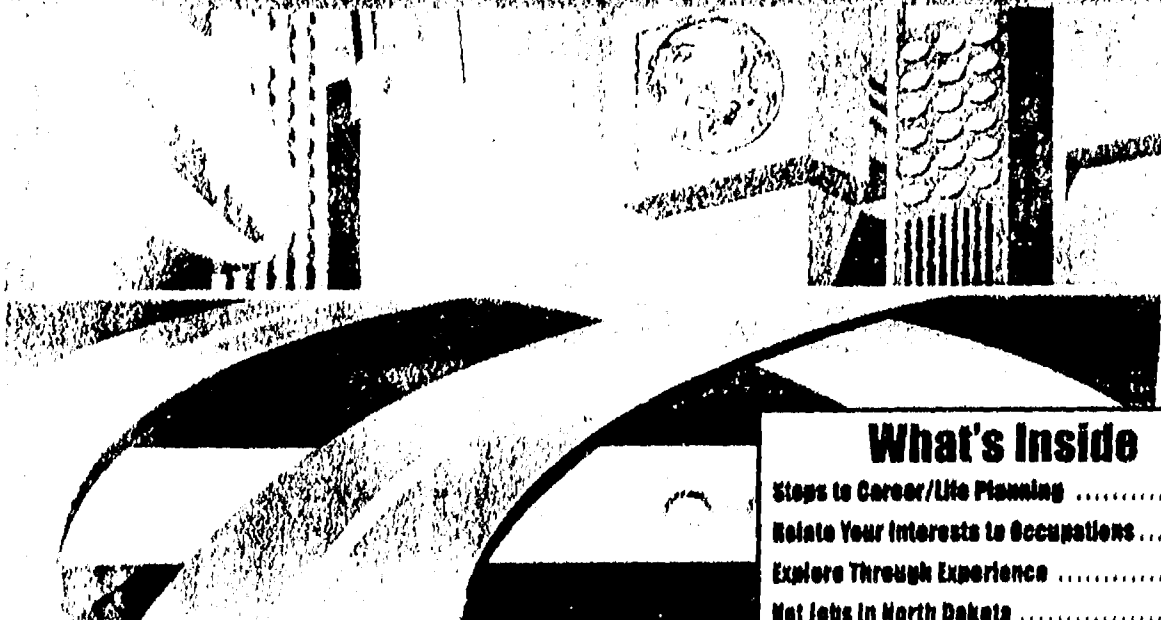
- Approximately ten years ago, SOICC (as the office was known then) foresaw a shortfall in funds, but by the North Dakota National Guard taking over the delivery of the Career Outlooks, as opposed to delivery by US Mail or commercial carriers, a budget shortfall was avoided for several years.
- Five years ago, with costs increasing, as well as the demand for services, a more significant shortfall was projected. The decision was made to charge for the Career Outlook, which took care of the deficit for that year, but it was an accounting nightmare and local users were not pleased with the decision. One result was fewer Career Outlooks printed, which meant less were being used with students and parents.
- Four years ago, the North Dakota STW office offered to provide a grant to the SOICC office, to help pay for the Career Outlook, and to bolster up the other products and activities, as they were crucial to the success of STW in the state. For the current and two year's previous, the grant has been \$40,000.
- STW will soon be sunsetted, and will have only \$20,000 for the NDCRN office during the 2001-3 Biennium.

For additional information: Dan Marrs, Program Administrator, North Dakota Career Resource Network, 328-9733 marrs@sendit.nodak.edu

NORTH DAKOTA

CAREER OUTLOOK

18th Edition • A Publication of the North Dakota State Occupational Information Coordinating Committee, 2000-2001



**THE
ROAD
TO THE
FUTURE**

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Contact Vocational Education office for a copy

Recd 1-16-01

**North Dakota State Board for Vocational and Technical Education
Information Requested during SB 2020 Hearing held on January 11, 2001**

Students enrolled in Computer Networking & Design (Cisco) and who have received Cisco Certified Network Associate (CCNA) certification.

849 students are currently enrolled in all semesters in both high school and college.

Only two high school academies have been teaching Cisco long enough to complete semester four. Of the 25 completers of semester four, two students have attempted and passed the CCNA. (The CCNA exam is done only at private testing centers and costs \$60 per exam)

Only two colleges have taught semester four. Twenty students completed and 18 took and passed the exam.

BUDGETED AND ACTUAL WORKFORCE TRAINING REVENUES BY INSTITUTION - FISCAL YEARS 2000 AND 2001

	Fiscal Year 2000					Fiscal Year 2001					Actual Through 12/31/00 as a Percent of FY 2001 Budget
	Original Budgets Based on Appropriations1	Revised Budgets Based on Actual Appropriations2	Revised Budgets as of 6/30/00 13	Actual	Actual Increase (Decrease) From 6/30/00 Revised Budget	Original Budgets Based on Requested Appropriations11	Revised Budgets Based on Actual Appropriations12	Revised Budgets as of 6/30/00 13	Actual Through 12/31/00		
Revenue Type/Institution											
Training Revenues											
Bismarck State College	\$206,300	\$190,000	\$190,000	\$299,872	\$109,872	\$256,700	\$240,200	\$338,800	\$214,591	83.3%	
State College of Science	425,000	768,500	366,000	482,213	116,213	480,000	1,052,000	437,950	251,889	57.5%	
Lake Region State College	100,000	100,000	100,000	96,106	(694)	165,000	165,000	140,000	58,776	42.7%	
Western State College	135,000	101,000	101,000	64,800	(16,200)	150,000	150,000	150,000	60,064	40.0%	
Total	\$866,300	\$1,159,500	\$757,000	\$903,991	\$206,991	\$1,051,700	\$1,607,200	\$1,086,750	\$586,120	54.9%	
Region Funds											
Bismarck State College	\$125,000	\$145,000	\$145,000	\$145,800	\$800	\$125,000	\$145,000	\$145,000	\$85,400	58.9%	
State College of Science	110,000	340,000	340,000	350,000	10,000	120,000	465,000	150,000	80,000	53.3%	
Lake Region State College	54,000	57,000	57,000	55,500	(1,500)	111,500	111,350	111,350	29,000	26.0%	
Western State College	58,000	40,000	40,000	35,000	(5,000)	69,300	60,000	60,000	0	0.0%	
Total	\$347,000	\$582,000	\$582,000	\$586,300	\$4,300	\$425,800	\$781,350	\$466,350	\$194,400	41.7%	
Institution Funds											
Bismarck State College	\$34,900	\$34,900	\$34,900	\$34,900	\$0	\$35,900	\$35,900	\$35,900	\$22,850	63.6%	
State College of Science	32,100	68,515	68,515	68,515	0	40,300	70,570	70,570	42,456	60.2%	
Lake Region State College	48,000	44,000	44,000	44,000	0	50,000	50,000	60,198	30,089	50.0%	
Western State College	32,400	32,400	32,400	32,400	0	33,300	33,300	33,300	17,264	51.6%	
Total	\$154,400	\$179,815	\$179,815	\$179,815	\$0	\$159,500	\$189,770	\$199,968	\$112,609	56.3%	
General Fund Appropriations											
Bismarck State College	\$130,000	\$109,813	\$109,813	\$109,375	(\$438)	\$130,000	\$109,813	\$109,813	\$109,813	100.0%	
State College of Science	180,000	171,062	171,062	163,253	(7,809)	180,000	171,063	171,062	91,089	51.2%	
Lake Region State College	100,000	87,938	87,938	87,938	0	100,000	87,938	87,938	43,968	50.0%	
Western State College	90,000	62,775	62,775	62,775	0	90,000	74,600	74,600	74,600	100.0%	
Total	\$500,000	\$431,588	\$431,588	\$423,341	(\$8,247)	\$500,000	\$443,414	\$443,413	\$319,470	72.0%	
Total - All Revenue Sources											
Bismarck State College	\$496,200	\$479,713	\$479,713	\$589,947	\$110,234	\$547,600	\$530,913	\$629,513	\$432,654	68.7%	
State College of Science	754,100	1,348,077	945,577	1,063,961	118,404	820,300	1,758,633	829,582	465,234	56.1%	
Lake Region State College	302,000	288,938	288,938	288,544	(2,394)	426,500	414,288	399,486	162,843	40.8%	
Western State College	316,400	236,175	236,175	214,975	(21,200)	342,600	317,900	317,900	151,928	47.8%	
Total	\$1,868,700	\$2,352,903	\$1,950,403	\$2,155,447	\$205,044	\$2,137,000	\$3,021,734	\$2,176,481	\$1,212,659	55.7%	

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Fiscal Year 2000

Fiscal Year 2001

Revenue Type/Institution	Fiscal Year 2000				Fiscal Year 2001				Actual Through 12/31/00 as a Percent of FY 2001 Budget
	Original Budgets Based on Requested Appropriations ¹	Revised Budgets Based on Actual Appropriations ²	Revised Budgets as of 6/30/00 ³	Actual	Original Budgets Based on Requested ⁴ Appropriations ⁵	Revised Budgets Based on Actual Appropriations ²	Revised Budgets as of 6/30/00 ³	Actual Through 12/31/00	
State Appropriations Percentage of Total									
Stamatt State College	26.2%	22.9%	22.9%	18.5%	24.7%	20.7%	17.4%	25.4%	
State College of Sciences	23.8%	12.7%	18.1%	15.3%	21.9%	9.7%	20.6%	19.6%	
Lake Region State College	33.1%	30.4%	30.4%	30.7%	24.4%	21.2%	22.0%	27.0%	
William State College	28.4%	28.6%	28.6%	28.2%	25.3%	23.5%	23.5%	49.1%	
Total	26.8%	18.3%	22.1%	19.6%	27.4%	14.7%	20.4%	26.3%	

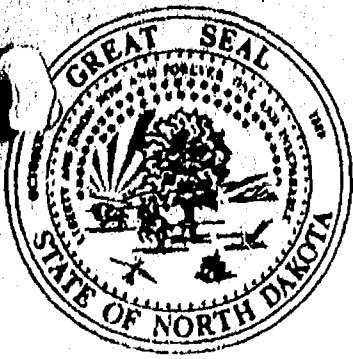
¹ The amounts shown are included in the January 27, 1999, document entitled "Overview of Workforce Training System and Summary of Business Plans," prepared by the College Technical Education Council and the institutions of higher education assigned primary responsibility for workforce training. The document was presented to the 1999 Legislative Assembly in support of House Bill No. 1443.

² The amounts shown are included in the November 3, 1999, document entitled "Summary of Business Plans," prepared by the College Technical Education Council and the institutions of higher education assigned primary responsibility for workforce training.

³ The amounts shown are included in the October 9, 2000, document entitled "Year-End Report on Implementation of Workforce Training System for Fiscal Year 2000," prepared by the College Technical Education Council and the institutions of higher education assigned primary responsibility for workforce training.

⁴ The amount shown includes a grant of \$4,900 received in addition to institutional funds of \$17,950.

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North Dakota University System

Year-End Report on Implementation of Workforce Training System for FY-2000

By:

**College Technical Education Council (CTEC)
And University System Campuses
Assigned Primary Responsibility
for Workforce Training**

CONTACT UNIVERSITY SYSTEM OFFICE FOR A COPY

October 23, 2000

**STATEMENT BY DALE O. ANDERSON, PRESIDENT, GNDA, REGARDING
SB 2020, THE STATE BOARD FOR VOCATIONAL AND TECHNICAL
EDUCATION, NORTH DAKOTA SENATE APPROPRIATIONS
COMMITTEE, January 11, 2001.**

Chairman Nething and members of the Senate Appropriations Committee. I am Dale O. Anderson, President, GNDA, North Dakota State Chamber of Commerce. Thank you for this opportunity to provide testimony in support of SB2020, the state board for Vocational and Technical Education.

The Greater North Dakota Association is the voice for business and principal advocate for positive change for North Dakota. The organization's membership of 1000 is an economic and geographic cross section of North Dakota's private sector, including statewide associations and local chambers of commerce, development organizations and convention and visitors associations and public sector members. GNDA is governed by a 25 member Board of Directors elected by our membership.

On behalf of private sector employers, we express our appreciation to the 1999 Legislative Assembly for passing HB 1443 and appropriating \$875,000 of general fund money. The new workforce training plan you created implements recommendations of the Task Force for Improving Workforce Development and Training. It provided a major change in how workforce training is provided. The new plan is built around a goal to provide business and industry in North Dakota with the most competitive workforce in the nation. The new plan defines four primary success characteristics found among successful programs around the country. They are defined service regions, primary responsibility, financial support and collaborative relationships.

The Task Force for Improving Workforce Development and Training is a diverse group representing the governor's office, legislative leadership, business, education and government. It is chaired by Roger Relerson, President, Flint Communications, Fargo.

The Steering Committee of the Task Force met on August 3, 2000. They received reports from the 4 colleges assigned primary responsibility for workforce training. The meeting, chaired by Roger

Relerson, was impressed with the progress that had been made. The Task Force recommends that \$1,350,000 be appropriated to the 4 colleges assigned primary responsibility for workforce training, based on their business plans.

The GNDA Board of Directors, based on recommendation from the Legislative Affairs Committee, chaired by Tom D. Kelsch, Kelsch Law Firm, Mandan took action at its meeting on October 9, 2000 to support legislation to appropriate \$1,350,000 of general funds to the four campuses assigned primary responsibility for workforce training for the 2001-2003 biennium.

Governor Schafer recommended \$875,000 for workforce training program as evidenced on line 15 of SB 2020.

We acknowledge and appreciate Governor Hoeven's enthusiastic commitment to economic development and workforce training. Governor Hoeven's recommendation of \$1,350,000 to the four colleges assigned primary responsibility for workforce training will make it possible for these units to effectively complete implementation of the new plan throughout the state, especially to areas not currently developed.

The North Dakota business community through the Task Force on Workforce Training and GNDA, recommends SB 2020 be amended on line 15 to increase the general fund appropriation from \$875,000 to \$1,350,000.

Thank you Senator Nething and members of the Senate Appropriations Committee for this opportunity to discuss GNDA's position on workforce training and vocational and technical education in North Dakota. I welcome your questions

Senate Bill 2020
Testimony to Senate Appropriations Committee
by Larry A. Isaak, Chancellor, North Dakota University System
January 11, 2001

Good morning, Mr. Chairman and members of the Senate Appropriations Committee. For the record, I am Larry Isaak, Chancellor of the North Dakota University System. My comments will be brief.

First, I want to publicly commend Wayne Kutzer, his predecessor Mel Olson, and the Board members of the State Board for Vocational Technical Education. The SBVTE, under the leadership of Mel, and now Wayne, has been extremely cooperative in working with the University System. We have developed strong cooperative working relationships in a number of important areas including: (1) allocation of program enhancement funds in the Vocational Education budget for the vocational programs which are offered through the community colleges. These funds have made it possible for these campuses to keep vocational technical programs current and to help start up new vocational technical programs; (2) the FINDET system which provides follow up information on our graduates, and; (3) the workforce training initiative. The cooperation of Wayne and his board is valued and appreciated.

In the interest of time, I will limit my comments this morning to the workforce training initiative. There is a fairly detailed description of the training system in your Resource Guide (which was provided to you earlier) starting on Page Three of Section 11. That section includes a status report on the accomplishments to date, which I believe you will find to be very impressive. I would encourage you to review that section when you have a moment.

The main point I would like to make this morning is in regard to the requested funding for the Workforce Training initiative. The Task Force on Workforce Training, that developed the Workforce Training System and which was enacted by the 1999 Legislature, called for a state general fund appropriation of \$1 million for the start-up phase (the 1999-2001 biennium) and \$1,350,000 for the full operation phase (the 2001-2003 biennium). The \$1,350,000 is the amount included in the funding request of the State Board of Higher Education and recommended by Governor Hoeven.

One final note: The workforce training system in North Dakota was modeled after the workforce training system at Kirkwood Community College in Cedar Rapids, Iowa. Kirkwood Community College was recently selected as the Community College of the Year by the National Alliance of Business. It is reassuring that the training system developed in North Dakota is patterned after what a leading national business organization has determined to be the best in the nation.

Thank you for the opportunity to provide comments to this committee on SB2020.

March 12, 2001

Madame Chair and Members of the House Appropriation Committee,

For the record, my name is Sharon Etemad, President, Lake Region State College. I am here to support SB2020 but to oppose the amendment that requires 75% of the regional funds for the biennium to be received, or pledged, by June 30, 2002, for the respective workforce training regions to receive their general fund appropriation for the second year of the biennium. I oppose the amendment for the following reasons:

1. The requirement was not part of the original bill nor was it part of the Iowa plan that the Workforce Training legislation was modeled after. The original legislation was carefully developed with the input of legislators, business leaders, and higher education members. It is working very well. There is no reason for this amendment.
2. The fund raising component was seen as supporting the start-up of the workforce training units in each quadrant and would be phased out as the units became fully functional and could be supported with state appropriations and training fees.
3. Fund raising goals are projections that are based on estimated contributions from the private sector. While we have been pleased at the positive support we have received from economic development entities, banks, utilities, etc., the message we have received from the donors is that their funds must meet many needs. They have been clear that they will not be able to continue to support program operations on an on-going basis. Our message to them has been that we were looking for start-up funds.
4. We would not be able to sustain the mission of our institutions as a whole if we lost our state appropriations if we were unable to meet enrollment projections. Likewise, we would be unable to meet our work force training mission if we lost our state appropriations because for some reason we were unable to raise the projected private sector contributions.

For these reasons, I urge the removal this amendment. Work force training is working very well in our quadrant. We are meeting our training goals and have received very positive evaluations from the businesses receiving the training.

I have also brought letters from the chair of our Work Force Training Advisory Board and one of our local economic developers opposing this amendment.

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**4601 32nd Avenue South, Grand Forks, ND 58201
P.O. Box 14489, Grand Forks, ND 58208-4489**

March 12, 2001

Representative Janet Wentz
Chair of the House Appropriations Subcommittee on Education and Environment
Fifty-seventh Legislative Assembly

Dear Representative Wentz,

Please accept this letter as testimony regarding SB-2020. I would like to go on record as opposed to an amendment added to this bill that affects the Workforce Training funding. This amendment will require 75% of the regional funds for the biennium to be received, or pledged, by June 20, 2002, for the respective workforce training regions in order to receive their general fund appropriation for the second year of the biennium and for this achievement to be certified by the North Dakota Department of Commerce.

As a business person in North Dakota, I feel economic development is a primary contributor to the long term well being of our state. With the ever-changing needs of businesses, work force training as part of economic development is more critical than ever. This is why I have chosen to support the North Dakota Workforce Training System as Chair of the Northeast Workforce Training Partnership Advisory Board.

The workforce training initiative implemented by the 1999 legislature has been responsive to the entities and accountability measures that were put in place to track its progress and success. Requiring local fund raising achievement to be certified by an agency (the North Dakota Department of Commerce) adds another layer of bureaucracy to an already closely scrutinized system. There are several entities already involved in oversight and accountability for the workforce training systems including the legislature through annual progress reports including a review of agreed upon accountability measures and the private sector through local advisory boards which is the level at which I have chosen to participate. I do not see the necessity of adding another level of accountability to the list. I feel the workforce training quadrants are being responsible and accountable to those who need them most, the private sector. Our working relationship, through the advisory boards and through contracting training, provides all parties the opportunity to participate with strong involvement from the private sector. We need to maintain the private sector's involvement in this initiative. The regional advisory boards currently have a responsibility for ensuring the quadrants meet their goals, physical and financial. The Workforce Training system is designed as one of "Partnerships" and I want to make sure that we stay focused on the model we agreed to, not confuse it through the addition of continual layers of bureaucracy. A model where private sector fund raising was meant to stabilize the initial ramp-up phases of implementation, a model where the private sector monitored the accountability and progress of its respective representatives, and a model that was supported by state officials through ongoing funding of infrastructure once the initial phase was completed.

While I support SB-2020, I oppose the amendment requiring the 75% fund raising level for release of state appropriations. Please take this testimony into consideration as you look at the approval of this amendment. Thank you for your consideration.

Respectfully,

Paul Brewinski

Paul Brewinski
President GFG Foodservice,
Chair, Northeast Workforce Training Partnership Advisory Board

FORWARD
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DEVELOPMENT CORPORATION

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March 12, 2001

Representative Janet Wentz
Chair of the House Appropriations Subcommittee on Education and Environment
Fifty-seventh Legislative Assembly

Dear Representative Wentz:

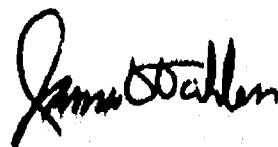
Please accept this letter as testimony regarding SB-2020. I would like to go on record as opposed to an amendment added to this bill that affects the Workforce Training funding. This amendment will require 75% of the regional funds for the biennium to be received, or pledged, by June 20, 2002, for the respective workforce training regions to receive their general fund appropriation for the second year of the biennium.

This amendment is contrary to the model on which this system was based. It was my understanding, based on the Iowa model of workforce development and the recommendations of the Task Force for Improving Workforce Development and Training, that the private sector fund raising at the regional level was to be phased out as the Workforce Training System became fully operational and able to rely more heavily on training fees generated and state appropriations. After the initial phase-in period, the regional contributions and support in the workforce training system from the private sector would be in the form of payment for services and training provided to each employer. The initial fund raising efforts, as I understood them, were to help pay for the initial development and ramp-up of this very important system.

As an economic development organization in the Lake Region, we are pleased to add our financial backing to an educational system that fosters the growth, attraction, and retention of business and industry for their crucial beginning steps. The availability of training in new or advanced skill areas continues to be a concern for companies wishing to relocate into our area. The North Dakota Workforce Training System ensures our capacity to meet those needs. However, our organization will be hard pressed to continue this financial support indefinitely.

I feel the amendment to SB-2020 requiring the 75% completion of regional fund raising before the release of state appropriations will cause the Workforce Training Representatives to spend valuable time on input (fund raising) instead of output (providing training). With this in mind, I cannot support this amendment and ask you to remove it from SB-2020. Thank you in advance for your consideration in this matter.

Sincerely,



James Dahlen
Executive Director



**STATEMENT BY DALE O. ANDERSON, PRESIDENT, GNDA,
REGARDING REENGROSSED SB 2020, THE STATE BOARD FOR
VOCATIONAL AND TECHNICAL EDUCATION, NORTH DAKOTA
HOUSE APPROPRIATIONS COMMITTEE, EDUCATION AND
ENVIRONMENT DIVISION, MARCH 13, 2001.**

Madame Chairman Wentz and members of the Committee. I am Dale O. Anderson, President, GNDA, North Dakota State Chamber of Commerce. Thank you for this opportunity to provide testimony in support of Reengrossed SB 2020, the State Board for Vocational and Technical Education, including workforce training.

The Greater North Dakota Association is the voice for business and principal advocate for positive change for North Dakota. The organization's membership of 1000 is an economic and geographic cross section of North Dakota's private sector, including statewide associations and local chambers of commerce, development organizations and convention and visitors associations and public sector members. GNDA is governed by a 25-member board of directors elected by our membership.

On behalf of private sector employers, we express our appreciation to the 1999 Legislative Assembly for passing HB 1443 and appropriating \$875,000 of general fund money for workforce training. The new workforce training plan you created implements recommendations of the Task Force for Improving Workforce Development and Training. It provided a major change in how workforce training is provided. The new plan is built around a goal to provide business and industry in North Dakota with the most competitive workforce in the nation. The new plan defines four primary success characteristics found among

successful programs around the country. They are defined service regions, primary responsibility, financial support and collaborative relationships.

The Task Force for Improving Workforce Development and Training is a diverse group representing the governor's office, legislative leadership, business, education and government. It is chaired by Roger Relerson, President of Flint Communications in Fargo.

The Steering Committee of the Task Force met on August 3, 2000. They received reports from the four colleges assigned primary responsibility for workforce training. The meeting, chaired by Roger Relerson, was impressed with the progress that had been made. The Task Force recommended that \$1,350,000 be appropriated to the four colleges assigned primary responsibility for workforce training, based on their business plans for the 2001-2003 biennium. A copy of the North Dakota University System "Year-end Report on Implementation of the Workforce Training System for FY-2000" is distributed with this testimony.

The GNDA Board of Directors, based on a recommendation from the Legislative Affairs Committee, took action at its meeting on October 9, 2000, to support legislation to appropriate \$1,350,000 of general funds to the four campuses assigned primary responsibility for workforce training for the 2001-2003 biennium.

We acknowledge and appreciate Governor Hoeven's enthusiastic commitment to economic development and workforce training. Governor Hoeven's recommendation of \$1,350,000 to the four colleges assigned primary responsibility for workforce training will make it possible for these units to effectively complete implementation of the new plan throughout the state, especially to areas not currently developed. This includes rural areas of North Dakota. We also acknowledge and appreciate the North Dakota Senate's action to appropriate \$1,350,000 to the

workforce training program in SB 2020 for the 2001-2003 biennium.

The Senate action also added a new section to SB 2020, Section 2 dealing with "workforce training funds - distribution" during the second year of the biennium. This new section requires that 75 percent of the regional funds included in the approved business plan for the biennium have been received, or have been pledged to be received, prior to June 30, 2003. These funds may not be distributed to colleges assigned primary responsibility for workforce training until the workforce development division notifies the state board for vocational and technical education that this section has been met. Subsection 3 appropriates unused funds to the state board for vocational and technical education for one-time expenditures.

The North Dakota business community through the Task Force for Improving Workforce Development and Training and GNDA, recommends that Reengrossed SB 2020 be amended by removing lines 20 through 24 on page 1, and removing lines 1 through 19 on page 2 and renumber accordingly. The purpose of this amendment is to remove the requirement that 75 percent of the regional funds be committed and certified prior to release of general funds for the second year of the biennium.

We believe that the four community colleges assigned primary responsibility for workforce training are making satisfactory progress. Results of the new program are being demonstrated. Significant increases in each area are projected for all workforce training regions during the 2001-2001 biennium. Access to workforce training will also be increased significantly, both geographically and by portion of businesses in the state during the next biennium.

The North Dakota business community has been extremely active during the past biennium on the Legislative Council Interim Committee on Higher Education. The Roundtable Report deals with flexibility, expectations, funding and accountability.

We support those recommendations. We believe the Senate amendments are not necessary.

Thank you Madame Chairman Wentz and members of the Education and Environment Division for this opportunity to discuss ONDA's position on workforce training and vocational and technical education in North Dakota. We recommend that Reengrossed SB 2020 be amended by deleting Section 2 and support the \$1,350,000 funding level for the 2001-2003 biennium to the colleges assigned primary responsibility for workforce training.

I welcome your questions.



Proposed Amendment to Reengrossed SB 2020

Page 1, remove lines 20 through 24

Page 2, remove lines 1 through 19

Renumber accordingly

Statement of Purpose of Amendment:

Remove requirement that 75% of the regional funds be committed and certified prior to the release of the general funds.

Senate Bill 2020
Testimony to House Appropriations Subcommittee
on Education and Environment
by Eddie Dunn, Vice Chancellor for Strategic Planning and Executive
Director of the College Technical Education Council
North Dakota University System
March 13, 2001

Good morning, Madame Chair and members of the House Appropriations Subcommittee on Education and Environment. For the record, I am Eddie Dunn, Vice Chancellor for Strategic Planning and Executive Director of the College Technical Education Council. My comments will be brief.

First, I want to publicly commend Wayne Kutzer, his predecessor Mel Olson, and the Board members of the State Board for Vocational Technical Education. The SBVTE, under the leadership of Mel, and now Wayne, has been extremely cooperative in working with the University System. We have developed strong cooperative working relationship in a number of important areas including: program enhancement funds for the vocational programs which are offered through the two-year colleges; the FINDET system which provides follow up information on our graduates, and; more recently, the workforce training initiative. The cooperation of Wayne and his board is valued and appreciated.

In the interest of time, I will limit my comments this morning to the workforce training initiative. There is a fairly detailed description of the workforce training system in your Resource Guide which was provided to you earlier, starting on Page Three of Section 11. That section includes a status report on the accomplishments to date, which I believe you will find to be very impressive. I would encourage you to review that section when you have a moment.

The main point I would like to make this morning is in regard to the requested funding level for the Workforce Training initiative. The Task Force on Workforce Training, that developed the Workforce Training System and which was enacted by the 1999 Legislature, called for a state general fund appropriation of \$1 million for the start-up phase (the 1999-2001 biennium) and \$1,350,000 for the full operation phase (the 2001-2003 biennium). The \$1,350,000 is the amount included in the funding request of the State Board of Higher Education, recommended by Governor Hoeven and approved by the Senate.

On behalf of the campus presidents and the workforce training boards in the four workforce training regions, I would encourage you to provide the funding necessary to bring the workforce training system in North Dakota to its full potential.

One final note: The workforce training system in North Dakota was modeled after the workforce training system at Kirkwood Community College in Cedar Rapids, Iowa. Kirkwood Community College was recently selected as the Community College of the Year by the National Alliance of Business. It is reassuring that the training system developed in North Dakota is patterned after what a leading national business organization has determined to be the best in the nation.

Thank you for the opportunity to provide comments to this committee on SB2020.

MONEY

Kirkwood's worker training hailed

National business alliance calls college a model for work force development

By Dave DeWitte

Gazette assistant financial editor

CEDAR RAPIDS — A work force competitive-
ness group is holding Kirkwood Community
College up as a nationwide role model for
meeting the educational needs of the changing
work force.

The National Alliance of Business on Wednes-
day declared Kirkwood its Community College
of the Year, and plans to publicize Kirkwood's
strategies and results nationally. The college
will be formally honored at the NAB's national
conference Oct. 31 in Washington, D.C.

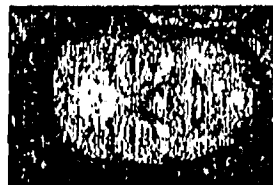
Kirkwood was selected out of more than 30
applications nationwide for the honor, created
five years ago. It was the only applica-

tion to score in the organiza-
tion's scoring system.

"Kirkwood is not just doing
the usual community college
thing," said Hans Meeder, NAB
senior vice president of work
force development. "It's seeing
itself as an economic develop-
ment hub for the region."

Meeder, previously executive
director of the 21st Century
Work Force Commission, said
the already serious demands
placed on the work force will
become even more critical in
the years to come as job cre-
ation accelerates and the need
for technology and teamwork
skills increase.

Meeder said Kirkwood can expect to be
"deluged" with requests for visits and informa-
tion about its structure and programs as a
result of the award. The alliance will feature



**Hans R.
Meeder**
Senior
vice president
of workforce
development
National Alliance
of Business

different aspects of Kirkwood's success in its
publications and on its Web site.

Kirkwood was praised for its efforts to identi-
fy changing work force needs in the business
community and change rapidly to meet them.

Meeder said the alliance was especially im-
pressed with the formation and use of the local
Skills 2000 Commission, which involved Eastern
Iowa business and industry leaders in assessing
employer skill demands and business needs.

"In a lot of places, people say their doors are
open, but they really need to get outside of their
institutions and talk to people in their commu-
nity, as you have done," Meeder said.

He noted Kirkwood's numerous cooperative
projects with the business community, such as
the AEGON National Corporate Data Center and
the Diamond V Mills animal nutrition research
laboratory, calling Kirkwood's approach "per-
fect, common sense integration of resources and
relationships."

North Dakota Adult Farm Management Education

(These statistics do not include Borrower Training or Ag Marketing Club participants as this data is not available for these populations.)

Age Demographics

Average Client Age 44

Youngest Client 19

Oldest Client 78

Under 30 years of age 17%

Over 45 years of age 31%

Maximum Education Demographics

02.5% Have not completed High School

45.1% Have Completed High School or a GED

20.4% Have completed some Post-Secondary Education

16.7% Have completed an Associate Degree

13.9% Have completed a Baccalaureate Degree

01.4% Have completed a Masters Degree

[illegible]

★ Requested 1st Year Clubs

VTE AG MARKETING CLUBS

Existing

Bismarck
Bottineau
Carrington
Colfax
Cooperstown
Crosby
Garrison
Glen Ullin
Hettinger
Jamestown (FARMM)
Jamestown (Y&C)
Lisbon/ Enderlin
Litchville
Mapleton
Minot
Oakes
Reynolds
Rugby
Stanley
Tower City
Wahpeton

New Requests

Bowbells
Clifford
Halliday
Kenmare
Taylor
Walhalla

VOCATIONAL & TECHNICAL EDUCATION APPROPRIATIONS BILL

Farm Business Management program \$300,000.00 enhancement funding.

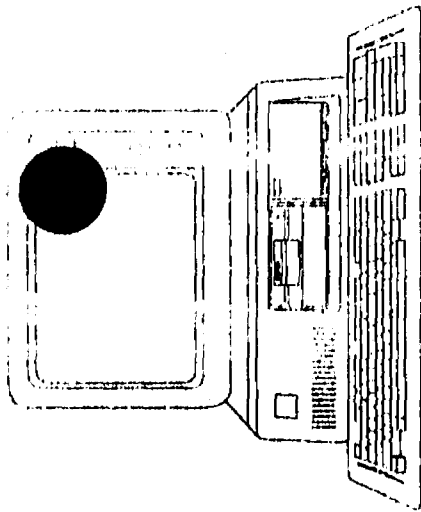
Statement of need:

1. To establish 3 additional Farm Business Management Education programs.
 - North Dakota has 18 Programs in operation at this time. There are farmers in areas of the state that have no access to a program. Request for additional programs are increasing.
2. To increase the level of state reimbursement funding to local school districts.
 - About 75% of the farmers enrolled in a local Farm Business Management program are from out-of-district. Local boards do not feel it should be their obligation to support the program with local tax dollars.
 - Start up costs for new programs are difficult for a local district to absorb until the program cash flows.
 - In the next few years about 75% of the existing Farm Management program coordinators will be eligible for retirement. With the present level of support the local districts find it difficult to continue the program after a established coordinator retires.
3. To increase and expand the cooperative efforts of the Extension Service and Farm Business Management in establishing Market Educational Clubs.
 - Twenty-two market clubs were cooperatively started in 2000 and 6 new clubs have been added for 2001.
 - Market Educational Clubs are proving to be a very popular and effective way to improve area farmers' marketing skills. Requests for the establishment of additional clubs are increasing.

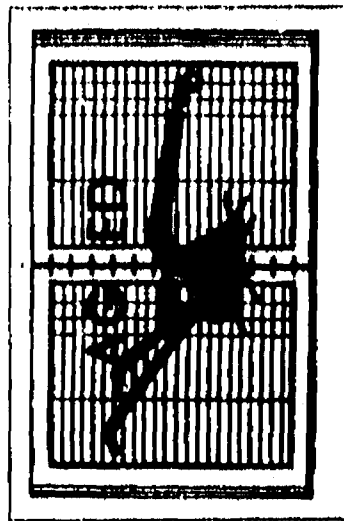
Testimony of: Marvin Krell

Mr. Steve Zimmerman
State Board Voc & Tech Education
600 E Boulevard Ave Dept 270
15th Floor - State Capitol
Bismarck, ND 58505-0610
701-328-3185
Fax: 701-328-1255

OR:



Forward
Tomorrow



The Competitive Edge

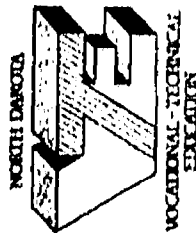
Learning more in the farm business management education program and applying it to your operation is the best way to maintain the competitive edge.

In your search for more practical knowledge, the Farm Business Manager program can help. It provides training in the critical areas of farm management, financial management, enterprise management, and marketing management. The program helps locate strong and weak points of your farm business.

**Farm Business Management
Education Program**

***It will help you look
forward to tomorrow!***

Any person who requires an auxiliary aid or service should contact Brenda Schilling at 701-328-3185.



**Supported by the State
Board For Vocational &
Technical Education**

**A. Comprehensive Farm Business
Management Education Program**

The cost is small.

The benefits are large.

*Give us a call today or return the attached
card.*

SLB 2020

A Better Tomorrow Through Education Today!

Good managers stay ahead in the business of farming through continued education. As the business of farming continues to change, the challenge becomes one of finding the best source of good business-management education.

The North Dakota Farm Business Management Education Programs are staffed with certified instructors trained in Agricultural Education who have considerable experience working in financial management and overall farm management.

What You Learn

Financial Management Financial management skills can be learned and applied to your farming operation. The key is learning the techniques of financial management and how to apply it. That's where Farm Business Management can help!

Enterprise Management The program can effectively evaluate each enterprise of your farming operation. Your analysis will show the strengths and weaknesses of your business.

Then you can make the proper management decisions. If you so desire, the instructor will work with specialists who can help you solve your production problem.

Marketing Management Keeping current with new marketing options and terminology is a never-ending process. The Farm Business Management Program teaches the various marketing methods and helps you decide which marketing plan best fits your needs.

How You Learn

Individual Instruction The instructors work with each family to help find ways to solve individual problems. Quite often the instruction is on-site with the entire family participating.

Telephone Farmers enrolled have access to their instructor by telephone to secure information regarding their farm business.

Classroom Regularly scheduled classes provide instruction on subjects ranging from recordkeeping, budgeting, farm analysis, government programs, marketing, to operating a computer. Participants not only learn from the instructor but from each other.

I would like to find out more about "Looking Forward To Tomorrow"

- ☐ Give me a call to set up an appointment for you to stop out.
☐ Let's meet in your office. Give me a call.
☐ Please send me more information.

Name: _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Phone: _____
 A good time to call is: _____

LOOKING FORWARD TO TOMORROW

ExplorNet

SB 2020

405 1/2 E Sweet Avenue • Bismarck ND 58504-5659 • www.nd.explornet.org • ndinfo@explornet.org

April 17, 2001

Senator Tony Grindberg
North Dakota Senate
600 E. Boulevard Avenue
Bismarck ND 58505

Dear Senator Grindberg:

I understand from Rebecca Ternes, ExplorNet's North Dakota Director, that you have questions regarding ExplorNet's funding in other states and how the federal funding is expended, I have prepared the following. I hope the following information answers your questions. Please feel free to contact me directly or Rebecca for any additional clarification.

In 1997, after saving the state nearly \$47 million during the NetDay project, ExplorNet developed and piloted its very successful Computer Recycling curriculum. This initial project was funded through private sources. In 1998, recognizing the value the program would have for every school across the state North Carolina's General Assembly included \$500,000 in the state budget directing the Department of Public Instruction to contract with ExplorNet. This money enabled EN to grow the program from the original 6 pilot sites to 52 full sites.

In 1999, North Carolina's General Assembly increased ExplorNet's funding to \$1 million to handle the increased demand across the state for the CPR program. It also allowed ExplorNet to develop, Technology Road Show, a statewide teacher training program. This funding was increased to \$2.5 million in the FY2000 budget. In addition to operational expenses, this money provided start-up grants for the participating schools. It also provided funding for Trailblazer Magazine, free Internet-based instructional materials for the state's middle school students. ExplorNet also increased the CPR program to 87 schools and began work with extra-curricular technology career programs, including summer technology camps.

Funding in 2001 was continued at \$2.5 million, enabling ExplorNet to add the ENTech Centers, NC's first statewide technology integration training program for teachers as well as Digital Storytelling, a multi-media curriculum. Funding for ExplorNet is written as a continuing resolution in the North Carolina budget at \$2.5 million per year. The funding passes through the North Carolina Department of Public Instruction (NC DPI). NC DPI continues to utilize the staff at ExplorNet to augment its internal information technology division. Through legislative support, the CPR program has served nearly 5500 North Carolina students and saved the state well over \$1.5 million in hardware and maintenance costs.

Based on its success in North Carolina, ExplorNet received \$2 million of federal dollars from Congress in fiscal year 1999 with the directive to expand the program to additional states. After discussion with the US Department of Education and advisory contacts in North Dakota, ExplorNet committed up to \$250,000 per year for two years from its federal grant to starting the program in North Dakota. North Dakota agreed to pick up the cost of the program after the initial two years.

ExplorNet's CPR Program in North Dakota has grown rapidly, from six schools to over twenty in one year. Over 45 schools are planning to participate in the fall. To date, over 400 North Dakota students have participated in the Computer Recycling (CPR) A+ certification program. In the last year, students in these classes provided over 1,000 hours of free technical support to their schools.

Federal dollars for fiscal 2000 were not available to ExplorNet. However matching funds for state dollars in North Dakota are currently available and committed to the state. ExplorNet continues to seek federal dollars through a variety of sources as well as private sector funding.

The State of Arkansas recently passed their budget bill, funding ExplorNet at \$350,000 for operational, program and curricular expenses for the biennium. This is written as a pass-through from the Arkansas Department of Education. Further, the Department of Workforce Education in Arkansas provides separate equipment grants to participating schools.

The commitment of state dollars is crucial to creating a successful public/private partnership. After careful consultation with federal funders, ExplorNet developed a model to provide seed money to begin the program in additional states, with the understanding that the states would gradually become responsible for funding.

I want to reiterate ExplorNet's commitment to North Dakota. We are very happy to be an integral part of the state's economic and workforce development efforts. We look forward to a long and fruitful working relationship with the state.

Sincerely,



David L. Bollek
CEO

ExplorNet North Dakota Budget

July 1, 2001 - June 30, 2003

Description	SB2020 Yr I	SB2020 Yr II	EN to ND I	EN to ND II
Salaries and Benefits	46,188.00	52,212.00	113,160.00	127,920.00
Travel and Meals			17,000.00	23,000.00
Meeting/Workshop Costs(less fees)			4,000.00	6,100.00
Office Rent/Suppl/Maint/Printg/Postage	1,960.00	2,940.00	24,000.00	36,000.00
Telephone and Fax			5,600.00	8,400.00
Curr Research/Dev/Eval	22,500.00	22,500.00	22,500.00	22,500.00
Trailblazer Mag Writing/Layout/Print	10,000.00	10,000.00	10,000.00	10,000.00
Sub Total of EN Admin/Oversigt/R&D	80,648.00	87,652.00	196,260.00	234,220.00
CPR School E-Supplies (50 x \$4,000)	80,000.00	120,000.00		
Net Ess. School E-Supplies (12 x \$4500)	22,500.00	31,500.00		
Total to ExplorNet	183,148.00	239,152.00	196,260.00	234,220.00

Total State Appropriation (Voc Ed to ExplorNet) \$422,300.00 (\$254,000 directly to schools)

Match From ExplorNet Federal Dollars \$430,480.00

SB 2020

Vocational and Technical Education and ExplorNet Collaboration

Partnership Agreement

April 18, 2001

This agreement outlines the specifics of the partnership between the SBVTE and ExplorNet. The SBVTE and ExplorNet will work together over the next two years on a common vision for IT programming.

Footnote / Legislative Intent

\$168,300 shall be given directly to ExplorNet (through SBVTE) for administrative uses. \$45,000 of the \$168,300 will be devoted to curriculum research, development, and evaluation for the express purpose of meeting the IT needs of North Dakota. One of these projects will include a middle-school curriculum redesign pilot or a comparable product. \$254,000 shall be earmarked for ExplorNet courses including CPR, Networking Essentials, Operating Systems Essentials, and a Middle-School curriculum project or comparable products. The SBVTE in collaboration with ExplorNet will distribute the funds directly to schools according to the current annual plan process.

The \$254,000 for ExplorNet programs will be used to fund the following programs at the identified levels.

ExplorNet CPR (50 schools at \$4,000 per school)	\$200,000
ExplorNet Networking Essentials (5 schools at \$4,500 per school)	\$ 22,500
ExplorNet /SBVTE Operating Systems Essentials (15 schools at \$1,000 per school)	\$ 15,000
ExplorNet /SBVTE Middle-School Pilot Program	\$ 16,500

NOTE:

Any funds that are unclaimed may be used to support additional programs that develop as a result of using needs assessments over the next biennium. The movement of funds would be agreed upon by the SBVTE, ExplorNet and the IT Advisory Committee.

- ExplorNet agrees to work with the existing procedure whereby ExplorNet will apply for grant money on behalf of the participating schools. The SBVTE working in collaboration with ExplorNet will manage reimbursement requests and the annual plan process. ExplorNet will have access to records and will be notified of questionable reimbursement requests. Copies of all approved applications and proof of expenditures of grants will be sent to ExplorNet.
- The SBVTE will insure that all instructors teaching IT courses are appropriately certified. ExplorNet will be notified of any problems with instructor certification relating to their programs.
- The SBVTE will manage the process of reimbursement requests and annual plans, including fund distribution. ExplorNet will have access to any records and will be notified of any questionable reimbursement requests made by schools.
- ExplorNet and the SBVTE will mutually agree to the final membership of the IT Advisory committee and agree to use this committee as the sounding board for programming decisions.
- ExplorNet and the IT division of the SBVTE agree to a face-to-face leadership meeting a minimum of every other month.
- ExplorNet and the IT division of the SBVTE agree to add all the members of both entities to any IT related listservs and distribution lists so that both parties can stay informed.
- New IT courses will be discussed and agreed upon by both entities and the IT Advisory Committee prior to development/implementation.

- North Dakota instructors will be used as curriculum developers/reviewers and trainers to the maximum extent possible.
- ExplorNet and the SBVTE both agree on the make-up of North Dakota representation on the curriculum teams, evaluation teams, and pilot schools.
- ExplorNet retains sole intellectual property rights, distribution rights, and naming rights to the curriculum and corresponding materials developed under this agreement. However, the SBVTE has a perpetual license to use the curriculum and corresponding materials developed under this agreement indefinitely at no cost or fees to the SBVTE and North Dakota school districts. Any updates or additions to newly developed programs created by ExplorNet alone shall be the sole property of ExplorNet.
- ExplorNet and the SBVTE will each provide a link to each other's website.
- ExplorNet and the SBVTE agree to work collaboratively together to secure 2003-2005 state funding for IT programs.
- ExplorNet will receive the allocation of 168,300 no later than August 15, 2001 for administrative uses in the FY 2001-2003 biennium. Administrative uses include but are not limited to salaries, benefits, staff development and training, office and operational supplies, curriculum research, development, and evaluation, Trailblazer Magazine production and distribution. This money can be spent at any time over the two-year period.
- ExplorNet will submit quarterly Administrative expenditures and progress reports to the SBVTE.

SBVTE State Director/Executive Officer

DATE

ExplorNet Director

DATE

SBVTE IT Supervisor

DATE

Testimony Supporting SB2020
Jeff Swank
Vice President, TMI Systems Design Corp.
President, ITCND
President, SWITC
March 13, 2001

Appropriations Committee
Representative Mike Timm, Chair
Education Subcommittee
Representative Janet Wentz, Chair

Madam Chairperson, members of the committee, thank you for allowing me to speak in support of SB2020.

I am Jeff Swank, Vice President of TMI Systems Design Corp, President of the Information Technology Council of North Dakota, and President of the Southwest Information Technology Council. I ask you to support this bill. Information Technology is a key to North Dakota's continued growth, and education is key to growth for the Information Technology industry.

According to Job Service North Dakota, in 1999 IT related employment grew at a rate of 3 percent compared to a national growth of 1 percent. IT workers made up 6 percent of our total work force in that same year. We need to expand our IT training.

In the not too distant past, it was only the "computer geeks" that needed to be educated in operating systems, data networking and computer applications. Today, nearly everyone joining the workforce needs to have these basic skills. It is hard to find a job that does not use computers in one form or another. If we provide our junior and senior high school students access to this type of training we provide them a foundation upon which to build. Some may continue their education in the IT field, others may choose a different course of studies, while still others may decide to join the workforce directly. In all three of these examples the students of this state will be well served by Vocation Technical Education programs.

Please support our young people, by supporting this bill.

Jason Yoder
Computer Operations Manager
Baker Boy
170 GTA Drive
Dickinson, North Dakota 58601
Phone: 701-225-4444
FAX: 701-225-7981

Board of Directors, Information Technology Council of North Dakota
Vice-President, Southwest Information Technology Council

SB 2020 Testimony
13 March 2001

Madam Chair, and committee members, I am Jason Yoder with Baker Boy in Dickinson, and a member of the Information Technology Council of North Dakota. I am in favor of Senate Bill 2020 because of the importance Vocational Technical Education at the junior and senior high school levels is to business and industry and the future of North Dakota in general.

Vocational Technical Education covers many facets, from Auto Technology, and welding to CISCO Networking. Because of my background in Information Technology, that is the area I am going to focus on.

There is a lot of discussion recently about the future of North Dakota and the fact that the future of our state is based on the ability to make a successful transition into this "New Economy" we have been hearing so much about. The ITC is playing a large role in the IT Cluster portion of GNDA's New Economy Initiative. One of the items mentioned again and again in our IT Cluster meetings is the need for highly skilled personnel. Vocational Technical Education at the junior and senior high is critical to satisfying this need.

The current plan for Vocational Technical Education is to help students gain high-tech skills by offering them the basics in junior high, and then in high school and into college and adult education, provide several programs, with industry input, that lead to certifications important in the Information Technology field.

- 1) **Cisco Academy** – provides student with good knowledge about networking making them very employable and provides a strong base for furthering their education.
- 2) **A+ certification (through ExplorNet)** – Basic certification in PC repair and maintenance.
- 3) **MOUS** – Microsoft Office User Specialist provides students with proficient skills in Microsoft Office, which is used in the majority of businesses today.

- 4) **Information Technology Essentials** -- provides students with strong computer fundamentals and forms a base upon which they can continue to the Cisco Academy.

But simply offering these classes is not enough. As you all know technology changes rapidly. There is a well-known rule in the Information Technology field that states technology doubles every 18 months. In order to remain effective, it is imperative that Vocational Technical Education must change with it, specifically in Information Technology related programs. I encourage you to provide them funding to continue to do this successfully.

We are in support of the Vocational Technological Education budget request for \$750,000 to provide mentorship and professional development opportunities to vocational, technical education teachers.

1. Definition of mentorship

Mentors are experienced educators who assist inexperienced educators by serving as consultant to collaborator to coach.

- As consultant; to inform regarding processes and protocols, advise based on well-developed expertise or advocate for particular choices and action.
- As collaborator; to participate as equals in planning, reflecting and problem solving.
- As coach; the nonjudgmental mediation of thinking and decision-making is the most effective option for interaction.

Mentoring allows an inexperienced educator to practice new knowledge and skills and receive professional and moral support in a non-threatening environment.

2. Traditional goals of mentorship programs

- a. provide support to first year teachers with degree
- b. increase retention
- c. lower turnover costs
- d. increase quality of teaching
- e. has been employed in many states, only pilot level in ND

3. Expanded goals of mentorship programs nationwide

Due to the growing national teacher shortage, mentorship programs have been expanded in recent years to include support for non - degreed teachers, while teaching on an emergency certified basis. For example, California now has 2,500 non-degreed teachers enrolled in mentorship programs while teaching in areas of critical shortage.

4. Trades and Industry programs have suffered a critical shortage of teachers for many years for a variety of reasons including: Trade experience requirements, salary competition from industry, rapidly changing technology, professional development opportunities and teaching certification requirements.

5. The proposal would create a pilot mentorship program for T & I teachers, which would alleviate the critical teacher shortage in some areas. By serving the needs of school districts and new and existing teachers, the following benefits would be realized:

- a. increase retention of new and existing teachers by providing critical support.
- b. increase number of new candidates through increased support and growth opportunities.
- c. improve the quality of teaching
- d. increase number of degreed teachers through on-site student teaching opportunities.

6. How the program would work.

The program would consist of 2 years of supervised teaching experience with involvement by the following parties:

- a. on-site master teacher
- b. off-site content specialist
- c. higher education representative
- d. SBVTE representative
- e. ESPB representative

Testimony of
Dr. Larry Broderick
and
Dr. Val Christensen