

# MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION  
SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2019

2005 SENATE APPROPRIATIONS

SB 2019

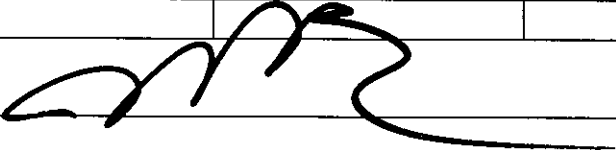
2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 2019

Senate Appropriations Committee

Conference Committee

Hearing Date January 20, 2005

Tape Number	Side A	Side B	Meter #
1	A	B	
Committee Clerk Signature 			

Minutes:

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

**Wayne Kutzer, Director, Department of Career and Technical Education** presented written testimony in **support of SB 2019** together with a brochure "Job Search 2010" published by Job Service ND which documents labor projections for North Dakota to 2010. He reviewed the budget requests, listed the accomplishments and activities of the agency, the enrollments in various programs, emerging technology program, the high tech program and consortiums, what would be done with the \$1.5 million request.

**Senator Andrist** asked if there were any farm management programs in the Northwest Quadrant.

**Wayne Kutzer** indicating a program of this type is in the process of being established.

**Senator Wardner** testified in support of SB 2019 indicating his support of \$1.5 million in funding for the high tech consortiums.

**Ed Dunn, Vice Chancellor for Strategic Planning and Executive Director for College Technical Education Council** provided written documentation and testified in **support of SB 2019** regarding workforce training. The workforce training section put in operation 1999 by Legislative action, have studied the program and decided it is meeting the expectations of businesses and industry. Results of which are included in the written testimony. Program is at capacity and there is a need to increase an additional person in each region.

**Senator Holmberg** would like data as to the people in those professions and salaries within a year's time so we can get a handle on return of investment.

**Senator Andrist** would like a report as to how each of the existing programs with different agencies fit together.

**Ed Dunn**, indicated this is being worked on and the Workforce Training Division of Dept of Commerce has the responsibility of pulling that together.

**Senator Holmberg** asked Laurie of OMB to check on this.

**Woody Barth (Meter 3025), representative of ND Farmers Union members, Chairman, ND Credit Review Board** which is an advisory to ND Career and Technical Education as it relates to adult farm management presented testimony in **support of SB 2019**. He indicated he was trained in the adult farm management program. (No written testimony supplied)

**Wolford Vollesky, (Meter 3600) Superintendent of Schools, Beulah School District, Chairman, Western Corps of Discovery High Tech Cooperative** presented written testimony in **support of SB 2019**. Last session, Beulah was asked why they were not a part of the Career and Technical Education Budget and this year we are included. Out of the high tech cooperatives,

schools have rotated modules. There is a need for professional development in use of the equipment and there is a need for technical support. The \$1.5 million is to expand the number of schools participating in the consortium. He requested support of the budget.

**Senator Grindberg**, what do you think would be reaction of school administrators to look at dedicated funding sources from Common Schools Trust Fund rather than going through general fund requests.

**Wilfred Volesky**, a source of available funding would be ideal but not from this particular fund.

**Jamie Richter**, part of Farm Business Management program, testified in **support of SB 2019**.

He testified how the program helped him.

**Paul Thomas, Administrator, ND Ag Coalition**, appeared to testify in **support of SB 2019**.

He indicated he represents 40 organizations and they are in full support of the farm business management program and the funding for it.

No further questions.

The subcommittee for this budget includes Senators Thane, Grindberg, and Mathern.

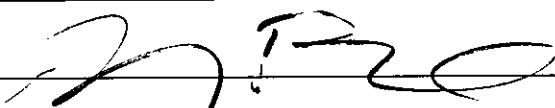
2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 2019

Senate Appropriations Committee

Conference Committee

Hearing Date January 20, 2005

Tape Number	Side A	Side B	Meter #
3		x	1,047
Committee Clerk Signature 			

Minutes: SUB COMMITTEE PRE DISCUSSION

**Chairman Holmberg** called meeting to order on subcommittee work of **SB 2019**.

**Sen. Christmann (720):** "1.5 million for emerging technology program is in the budget, the 1.5 million in the unfunded requests is something else."

**Sen. Kilzer** "If its such a good thing why is the goal to only get 97 schools, why not all? I have a problem with the numbers on that."

**Sen. Kringstad (842):** "You have to look at the whole prospect of it, maybe we aren't missing a lot of them, i.e. combined school districts

**Sen. Thane:** It evident that we need skilled positions in ND. Its important to have this available in high school.

**Sen. Bowman: (1047)** "Groups are hard to work with because they only want to deal with commentates that have a tech college."

**Chairman Holmberg** closed discussion.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2019

Senate Appropriations Committee

Conference Committee

Hearing Date 02/11/05

Tape Number	Side A	Side B	Meter #
2	x		-1,048
Committee Clerk Signature <i>ANT</i>			

Minutes: **Chairman Holmberg** called discussion to order on SB 2019.

Sen. Thane proposed amendment. He also moved the amendment, seconded by Sen. Grindberg.

Sen. Thane explained the amendment by reading aloud the amendment. A voice vote for the amendment was taken all accepted amendment. A **Do Pass as Amended** by Sen. Thane,

seconded by Sen. Mathern. 12 yeas, 0 nays, and 3 absent and not voting. Sen. Thane will be the bill's carrier.

PROPOSED AMENDMENTS TO SENATE BILL NO. 2019

Page 1, line 20, replace "191,939" with "183,482"

Page 1, line 22, replace "2,558,233" with "2,058,233"

Page 1, line 24, replace "2,878,793" with "2,370,336"

Page 2, line 1, replace "396,400" with "393,716"

Page 2, line 2, replace "2,482,393" with "1,976,620"

Page 2, line 9, replace "3,158,580" with "3,150,123"

Page 2, line 11, replace "21,850,116" with "21,350,116"

Page 2, line 15, replace "28,426,766" with "27,918,309"

Page 2, line 16, replace "11,270,900" with "11,268,216"

Page 2, line 17, replace "17,155,866" with "16,650,093"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2019 - Board for Career and Technical Education - Senate Action

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	\$3,158,580	(\$8,457)	\$3,150,123
Operating expenses	1,009,858		1,009,858
Grants	21,850,116	(500,000)	21,350,116
Adult farm management	700,760		700,760
Workforce training	1,350,000		1,350,000
Postsecondary grants	<u>357,452</u>		<u>357,452</u>
Total all funds	\$28,426,766	(\$508,457)	\$27,918,309
Less estimated income	<u>11,270,900</u>	<u>(2,684)</u>	<u>11,268,216</u>
General fund	\$17,155,866	(\$505,773)	\$16,650,093
FTE	27.50	0.00	27.50

Dept. 270 - Board for Career and Technical Education - Detail of Senate Changes

	REDUCES COMPENSATION PACKAGE TO 3/4	REDUCES FUNDING FOR EMERGING TECHNOLOGY PROGRAM <sup>1</sup>	INCREASES FUNDING FOR NEW AND EXISTING PROGRAMS <sup>2</sup>	TOTAL SENATE CHANGES
Salaries and wages	(\$8,457)			(\$8,457)
Operating expenses				
Grants		(\$750,000)	\$250,000	(500,000)
Adult farm management				
Workforce training				
Postsecondary grants				
Total all funds	(\$8,457)	(\$750,000)	\$250,000	(\$508,457)
Less estimated income	<u>(2,684)</u>			<u>(2,684)</u>
General fund	(\$5,773)	(\$750,000)	\$250,000	(\$505,773)



FTE

0.00

0.00

0.00

0.00

- 1 This amendment decreases funding for the Emerging Technology program by \$750,000 from a total of \$1.5 million to \$750,000.
- 2 This amendment adds \$250,000 from the general fund for new and existing program funding, for a total program increase of \$940,000.

Date 2-11-05  
 Roll Call Vote #: 1

**2005 SENATE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. SB 2019**

Senate SENATE APPROPRIATIONS Committee

Check here for Conference Committee

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

Action Taken Do Pass as Amended

Motion Made By Thane Seconded By Mather

open

Senators	Yes	No	Senators	Yes	No
CHAIRMAN HOLMBERG	/		SENATOR KRAUTER	/	
VICE CHAIRMAN BOWMAN	/		SENATOR LINDAAS	/	
VICE CHAIRMAN GRINDBERG	/		SENATOR MATHERN	/	
SENATOR ANDRIST	/		SENATOR ROBINSON	/	
SENATOR CHRISTMANN			SEN. TALLACKSON	/	
SENATOR FISCHER	/				
SENATOR KILZER	/				
SENATOR KRINGSTAD					
SENATOR SCHOBINGER	/				
SENATOR THANE	/				

Total (Yes) 12 No 3

Absent 3

Floor Assignment Thane

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

**REPORT OF STANDING COMMITTEE**

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

Page 1, line 20, replace "191,939" with "183,482"

Page 1, line 22, replace "2,558,233" with "2,058,233"

Page 1, line 24, replace "2,878,793" with "2,370,336"

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Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2019 - Board for Career and Technical Education - Senate Action**

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
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**Dept. 270 - Board for Career and Technical Education - Detail of Senate Changes**

	REDUCES COMPENSATION PACKAGE TO 3/4	REDUCES FUNDING FOR EMERGING TECHNOLOGY PROGRAM <sup>1</sup>	INCREASES FUNDING FOR NEW AND EXISTING PROGRAMS <sup>2</sup>	TOTAL SENATE CHANGES
Salaries and wages	(\$8,457)			(\$8,457)
Operating expenses				
Grants		(\$750,000)	\$250,000	(500,000)
Adult farm management				
Workforce training				
Postsecondary grants				

**REPORT OF STANDING COMMITTEE (410)**  
**February 11, 2005 4:41 p.m.**

**Module No: SR-28-2677**  
**Carrier: Thane**  
**Insert LC: 58019.0102 Title: .0200**

Total all funds	(\$8,457)	(\$750,000)	\$250,000	(\$508,457)
Less estimated income	<u>(2,684)</u>	_____	_____	<u>(2,684)</u>
General fund	(\$5,773)	(\$750,000)	\$250,000	(\$505,773)
FTE	0.00	0.00	0.00	0.00

1 This amendment decreases funding for the Emerging Technology program by \$750,000 from a total of \$1.5 million to \$750,000.

2 This amendment adds \$250,000 from the general fund for new and existing program funding, for a total program increase of \$940,000.

2005 HOUSE APPROPRIATIONS

SB 2019

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2019

House Appropriations Committee  
Education and Environment Division

Check here for Conference Committee

Hearing Date March 3, 2005

Tape Number	Side A	Side B	Meter #
1		X	7-53.6
Committee Clerk Signature <i>Robbie Pung</i>			

**Minutes: Chairman Martinson** opened hearing on SB2019.

**Wayne Kutzer, Director of the Department of Career and Technical Education** introduced Senator Rich Wardner to explain his support of SB2019.

**Senator Rich Wardner, District 37** I have with some school administrators over the biennium to get moneys into the program through the Governor's budget to fund this program. It's a high technology cooperative in the state. There are two kinds in the state. Those in the east and west - they kind of rotate the equipment from school to school. It is one way to provide technology to schools who could not normally afford it. They work as a coop. One of the things keep our young people in school is that they have alternatives. They are not all classroom, sit down learn type of people. This supplies hands on - they learn by hands on. That is what these technology programs and these high tech cooperatives are doing - working with equipment. When you work with Auto Cad, CNC machinery, CNC robots, color cam plus another robotics as well as biochem, lasers

and electronics and so forth. That's the only way we can get these programs to these schools. In the budget we had \$1.5 million. The Senate cut it in half - \$750,000. I would sure like to see the committee put some of that back. The skills being taught are skills that can be transferred into the work force. In Dickinson we have several industries that can use these people. There are stories of young people graduating from high school and gone right to work in industry without ever going to post secondary schools. We sometimes think that four year schooling at the university level is all we have to have. Not necessarily.

**Chairman Martinson** Where was that in there, what line?

**Rich Wardner** It is in the grants line item.

**Chairman Martinson** Right in section 2 or section 3? What line?

**Rich Wardner** In section 2 of the bill. Originally it was \$2.5 million. A little bit later I work through that.

**Wayne Kutzer, Director of the Department of Career and Technical Education** (See attached written testimony 1-SB2019) Career and Technical Education plays a vital role in the education of the students, the training of our workforce and the economy of our state. Many industries across our state are facing a worker shortage as large numbers of workers will be reaching retirement age. At the same time, our strengthening economy looks for skilled workers in order to grow. Both of these factors point to an ever growing importance in career and technical education. In your handout is a green sheet, Job Search 2010 - a brochure that was published by Job Service. Career and Technical education covers everything up to and including an associates degree. That encompasses over 82% of all the jobs in North Dakota would require something less than bachelors degree or career and technical education. That is what we focus

on. (See handout, Job Search 2010). We are asking the state for significant resources and our budget request reflects the needs of career and technical education across the state. Career and Technical Education is an integral partner in the education of all our students. On the bottom of page two is a list of our accomplishments and activities. (See handout 1-SB2019 page two)

Developed ImagineND - a North Dakota Studies curriculum supplement, partnered with Cisco to provide free networking and other IT curriculum worth \$1.7 million, partnered with Oracle to provide free programming software worth \$1.1 million and many more. (See handout 1-SB2019 page three). The Governor's budget provided for three things, (See handout page four-five) the expansion of Career and Technical Education programming in schools, some replacement funding due to cuts that caused reduced reimbursement rates to schools and an Emerging Technology proposal. The net effect of the Senate actions was a \$500,000 reduction. There is a blue sheet in the handout "State Board for Career and Technical Education 2005-2007 Budget Comparison" that will layout the budget. (See blue sheet). There is a purple handout with Department of Career and Technical Education Number of School with CTE and Student served. On the back is Fiscal Year 2005 New and Expanded Program Requests. (See purple sheet) The expanded programs requests reflect an existing course but the school wants to provide more periods of instruction due to increased student demand. (See handout 1-SB2019 page five). Our reimbursement rates, which are on the salmon colored handout, has declined from 35% to 24%, an 11% drop. There is \$450,000 to reinstate 1% on rates, bringing the basic rate up to 25% and stabilizing funding. This funding is the number one priority of our board. On back side of blue sheet our priorities are listed. (See blue sheet). The Senate did increase funding in the line item by \$250,000 in grants to be used by our Board for the following areas - career development,



workforce training and regional cooperation. Green sheet reflects all the cooperative we have right now (See green sheet cooperative arrangements) (See page six handout 1-SB2019) Included in the grants funding line is \$1.5 million for a program called Emerging Technology. The Senate reduced this amount to \$750,000 I would ask that you reconsider reinstating full funding for this program. There is a pink handout that will outline the elements of the Emerging Technology program (See pink sheet "Emerging Technology Project") The balance of the grants line item, \$368,233, reflects federal grants that the department has received or will be receiving for Transition to Teaching grants. The last line item is Adult Farm Management. (See handout 1-SB2019 page seven). The Executive Budget recommendation is \$75,000 and the Senate kept that level of funding. That will raise the reimbursement rate from 60% to 65% but still lower than the 75% that it was at the beginning of the program. I would ask that you reinstate the \$750,000 that the Senate removed. This level of funding would seriously affect the implementation of the program and would reduce or eliminate any new schools from participating. The unfunded requests that were made are reflected in the sixth column on blue sheet. (See bottom of blue sheet). (See handout 1-SB2019 page eight-nine) First unfunded request is \$90,000 in salaries. Next \$750,000 for the emerging technology program was removed by the Senate. Lastly \$250,000 for industry skill assessment. Next line item in the unfunded is \$618,000 for Adult Farm Management. (See yellow sheet) The last line item is workforce training \$600,000. (See handout 1-SB2019 page nine, ten)

**Rep. Gulletson** With regards to the proposed cuts at the federal level, are you doing any to anticipate what to do if they go through?

**Wayne Kutzer** We are very optimistic that the cuts won't happen. All funds go to the school on a formula basis. If there are severe cuts, the schools will receive less funds.

**Carla Braun Hixson, Associate Vice President for Corporate and Continuing Education at BSC** (See attached handout 2-SB2019) Read testimony supporting ND Workforce Training System.

**Wilfred Volesky, Superintendent of the Beulah School District.** (See written testimony 3-SB2019) Supports the High Tech Cooperatives from the Career and Technology Education and requests that the committee put back the \$750,000 that the Senate removed. I realize a lot of funding requests come before you. The requested \$1.5 million would allow 69 school districts in current cooperatives to continue to exist and allow for the expansion of 27 new school district to join cooperatives. Schools in High Tech Cooperatives teach young adults the necessary skills to be employable in any high tech job today.

**Rep. Aarsvold** How are you handling the maintenance and repair and the transportation between those member school districts?

**Wilfred Volesky** At the present time it is handled differently at each cooperatives. We use an outside agency that rotates the equipment for us. They also maintain the equipment so it comes to us in working order.

**Paul Thomas, Administrator Ag Colalition** Supports SB2019 specifically the line items for Farm Business Management Program. The Governor's budget recommended and the Senate approved the \$75,000 increase and we are very supportive of that.

**Rep. Aarsvold** Significant shortage of ag instructors. Are we able to meet the demands of the ag sector because of the shortage of those instructors.

Page 6  
Education and Environment Division  
Bill/Resolution Number SB2019  
Hearing Date March 3, 2005

**Paul Thomas** Really, can't answer that question at all.

Attached written testimony was submitted into the record 4-SB2019 from **Woody Barth** on behalf of North Dakota Farmers Union. Supports SB2019.

**Chairman Martinson** closed hearing on SB2019.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2019

House Appropriations Committee  
Education and Environment Division

Check here for Conference Committee

Hearing Date March 23, 2005

Tape Number	Side A	Side B	Meter #
1	X		0-1.5
Committee Clerk Signature <i>Robi Pursley</i>			

**Minutes:** Chairman Martinson opened hearing on SB2019.

**Rep. Wald** I move amendment .0201 and I'll explain what I did. On page two of amendments, the health insurance adjustment was made - \$2,995. We restored some of the Emerging Technology program to the tune of \$150,000 and that brings that up to \$900,000. It was \$750,000 as it came from the Senate. Then we put \$25,000 additional funding for the Adult Farm Management and if you look at that, that will increase that to \$725,760. We added the Special Funding Authority of \$15,000, that was in SB2120. That was removing the continued appropriations and the board fees in another bill. That's what the amendments do.

**VOICE VOTE on amendment passed.**

**Rep. Wald** I move a Do Pass As Amended.

**Rep. Gulleon** Second.

**VOTE 5 YES 0 NO and 1 absent not voting.**

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2019  
State Board for Career and Technical Education

House Appropriations Full Committee

Conference Committee

Hearing Date March 23, 2005

Tape Number	Side A	Side B	Meter #
2		X	#0 - #8.0
Committee Clerk Signature <i>Chris Alexander</i>			

Minutes:

**Rep. Ken Svedjan, Chairman** opened the discussion on SB2019.

**Rep. Francis J. Wald** moved to adopt amendment #0201 to SB2019

**Rep. Tom Brusegaard** seconded

**Rep. Francis J. Wald** explained that the changes include the health insurance adjustment and we restored \$150,000 to the \$750,000 that came from the Senate for the Emerging Technology Program. We also increased Adult Farm Management by \$25,000 for a total of \$725,760. We removed \$15,000 from SB2120 and included that adjustment in this bill.

**Rep. Ken Svedjan, Chairman** clarified that the net effect to general funds is \$172,964.

**Rep. Bob Skarphol** asked for an explanation of the \$1.3 million bump in the grants line item.

**Rep. Francis J. Wald** answered that these are the grants that go out with this program and they are in keeping with the Governor's recommendation.

**Rep. Bob Skarphol** noted that green sheet item #1 talks about grants for high tech consortiums and we just need to be sure that we aren't duplicating any other program.

**Rep. Tom Brusegaard** explained that these were high tech models that move from school to school. In the travel of these modules they get beat up and broken down so the increase is to replace these modules so the program can continue.

**Rep. Mike Timm, Vice Chairman** asked the students in the audience if they used these types of models and found them useful.

**Principal Wade Schook** answered that they have used these systems and found them very beneficial.

**Rep. Pam Gulleason** commented that 67 schools are participating in these consortiums and they are hoping to raise that number to 96.

**Rep. Jeff Delzer** asked if the \$1.3 million for workforce training is the same as the \$1.25 vision 2020 or workforce 2000.

**Rep. Francis J. Wald** answered that these funds were going to Devil's Lake, Williston, Bismarck and Wahpeton and are totally separate from the job services workforce 2000.

**Rep. Jeff Delzer** asked what was the total amount allocated for workforce training

**Rep. Bob Skarphol** answered that legislative council should do a report on the information where workforce training shows up in budgets and what they are using these dollars for to help us make sure that we are not duplicating these funds.

**Rep. Ken Svedjan, Chairman** called for a voice vote on the motion to adopt amendment #0201 to SB2019. Motion carried.

**Rep. Francis J. Wald** moved a Do Pass As Amended motion for SB2019

Page 3

House Appropriations Committee

Bill/Resolution Number SB2019

Hearing Date March 23, 2005

**Rep. Bob Martinson** seconded

**Rep. Ken Svedjan, Chairman** called for a roll call vote on the Do Pass As Amended motion for SB2019. Motion carried with a vote of 23 yeas, 0 nays and 0 absences. Rep Wald will carry the bill to the house floor.

**Rep. Ken Svedjan, Chairman** closed the discussion on SB2019.

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2019

Page 1, line 20, replace "183,482" with "180,487"

Page 1, line 21, replace "53,621" with "68,621"

Page 1, line 22, replace "2,058,233" with "2,208,233"

Page 1, line 23, replace "75,000" with "100,000"

Page 1, line 24, replace "2,370,336" with "2,557,341"

Page 2, line 1, replace "393,716" with "407,757"

Page 2, line 2, replace "1,976,620" with "2,149,584"

Page 2, line 9, replace "3,150,123" with "3,147,128"

Page 2, line 10, replace "1,009,858" with "1,024,858"

Page 2, line 11, replace "21,350,116" with "21,500,116"

Page 2, line 12, replace "700,760" with "725,760"

Page 2, line 15, replace "27,918,309" with "28,105,314"

Page 2, line 16, replace "11,268,216" with "11,282,257"

Page 2, line 17, replace "16,650,093" with "16,823,057"

Re-number accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2019 - Board for Career and Technical Education - House Action**

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$3,158,580	\$3,150,123	(\$2,995)	\$3,147,128
Operating expenses	1,009,858	1,009,858	15,000	1,024,858
Grants	21,850,116	21,350,116	150,000	21,500,116
Adult farm management	700,760	700,760	25,000	725,760
Workforce training	1,350,000	1,350,000		1,350,000
Postsecondary grants	<u>357,452</u>	<u>357,452</u>		<u>357,452</u>
Total all funds	\$28,426,766	\$27,918,309	\$187,005	\$28,105,314
Less estimated income	<u>11,270,900</u>	<u>11,268,216</u>	<u>14,041</u>	<u>11,282,257</u>
General fund	\$17,155,866	\$16,650,093	\$172,964	\$16,823,057
FTE	27.50	27.50	0.00	27.50



Dept. 270 - Board for Career and Technical Education - Detail of House Changes

	REDUCES RECOMMENDED FUNDING FOR HEALTH INSURANCE	PARTIALLY RESTORES FUNDING FOR EMERGING TECHNOLOGY PROGRAM <sup>1</sup>	ADDS FUNDING FOR ADULT FARM MANAGEMENT <sup>2</sup>	ADDS SPECIAL FUNDS SPENDING AUTHORITY <sup>3</sup>	TOTAL HOUSE CHANGES
Salaries and wages	(\$2,995)				(\$2,995)
Operating expenses				\$15,000	15,000
Grants		\$150,000			150,000
Adult farm management			\$25,000		25,000
Workforce training					
Postsecondary grants					
Total all funds	(\$2,995)	\$150,000	\$25,000	\$15,000	\$187,005
Less estimated income	(959)			15,000	14,041
General fund	(\$2,036)	\$150,000	\$25,000	\$0	\$172,964
FTE	0.00	0.00	0.00	0.00	0.00

<sup>1</sup> This amendment restores \$150,000 of the \$750,000 general fund reduction made by the Senate to the emerging technology program, resulting in a total of \$900,000 for the emerging technology program.

<sup>2</sup> This amendment adds \$25,000 from the general fund to adult farm management for a total of \$725,760 for adult farm management.

<sup>3</sup> This amendment adds \$15,000 of special funds spending authority for operating expenses as the result of the removal of the continuing appropriation from the board for the fee fund in Senate Bill No. 2120.

Date: 3-23-04  
 Roll Call Vote #: \_\_\_\_\_

**2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. SB 2019**

House Appropriations Education and Environment

Check here for Conference Committee

Legislative Council Amendment Number 58019.0201

Action Taken Do Pass As Amended

Motion Made By Rep. Wald Seconded By Rep. Gulleason

Representatives	Yes	No	Representatives	Yes	No
Chairman Martinson	✓		Rep. Aarsvold	✓	
Vice Chairman Brusegaard	✓		Rep. Gulleason	✓	
Rep. Rennerfeldt	absent				
Rep. Wald	✓				

Total 6 (Yes) 5 No 0

Absent 1

Floor Assignment Rep. Wald

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

Date: March 23, 2005  
Roll Call Vote #: 1

**2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. SB2019**

House Appropriations - Full Committee

Check here for Conference Committee

Legislative Council Amendment Number 58019.0201

Action Taken **DO PASS AS AMENDED**

Motion Made By **Rep Wald** Seconded By **Rep Martinson**

Representatives	Yes	No	Representatives	Yes	No
Rep. Ken Svedjan, Chairman	X		Rep. Bob Skarphol	X	
Rep. Mike Timm, Vice Chairman	X		Rep. David Monson	X	
Rep. Bob Martinson	X		Rep. Eliot Glasheim	X	
Rep. Tom Brusegaard	X		Rep. Jeff Delzer	X	
Rep. Earl Rennerfeldt	X		Rep. Chet Pollert	X	
Rep. Francis J. Wald	X		Rep. Larry Bellew	X	
Rep. Ole Aarsvold	X		Rep. Alon C. Wieland	X	
Rep. Pam Gulleson	X		Rep. James Kerzman	X	
Rep. Ron Carlisle	X		Rep. Ralph Metcalf	X	
Rep. Keith Kempenich	X				
Rep. Blair Thoreson	X				
Rep. Joe Kroeber	X				
Rep. Clark Williams	X				
Rep. Al Carlson	X				

Total Yes 23 No 0

Absent 0

Floor Assignment **Rep Wald**

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

**REPORT OF STANDING COMMITTEE**

SB 2019, as engrossed: Appropriations Committee (Rep. Svedjan, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (23 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2019 was placed on the Sixth order on the calendar.

Page 1, line 20, replace "183,482" with "180,487"

Page 1, line 21, replace "53,621" with "68,621"

Page 1, line 22, replace "2,058,233" with "2,208,233"

Page 1, line 23, replace "75,000" with "100,000"

Page 1, line 24, replace "2,370,336" with "2,557,341"

Page 2, line 1, replace "393,716" with "407,757"

Page 2, line 2, replace "1,976,620" with "2,149,584"

Page 2, line 9, replace "3,150,123" with "3,147,128"

Page 2, line 10, replace "1,009,858" with "1,024,858"

Page 2, line 11, replace "21,350,116" with "21,500,116"

Page 2, line 12, replace "700,760" with "725,760"

Page 2, line 15, replace "27,918,309" with "28,105,314"

Page 2, line 16, replace "11,268,216" with "11,282,257"

Page 2, line 17, replace "16,650,093" with "16,823,057"

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2019 - Board for Career and Technical Education - House Action**

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$3,158,580	\$3,150,123	(\$2,995)	\$3,147,128
Operating expenses	1,009,858	1,009,858	15,000	1,024,858
Grants	21,850,116	21,350,116	150,000	21,500,116
Adult farm management	700,760	700,760	25,000	725,760
Workforce training	1,350,000	1,350,000		1,350,000
Postsecondary grants	<u>357,452</u>	<u>357,452</u>		<u>357,452</u>
Total all funds	\$28,426,766	\$27,918,309	\$187,005	\$28,105,314
Less estimated income	<u>11,270,900</u>	<u>11,268,216</u>	<u>14,041</u>	<u>11,282,257</u>
General fund	\$17,155,866	\$16,650,093	\$172,964	\$16,823,057
FTE	27.50	27.50	0.00	27.50

**Dept. 270 - Board for Career and Technical Education - Detail of House Changes**

PARTIALLY

	REDUCES RECOMMENDED FUNDING FOR HEALTH INSURANCE	RESTORES FUNDING FOR EMERGING TECHNOLOGY PROGRAM <sup>1</sup>	ADDS FUNDING FOR ADULT FARM MANAGEMENT <sup>2</sup>	ADDS SPECIAL FUNDS SPENDING AUTHORITY <sup>3</sup>	TOTAL HOUSE CHANGES
Salaries and wages	(\$2,995)				(\$2,995)
Operating expenses				\$15,000	15,000
Grants		\$150,000			150,000
Adult farm management			\$25,000		25,000
Workforce training					
Postsecondary grants					
Total all funds	(\$2,995)	\$150,000	\$25,000	\$15,000	\$187,005
Less estimated income	(959)			15,000	14,041
General fund	(\$2,036)	\$150,000	\$25,000	\$0	\$172,964
FTE	0.00	0.00	0.00	0.00	0.00

<sup>1</sup> This amendment restores \$150,000 of the \$750,000 general fund reduction made by the Senate to the emerging technology program, resulting in a total of \$900,000 for the emerging technology program.

<sup>2</sup> This amendment adds \$25,000 from the general fund to adult farm management for a total of \$725,760 for adult farm management.

<sup>3</sup> This amendment adds \$15,000 of special funds spending authority for operating expenses as the result of the removal of the continuing appropriation from the board for the fee fund in Senate Bill No. 2120.

2005 SENATE APPROPRIATIONS

CONFERENCE COMMITTEE

SB 2019

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 2019

Senate Appropriations Committee

Conference Committee

Hearing Date April 6, 2005

Tape Number	Side A	Side B	Meter #
1		b	1735 - 2842
Committee Clerk Signature <i>Jane Dink</i>			

Minutes:

**The Conference Committee Members include Senators Thane, Grindberg, Mathern, Representatives Wald, Rennerfeldt, and Gulleason.**

**Senator Thane** called the SB 2019 Conference Committee to order with roll call. He indicated in looking over the House changes, he did not see anything particularly drastic but the committee needs to discuss the changes. He stated the Senate took \$750,000 general fund money out of the emerging technology program, the House restored \$150,000 into emerging technology. The House came up with funds out of Blue Sky of \$25,000 for adult farm management, not in the Governor's budget and then \$15,000 of special fund spending authority which was fees normally extracted from institutions. This now allows those dollars to be available to career and technical education. The only problem we have is whether we approve of the \$150,000 restoration and the \$25,000 for adult farm management.

**Representative Wald** indicated the emerging technology program appears to be very popular in high schools. The program moves from school to school every 90 days. The students learn high tech stuff and some of the students go to work in technology fields.

**Representative Gulleson** indicated the additional money allows more schools to participate. It would add 30 - 40 schools a year.

**Senator Thane** indicated the emerging technology is for new dollars and what was done on the Senate side was to reduce the rate of increase. The budget was not cut. The only thing that is new money is what was done on the House side with the addition of \$25,000. He asked what \$25,000 would do in that program.

**Representative Wald** indicated it would increase the amount in the line item total to \$725,760 for adult farm management. It gets the young farmers computer literate.

**Senator Grindberg** asked if there was any discussion as to work force training. The response was not on this budget.

**Representative Gulleson** indicated that was put on the job service budget.

**Senator Grindberg** indicated there was testimony for an optional \$600,000 from the University System Office through Mr. Kutzer's department and we did not fund that and there has been some talk about enhancing the program. We talked about appropriating half the request, but they were not interested if the full amount was not appropriated. The House responded that they had not hear that.

**Senator Thane** indicated the job service handout spells out the total money involved for work force training and spells out the total dollars involved in work force training of \$34.512 million statewide.



Page 3  
Senate Appropriations Committee  
Bill/Resolution Number 2019  
Hearing Date April 6, 2005

**Senator Mathern** indicated that whenever we do things to make schools share resource, it is positive for our state because we can't do everything in every school. I support this change. We are still under the Governor's recommendation. Hopefully we can settle and agree with the House on what they did.

**Representative Wald** indicated the House has a comfort level with the changes.

**Senator Mathern moved for the Senate to accede to the house amendments. Representative Wald seconded. A roll call vote was taken and the motion carried.**

**Senator Thane** closed the conference committee on SB 2019.

REPORT OF CONFERENCE COMMITTEE  
(ACCEDE/RECEDE) - 420

4-6-05  
07398

Bill Number) SB 2019 (, as (re)engrossed):

Your Conference Committee

For the Senate:

Thorne / y  
Erundberg / y  
Mattern / y

For the House:

Wald / y  
Kennerfeldt / y  
Gullison / y

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)  
723/724 725/726 S724/H726 S723/H725

the (Senate/House) amendments on (SJ/HJ) page(s) 1143 - 1144

and place 2019 on the Seventh order.  
727

, adopt (further) amendments as follows, and place  
\_\_\_\_\_ on the Seventh order:

having been unable to agree, recommends that the committee be discharged  
and a new committee be appointed. 690/515

((Re)Engrossed) \_\_\_\_\_ was placed on the Seventh order of business on the  
calendar.

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

CARRIER: \_\_\_\_\_

LC NO. \_\_\_\_\_ of amendment

LC NO. \_\_\_\_\_ of engrossment

Emergency clause added or deleted \_\_\_\_\_

Statement of purpose of amendment \_\_\_\_\_

1) LC (2) LC (3) DESK (4) COMM.

Insert LC: .

**REPORT OF CONFERENCE COMMITTEE**

**SB 2019, as engrossed:** Your conference committee (Sens. Thane, Grindberg, Mathern and Reps. Wald, Rennerfeldt, Gulleon) recommends that the **SENATE ACCEDE** to the House amendments on SJ pages 1143-1144 and place SB 2019 on the Seventh order.

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

2005 TESTIMONY

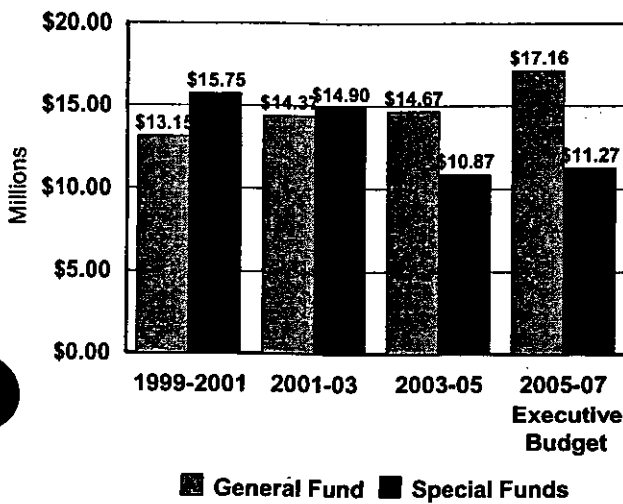
SB 2019

**Department 270 - State Board for Career and Technical Education  
 Senate Bill No. 2019**

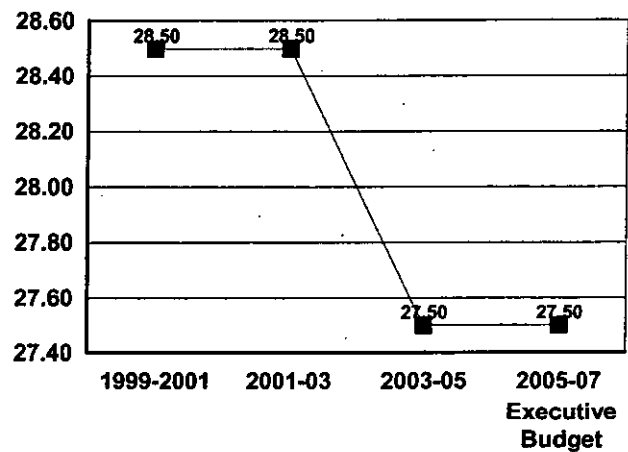
	FTE Positions	General Fund	Other Funds	Total
2005-07 Executive Budget	27.50	\$17,155,866	\$11,270,900	\$28,426,766
2003-05 Legislative Appropriations	27.50	14,673,473	10,874,500	25,547,973 <sup>1</sup>
Increase (Decrease)	0.00	\$2,482,393	\$396,400	\$2,878,793

<sup>1</sup>The 2003-05 appropriation amounts do not include \$139,800 of additional special funds authority and \$378,700 of additional federal funds authority resulting from Emergency Commission action during the 2003-05 biennium.

**Agency Funding**



**FTE Positions**



**First House Action**

Attached is a summary of the first house changes.

**Executive Budget Highlights  
 (With First House Changes Noted)**

	General Fund	Other Funds	Total
1. Increases funding for grants for the new and expanding programs (\$690,000 from the general fund) and high-tech consortiums (\$1,500,000 from the general fund). The Senate reduced funding for high-tech consortiums by \$750,000 and added \$250,000 for the new and expanding programs.	\$2,190,000	\$191,033	\$2,381,033
2. Adds funding for adult farm management to increase the reimbursement rate from 60 to 65 percent	\$75,000		\$75,000
3. Reduces funding for operating expenses, primarily due to various grants ending in the 2003-05 biennium	\$52,432	(\$340,111)	(\$287,679)
4. Provides \$1,350,000 from the general fund for workforce training, the same amount as appropriated for the 2003-05 biennium			

**Major Related Legislation**

Senate Bill No. 2032 creates a Department of Career and Technical Education cooperative work experience grant program to provide funds to a school or a consortia of schools for the purpose of supporting local work experience programs that provide innovative strategies to enhance real-world, on-the-job, cooperative work experiences for students in North Dakota.

Senate Bill No. 2120 provides a continuing appropriation to the State Board for Career and Technical Education from a fund consisting of fees from private postsecondary institutions.

ATTACH:1

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2019 - Funding Summary**

	<b>Executive Budget</b>	<b>Senate Changes</b>	<b>Senate Version</b>
<b>Board for Career and Technical Education</b>			
Salaries and wages	\$3,158,580	(\$8,457)	\$3,150,123
Operating expenses	1,009,858		1,009,858
Grants	21,850,116	(500,000)	21,350,116
Adult farm management	700,760		700,760
Workforce training	1,350,000		1,350,000
Postsecondary grants	357,452		357,452
<b>Total all funds</b>	<b>\$28,426,766</b>	<b>(\$508,457)</b>	<b>\$27,918,309</b>
Less estimated income	11,270,900	(2,684)	11,268,216
<b>General fund</b>	<b>\$17,155,866</b>	<b>(\$505,773)</b>	<b>\$16,650,093</b>
<b>FTE</b>	<b>27.50</b>	<b>0.00</b>	<b>27.50</b>
<b>Bill Total</b>			
Total all funds	\$28,426,766	(\$508,457)	\$27,918,309
Less estimated income	11,270,900	(2,684)	11,268,216
<b>General fund</b>	<b>\$17,155,866</b>	<b>(\$505,773)</b>	<b>\$16,650,093</b>
<b>FTE</b>	<b>27.50</b>	<b>0.00</b>	<b>27.50</b>

**Senate Bill No. 2019 - Board for Career and Technical Education - Senate Action**

	<b>Executive Budget</b>	<b>Senate Changes</b>	<b>Senate Version</b>
Salaries and wages	\$3,158,580	(\$8,457)	\$3,150,123
Operating expenses	1,009,858		1,009,858
Grants	21,850,116	(500,000)	21,350,116
Adult farm management	700,760		700,760
Workforce training	1,350,000		1,350,000
Postsecondary grants	357,452		357,452
<b>Total all funds</b>	<b>\$28,426,766</b>	<b>(\$508,457)</b>	<b>\$27,918,309</b>
Less estimated income	11,270,900	(2,684)	11,268,216
<b>General fund</b>	<b>\$17,155,866</b>	<b>(\$505,773)</b>	<b>\$16,650,093</b>
<b>FTE</b>	<b>27.50</b>	<b>0.00</b>	<b>27.50</b>

Department No. 270 - Board for Career and Technical Education - Detail of Senate Changes

	Reduces Compensation Package to 3/4	Reduces <del>Recommended</del> Funding for <del>Health</del> <i>Insurance<sup>1</sup></i> <i>Emerging</i> <i>Technology</i> <i>Program</i>	Increases Funding for New and Existing Programs <sup>2</sup>	Total Senate Changes
Salaries and wages	(\$8,457)			(\$8,457)
Operating expenses				
Grants		(750,000)	250,000	(500,000)
Adult farm management				
Workforce training				
Postsecondary grants				
Total all funds	(\$8,457)	(\$750,000)	\$250,000	(\$508,457)
Less estimated income	(2,684)	0	0	(2,684)
General fund	(\$5,773)	(\$750,000)	\$250,000	(\$505,773)
FTE	0.00	0.00	0.00	0.00

<sup>1</sup> This amendment decreases funding for the Emerging Technology program by \$750,000 from a total of \$1.5 million to \$750,000.

<sup>2</sup> This amendment adds \$250,000 from the general fund for new and existing program funding, for a total program increase of \$940,000.



1-5B2019

**House Appropriations  
Education and Environmental Division  
March 3, 2005  
Testimony on SB 2019  
Career and Technical Education**

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

Career and Technical Education plays a vital role in the education of students, the training of our workforce and the economy of our state. Many industries across our state are facing a worker shortage as large numbers of workers will be reaching retirement age. At the same time, our strengthening economy looks for skilled workers in order to grow. Both of these factors point to an ever growing importance in career and technical education.

There is a tri-fold brochure entitled "Job Search 2010", published by Job Service ND, which shows labor projections for North Dakota out to 2010. Look at the front panel; if you total all the employment up to and including associate degrees, which is the definition of career and technical education, you see that it encompasses 82.2% of all jobs. We need to constantly look for ways to expand job opportunities through new business creation and entrepreneurship, to raise the level of opportunities, but the fact remains that there are and will continue to be many good opportunities in occupations that require career and technical education and training. Every week there is an article about a new or expanding business. Melroe and Unisys in Bismarck, the new aircraft

manufacturer in Devils Lake, Goodrich in Jamestown, TMI in Dickinson all are looking to hire technical and skilled workers.

We are asking the state for significant resources and our budget request reflects the needs of career and technical education across the state. In every high school, area career and technology center, and two-year postsecondary public and tribal college across the state, there are CTE courses that prepare students and adults for good careers in our state. As a state, we need to look at that demand and align our education and training resources to support it. I believe that career and technical education, especially at the secondary level, is the foundation that will provide that quality workforce. Our partnership with the two-year campuses will help to keep the pipeline filled with quality students. If we are to fuel continued growth, we need students who are aware of the opportunities in our state and who are prepared to meet the needs of business and industry. ...CTE is an integral partner in the education of all our students. As an agency, we take that role very seriously; as an overview here is a list of accomplishments and activities:

- Provide technical assistance, professional development activities, and perform evaluations for all CTE programs in the state, which includes 739 secondary and 106 postsecondary programs housed in 200+ school districts and 10 two-year campuses both public and tribal. (purple handout)
- Enrollment in CTE is 34,773, 82.4% of all high school students. The percent of student enrollment has continually increased over the past three years.
- Met our federal performance measures, at the secondary and postsecondary levels, for three consecutive years. Performance is measured in academic and skill attainment, completion, placement, and participation in non-traditional courses.
- Developed ImagineND, a supplement to North Dakota Studies curriculum that identifies career opportunities and successful entrepreneurs in our state. It contains a CD, website, VHS, and lesson plans for the classroom.

- Developed Career Clusters curriculum for schools to help introduce students to careers through hands on activities.
- Initiated an alternative teacher certification process, "Clinical Practice" for individuals transitioning from industry and other levels of education to teaching at the secondary and postsecondary level.
- Increased cooperative arrangements between schools by 20% over last year, effectively getting more CTE programs to more students. The largest increase involved the number of courses being offered via video conferencing. Currently there are 77 schools and 27 CTE program offerings.
- Partnered with Cisco, (only state in the nation to do so) to provide free networking and other IT curriculum and training to schools and colleges worth \$1.7 million.
- Partnered with Oracle to provide free programming software, curriculum, and training to schools and colleges worth \$1.1 million.
- Provided schools and colleges a statewide membership to reduce the cost of industry certification for students and make it free to teachers of information technology courses through CompTIA and GIS-Arcview software.
- First state in the nation to partner with OSHA to promote safety and enable students to obtain the ten hour OSHA safety card as part of their construction technology course.
- Partnered with ND Workforce Safety and Insurance to promote and provide safety training and equipment to Construction Technology programs for secondary and postsecondary students.
- Partnered with Associated General Contractors of ND to sponsor industry accreditation of secondary and postsecondary construction tech programs statewide.
- Integrating and identifying academic content throughout CTE curriculum.
- Support career development programs in 111 school districts (59 counselors) through technical and financial assistance. Our department has been designated by the Workforce Development Council as the lead agency for career development activities.
- Align technical programs and instructor certifications with industry and national standards. Examples of industry program certification are NATEF and NCCER. Instructor certifications Cisco's – CCNA and CCAI, Microsoft MOUS certifications, CompTIA's A+, and Net+.

- Adult Farm Management programs work with over 1,000 farmers & ranchers from 622 farms in 50 counties throughout the state and support the formation of marketing clubs across the state.
- Provide leadership, support, and curriculum integration activities for student organizations: FFA, DECA, Skills USA, FBLA, TSA, FCCLA. Postsecondary organizations PAS, PBL, Delta Epsilon Chi, and Skills USA. These student organizations promote leadership skills and technical skill attainment.

These activities and accomplishments illustrate our departments' commitment to providing quality programming to students through interaction and partnerships with business and industry.

The Governor's recommended budget provides for some expansion of CTE programming in schools, replacement funding due to cuts in recent years that has caused reduced reimbursement rates to schools, and an Emerging Technology proposal. The net effect of Senate actions was a \$500,000 reduction in the Governor's recommendation to our grants line.

The blue handout titled "2005-2007 Budget Comparison" works through the funding and requests up to this point. If you would look at that handout, the first column reflects our base budget, the second column the "executive recommended adjustments" (Governor's budget), the fourth column reflects the senate actions and the sixth column reflect our budget requests that were not funded.

Starting on the left hand side, with the line items, the salaries line reflects the proposed compensation package. The operating line reflects a small increase in funds. The grants

line item in the second column reflects the executive budget recommended increase of \$2,558,233 and then in column four the net reduction by the Senate of \$500,000. The break down of the grants line item for both columns is on the left side in the center of the page. The first one is the "Executive Recommendations" - \$2,558,233 is broken down as follows: \$690,000 for new and existing program funding. 100% of this funding is grants to schools to support CTE programs. We have \$240,000 worth of new and expanding secondary CTE programs that we have not been able to fund with current funds. There is a purple handout titled "New and Expanding Program Requests" that shows both where the new programs will be located and the program that is being requested. The expanded program requests reflect an existing course but the school wants to provide more periods of instruction due to increased student demand. Our reimbursement rates, which are on the salmon colored handout, for CTE courses in schools have declined over the past 12 years from 35% to the present 24%, an 11% drop. At one time the reimbursement rate was 50%. There is \$450,000 to reinstate 1% on the rates, bringing the basic rate up to 25% and stabilize funding that has been level funded or reduced in recent years. This funding is the number one priority of our board.

The Senate did increased funding in this line item by \$250,000 to be used by our Board for any of the following areas - career development, workforce training, and regional cooperation. Career development is always a chief concern especially at the secondary level. We want to build awareness of career opportunities in our state and support career development activities. Regionalization is a reality in career and technical education and we need to promote cooperation for the delivery of CTE programs. The continued

decline in enrollment in so many of our rural schools will have an impact on CTE offerings. The green handout reflects the current cooperative arrangements in CTE programming. Our largest and fastest growing area is through video conferencing which experienced a 20% increase over the last year and we want to be able to continue that growth. That increase has been accomplished by providing incentives for schools to put CTE classes on the video system. But delivery of CTE over the video conferencing system will work for only some of the traditional courses; we have to be able to provide a wide variety of courses and work with schools to get that done.

Also included in the grants funding line item is \$1.5 million for an exciting program called Emerging Technology. Unfortunately the Senate reduced this amount to \$750,000 and I would ask that you reconsider reinstating full funding for this program. I hope you were able to see some of the modules and equipment when it was displayed in the Memorial Hall at the beginning of the session. You may be more familiar with the term High Tech; they are one in the same. There is a pink handout that outlines the elements of the program. In essence it is where schools form consortiums and rotate shared equipment between them throughout the year. This brings a level of effectiveness that would not be possible without the consortium. If you would refer to the pink handout I will outline the program for you.

This project was presented to the Workforce Development Council and included in your materials is a resolution of their support for the project. The exciting part about this program, as I mentioned, is that this equipment is shared and rotated between schools

within their consortium every four to six weeks. It allows all the equipment to be used by multiple schools and multiple classes. It enables schools to offer students a wide variety of curriculum and equipment.

The balance of the grants line item, \$368,233, reflects federal grants that the department has received or will be receiving for Transition to Teaching grants, IT training for instructors, and innovative incentive grants which we have qualified for through meeting our federal performance measures.

The last line item in that column is Adult Farm Management. The Executive Budget recommendation included \$75,000, and the Senate kept that funding level, that will enable the reimbursement rate to be increased from 60% back up to 65% but still lower than the 75% that it was at the inception of the program. The farm management program has 13 sites across the state which enrolls 622 farms, in 50 counties, and touch on 131 school districts. These programs are housed at school districts, area centers, and two-year campuses.

I ask that you support the executive budget recommendations and reinstate the \$750,000 that the Senate removed from the Emerging technology program. This level of funding would seriously affect the implementation of the program and either reduce or eliminate any new schools from participating.

I would also ask that you consider the Unfunded Requests. The unfunded requests that were made are reflected in the sixth column of the handout. I do recognize that there are heavy demands for funding, but I also feel that these requests reflect the need to grow the resources directed towards the education and training of our youth who will be our future workforce.

The first unfunded request is \$90,000 in salaries. While I realize that the Governor's budget has a salary equity pool for state employees, this request is unique in that our program staff are certified teachers and with the increases that teachers have been receiving over the past four years a disparity has developed. Also, finding qualified applicants to fill vacant positions has become increasingly difficult, with new hire's salaries the same as very veteran staff, which causes additional concerns. This funding will help to bring salaries in line with the field. Another solution would be to enable our certified staff to be included in the teacher pay increases that have been made over the past four years.

The breakdown of the \$2 million in the Grants line is on the left hand side at the bottom of the page. \$750,000 for the emerging technology program was removed by the Senate. There is \$750,000 for equipment that will replace and update equipment in programs that reflect high demand occupations. Funding would go to schools on a 60 local/40 state match, which will nearly double the impact of the funding. We have not had the funding for equipment in traditional CTE courses, schools have always had to rely on their federal formula funding for equipment.



Lastly, there is \$250,000 for industry skill assessments. As part of our federal accountability measures, we currently use the GPA in CTE classes as a measurement, but industry skills testing would be a better and more consistent measure of attainment. Industry assessments would also indicate to students and employers that there is both relevance and value in their education. These assessments will be given to students upon completion of CTE programs to measure their work readiness, skill, and academic attainment. This funding would allow approximately 3,000 CTE completers to take a skills test every year. We would be able to certify to a business the knowledge and skills an individual has when they complete a program.

The next line item in the unfunded column is \$618,000 for Adult Farm Management. The initial request was made for \$693,000, of which \$75,000 was in the executive budget. The remaining unfunded portion is highlighted in the yellow handout which sets priorities for funding that was established by the program instructors and endorsed by our Board. If you would follow along with that handout I will highlight the priorities. To give you a reference on the broad statewide impact of this program please look at the last two pages in the yellow handout. It shows where each program is located and which school districts and counties the farms are located in. The program truly does have a statewide impact and funding is needed to help maintain the fiscal integrity of the program.

The last line item is workforce training, \$600,000. This funding will provide one workforce training specialist to each quadrant to increase the capacity of the system to

focus on developing and expanding the partnerships with the states' business and industry. This is based on a recommendation by the Task Force steering committee and the private sector workforce training advisory committee. The workforce training system is currently functioning at full capacity as presently staffed. The most limiting factor preventing increases in training provided is the availability of workforce training specialists to work with individual companies in designing and arranging training. While this funding is in our budget, by legislative intent the funds are counted as part of the University Systems' target of 21%. There is a representative from the workforce training regions here to talk about this funding also.

I thank you for this opportunity to present our agency budget and with the many demands on the state budget I appreciate your consideration of these investments in the youth and future of our state. I would be glad to answer any questions that you may have.

## Department of Career and Technical Education

(Number of Schools with CTE and Students Served)

### *Secondary Programs*

<u>Schools</u>		<u>Unduplicated Student Count</u>
91	Agriculture Education	3,931
74	Business and Office Technology	4,374
147	Family and Consumer Sciences Junior High (Grades 7-8)	9,127 10,618
78	Technology Education Junior High (Grades 7-8)	4,563 6,284
114	Trade, Technical, & Health Careers	3,166
27	Marketing Education	1,074
12	Diversified Occupations Programs	193
85	Information Technology	1,357
111	Career Development	23,278

### *Postsecondary Programs*

<u>Programs</u>			
10	Agriculture Education	487	Students
15	Business and Office Technology	1,763	Students
5	Family and Consumer Sciences	172	Students
70	Trade, Technical, & Health Careers	3,252	Students
3	Marketing Education	416	Students
3	Career Development	8,787	Students

### *Adult Programs*

13	Adult Farm Management	1,479	Enrollees
17	Marketing Clubs	374	Enrollees

# Career and Technical Education

## Fiscal Year 2005

### New and Expanded Program Requests

#### New Program Requests

Bismarck	Horticulture
Bismarck	Aviation
Grafton/NVACTC	Career Development
Grafton/NVACTC	Career Development – NECHE, Pembina
Hettinger	Family & Consumer Science
LaMoure	Information Technology
Makoti	Information Technology
Mandan	Information Technology
Milnor	Family & Consumer Science
Northwood	Information Technology
Pingree-Buchanan	Business & Office
Tappen	Business & Office
Turtle Lake	Career Development
Wolford	Business & Office

#### Expanded Program Requests

Bismarck	FCS-ED
Bismarck	Health
Bismarck	Commercial Arts
Casselton	FCS-ED
Fargo	Marketing
Fargo	Auto Mechanics
Fort Totten	Business & Office
Grand Forks	Marketing
Grand Forks	Graphic Arts
Minot	Agriculture
Minot	Business & Office
Minot	FCSED-Magic City
Minot	FCSED- Central
Minot	Auto Mechanics
Minot	Welding
Parshall	Business & Office
Rugby	Business & Office

# State Board for Career and Technical Education

## 2005-2007 Budget Comparison

LINE ITEMS	Base Budget 2003-2005	Executive Recommended Adjustments <sup>1</sup>	2005 - 2007 Executive Budget	Senate Changes <sup>2</sup>	Senate Version	Unfunded Requests <sup>3</sup>	Total Request
Salaries and Wages	2,966,641	191,939	3,158,580	-8,457	3,150,123	90,000	3,248,580
Operating Expenses	956,237	53,621	1,009,858	0	1,009,858		1,009,858
Grants	19,291,883	2,558,233	21,850,116	-500,000	21,350,116	2,000,000	23,850,116
Adult Farm Management	625,760	75,000	700,760	0	700,760	618,000	1,318,760
Workforce Training	1,350,000	0	1,350,000	0	1,350,000	600,000	1,950,000
Postsecondary Grants	357,452	0	357,452	0	357,452		357,452
<b>Total Line Items</b>	<b>25,547,973</b>	<b>2,878,793</b>	<b>28,426,766</b>	<b>-508,457</b>	<b>27,918,309</b>	<b>3,308,000</b>	<b>31,734,766</b>
<b>FUNDING SOURCE</b>							
General Fund	14,673,473	2,482,393	17,155,866	-505,773	16,650,093	3,308,000	20,463,866
Special Funds	365,758	174	365,932	-2,684	363,248		365,932
Federal Funds	10,508,742	396,400	10,904,968	0	10,904,968		10,904,968
<b>Total Funding Source</b>	<b>25,547,973</b>	<b>2,878,967</b>	<b>28,426,766</b>	<b>-508,457</b>	<b>27,918,309</b>	<b>3,308,000</b>	<b>31,734,766</b>
FTE	27.5		27.5		27.5		27.5

### <sup>1</sup>Executive Recommended Adjustments

Salary - 191,939 Recommended compensation package  
 Operating Expenses - \$53,621  
 Grants - \$2,558,233

Approves \$690,000 general fund Grants for new and existing program funding. We have new program requests for \$240,000 that could not be funded, additionally reimbursements to schools were cut last biennium by 1% to which translates to \$450,000 to replace and maintain the rate.

Approves \$1,500,000 in general funds for Emerging Technology Program

Provides \$368,233 federal funds - Transition to Teaching, IT training, Incentive Grant

Adult Farm Mgmt - Provides an additional \$75,000 general funds for Adult Farm Management to increase reduced reimbursement rates.

### <sup>2</sup>Senate Appropriations

Reduce Salaries by \$8,457

Reduce Grants line by \$500,000

Reduce Emerging Technology to \$750,000 from original \$1,500,000

Increase Grants by \$250,000 for career development, regionalization, teacher prep. (from \$690,000 to \$940,000)

### <sup>3</sup>Unfunded Requests

Salaries - \$90,000 to provide equity increases to certified and veteran staff

Grants - \$2,000,000

\$750,000 for emerging technology program

\$250,000 for teacher prep. career development, regional cooperation

\$750,000 for new/updating equipment in CTE programs

\$250,000 for statewide skill assessments for CTE completers

Adult Farm Mgmt - \$618,000 to reinstate funding levels, add new programs, update equipment

Workforce Training - \$600,000 to increase programs infrastructure - 1 staff per region

**State Board for Career and Technical Education  
2005-2007 Budget Priorities**

**2005-07 Budget Changes**

(1) New and expanding programs - \$1,190,000 – In the 03/05 the reimbursement rates to schools were reduced by 1%. This shortfall is due to inflationary costs of operating CTE programs which translates into \$450,000 to reinstate the 1% and maintain programs through the 05/07 biennium. New and expanding program requests, in the amount of \$240,000 for the biennium, were not funded due to lack of available funding. An additional \$500,000 to provide a major push to increase the availability of programs, provide more regional cooperation, teacher preparation, and career development activities for students

(2) Upgrade equipment in CTE programs - \$750,000 – This funding for equipment would be based on high demand occupations and high replacement cost equipment that is in so many of our CTE programs. There would be a 60/40 local matching requirement.

(3) Adult Farm Management - \$693,000 – This funding would enable an increase in the rate of reimbursement, increase the number of programs, and provide for a part-time coordinator and updating of equipment.

**2005-07 Optional Requests**

(1) Emerging Technology - \$1,500,000 – This funding would update equipment, train teachers, assistance in updating curriculum to meet the national Standards for Technological Literacy, and increase the number of schools in High Tech consortiums across the state. It would fund those consortiums on a consistent basis.

(2) National and industry based skill assessments - \$250,000 – These assessments would be given to program completers to measure their skill and academic attainment as it relates to their programs of study. It would include certification testing, nationally validated and industry skill assessments. Funding will allow for approximately 3,000 completers to test at an average cost of \$40 per test.

(3) Workforce Training Regions \$ 600,000 - This funding will allow the Workforce Training Regions to go to the next level of service by adding a staff person to provide better outreach within their regions.

(4) Salary Market Equity Increase \$90,000 – This funding will enable salary market adjustments to staff. Our program staff are certified teachers and their salaries have not kept pace with teacher salaries statewide, due to the recent teacher salary increases at both the state and local levels. These lower salaries are also a hindrance in the hiring process when we seek to hire replacement staff.

# STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

## Policy For Reimbursement of State Funded Programs FY 2005

### Secondary Comprehensive Occupational Programs

24% Reimbursement on Instructional Salaries and Extended Contracts  
29% Reimbursement on Approved Travel  
37% of All Approved Costs at the Area Career and Technology Centers  
No state Reimbursement on Equipment

### Exploratory Programs

#### Family & Consumer Sciences

9% Reimbursement on Instructional Salaries and Extended Contracts  
29% Reimbursement on Approved Travel  
No state Reimbursement on Equipment  
Current Reimbursement is for grades 9-12 only

#### Technology Education

No reimbursement on Instructional Salaries  
40% Reimbursement on Extended Contracts  
30% Reimbursement for Approved Travel  
40% Reimbursement on Equipment

### Career Development

34% Reimbursement on Salaries and Extended Contracts  
29% Reimbursement on Travel

### Adult Level

Full-Time Instruction Programs (Farm Management Education) 60% of Approved Expenditures  
Part-Time Adult: 50% of Instructors Salary only on an hourly basis not to exceed 50% of the \$25 hourly maximum

### Coops – Sharing Instructors, Transporting Students and ITV's

Schools holding contracts on instructors in programs that transport students or programs that share instructor's receive 2% additional reimbursement on approved costs  
Schools holding contracts on ITV's receive 4% additional reimbursement on approved costs  
Participating schools receive 24% of assessed fees

## **Emerging Technology Project**

### **Focusing on National Standards for Technological Literacy**

**by**

**Department of Career and Technical Education**

#### Premise

The present and future workforce demands that students be technologically literate to succeed in a highly competitive and global market. If we, as a state, are going to remain competitive both in the training and education of knowledge based workers, and attracting new and expanding industries that are looking for a well prepared workforce, we need to provide students with a fundamental understanding, through experiential learning, of the technological principles that will prepare them for their future education and careers. These technological competencies are the National Standards for Technological Literacy that have been adopted by the State Board for Career and Technical Education and are implemented into our Technology Education programs across the state.

#### Background

The Emerging Technology project had its beginnings in the High Tech Initiative in the late 1980's. At that time, the State Board for Career and Technical Education helped establish and provide initial federal funding for consortiums of schools to form "High-Tech Cooperatives" each comprised of 6 to 20 schools that rotated a variety of technology based equipment between members of the consortium. This rotation concept enabled the schools to share the cost of equipment and kept expensive equipment in use as it moved from school to school. The results were that the High Tech equipment was being used by students and teachers. Also with the modules rotating between schools it was being used all the time, in effect wearing out equipment due to use rather than it growing outdated on a shelf when a particular class was finished with it.

The SBCTE provided federal startup funding, some for professional development and a minimal amount of funding to be used to repair and maintain the equipment. The balance of the funding to operate, replace, and repair equipment came from the member schools through membership tuition. Each member school paid a yearly tuition fee to the consortium of \$2,000 to \$5000 depending on the consortium that they are in. There are currently 67 schools in six consortiums. The number of schools currently in a consortium varies from 3 to 20.

While these consortiums initially were able to maintain the equipment that were in the learning modules, the equipment replacement cycle and the high usage of the equipment has outpaced the ability of consortiums to replace outdated or worn out equipment. The equipment that is currently being rotated between schools on a four to six week rotation



is: Robotics, CNC Milling/Lathe, Biotech/Genetics, Lasers, and Hydraulics & Pneumatics, along with some other equipment that individual consortiums have developed for their area. The variety of equipment, along with new equipment to be added to the rotations, will enable the curriculum to align to the standards for technological literacy.

Initiative

This initiative would provide funding to replace and update equipment in existing schools (67) and pilot an additional 29 schools for a total of 96 schools or 8 to 10 consortiums. This represents a little over one half of the current school districts across the state. The creation of a consortium would be left up to the local schools with basic guidelines set by the DCTE through a management team derived from consortium membership, industry, and state staff. Local schools would apply for approval of their consortiums by identifying the size of the consortiums, the equipment they will utilize, the standards that they will follow, the length of rotation, how they will maintain the equipment, how the equipment will be rotated, a professional development plan, a fiscal agent for the consortium, an equipment and operational budget, and a process for identifying students who have participated in the classes. The guidelines are reflected in the remaining sections of this request.

Proposed Budget

The state funding would be used for purchasing new equipment, development of curriculum, and professional development of teachers. The proposed local funding would be used for professional development of teachers, rotation of equipment, technical support, supplies, travel, and equipment repair. Local schools/consortiums will provide funding and/or in kind support for the total cost of operating the consortium. State funding will be on a reimbursement basis. Consortiums will submit requests for approval of specific equipment and/or professional development activities and when approved, can purchase and submit claims for reimbursement to the Department of Career and Technical Education. Total funds allocated to each consortium will be based on the number of schools and whether they are a new or existing participating school. The total budget for the proposed project would be:

67 schools @ \$6,000 per year/\$12,000 biennium	\$804,000
29 new schools @ \$11,000 per year/\$22,000 per biennium	638,000
Total of 96 districts	\$1,442,000
Operation and Administration (Travel, supplies, curriculum development)	58,000
Total state contribution	\$1,500,000

Local school contribution (cash or in-kind)

\$4,000 per year/\$8,000 biennium	768,000	
Total program budget		\$2,268,000

Schools currently operating a consortium would receive less money because they have a base of equipment and will use funds to replace, on a scheduled basis, older equipment with new equipment. New schools would receive a larger amount to be able to "buy in" to an existing consortium to expand current or build new modules to accommodate the additional rotation needs or to form a new consortium to build equipment modules from scratch.

With this budget, a consortium of 12 schools could expect to receive from \$144,000 (12 x 12,000) to \$268,000 (12 x22,000) depending if they were new or established schools.

Sample operating budget for a 12 school consortium

*(This budget is only for illustrative purposes. An individual consortium may provide varying line items in different amounts or as in-kind match, for example in services, training costs, or fiscal management)*

Income (12 schools @\$4,000 cash or in-kind)		\$48,000
Equipment repair/maintenance	4,600	
Equipment Transportation Cost	6,000	
Training and Production Supplies	7,000	
Instructor Training	6,000	
Consortium Support Services	22,000	
Fiscal Management	2,400	
	Total Expenses	\$48,000

Administration

The project would be administered by the Department of Career and Technical Education. The DCTE would form an advisory board/management team made up of representatives from the consortiums, state staff, business and industry. It would be the responsibility of the management team to review present and future learning modules, advise on formation of new consortiums, recommend statewide training of teachers, review and recommend curriculum/standards updates. Each consortium will form a local management team that will be responsible for the activities of the consortium; which modules to use, rotation schedule, provide for technical support, rotation schedules, and operational budget.

Consortiums

Consortiums must demonstrate that they are effective and efficient to operate at their membership level. The plan must show the rotation schedule, length of each rotation, how the rotation will be carried out, the modules that it will incorporate, how it will maintain and service equipment, and how it will measure the impact of the program

through such measures as the number of students exposed or career pathway choice through high school and further education.

New consortiums will be approved based on local commitment and lack of regional availability to present consortiums.

### Curriculum

The present and future curriculum will be aligned to the "Standards for Technological Literacy", which have been developed nationally and are the cornerstone of Technology Education programs in North Dakota. These standards identify what students should know and be able to do to become technologically literate. These standards have been formally reviewed by the National Academy of Engineering, the National Research Council, and the technology teaching community. The standards will be consistent across the consortiums, but consortiums may have different modules dependent on the needs of that school and region. The curriculum will also be aligned with the program area that the teacher is certified in. Each of the modules will have a career component integrated into the curriculum to make students aware of the careers that are available in that area.

### Modules

New modules will be added and existing modules may be deleted as more effective ways of teaching the Standards for Technological Literacy are examined. This type of equipment has traditionally been high cost, but when it is shared between schools and fully utilized throughout the year it becomes more cost effective.

The cost of setting up a module varies by the type of equipment in that module. For illustration purposes, here is an estimated cost for each of the modules of a six module rotation. A 12 member consortium would require two each of the modules to rotate between schools.

- CNC Milling – \$26,000 - 2 mills, laptops
- Robotics – \$18,000 - 4 robots, laptops, mfg simulation equipment
- Electronics - \$6,000 – Circuit software, laptops, meters, and electronic supplies
- Biotech/Genetics - \$9,000 - Equipment not found in a chemistry lab
- Laser optics - \$9,000 – 4 lasers with receivers and optic cable
- Graphic Productions – \$9,000 Software, laptops, vinyl cutters

### Professional Development

There is a need to have all instructors who will be teaching with these modules to be fully trained in how to best integrate the Technological Literacy Standards into instruction. Coordinating professional development activities for instructors will be a responsibility of local consortium and the statewide management team. There will be a minimum level of funding built into the local consortium to update existing instructors and to train new

instructors. The minimum level will be determined by the number of schools within a consortium. State funding for professional development will be available for modules that are introduced enabling statewide initial training to take place.

There is a current policy that all instructors who teach any of the modules must be trained prior to teaching that module. Training will be coordinated with postsecondary institutions which will enable instructors to receive credit.

#### Accountability

Each consortium will submit student information which will show the students who participated in a module, if any assessment was given, and information to enable follow-up of participants.

#### Attachments:

Present membership list of schools in High Tech Consortiums  
Examples of rotation schedules for modules (2)

**Department of Career & Technical Education  
Hi-Tech Consortium Memberships  
Fiscal Year 2005**

Total of 69 Schools

<u>Consortium</u>	<u>Member Schools</u>	
<b><u>Devils Lake VC</u> – 20 Schools</b>	1. Starkweather	11. Lakota
	2. Edmore	12. Minnewaukan
	3. Langdon	13. Maddock
	4. Munich	14. Leeds
	5. Border Central	15. Cando
	6. Rock Lake	16. Bisbee
	7. Devils Lake	17. Rolla
	8. Fessenden	18. Dunseith
	9. Midkota-Glenfield	19. Bottineau
	10. Dakota Prairie	20. Kensal
<b><u>Glen Ullin</u> – 3 Schools</b>	1. Hebron	
	2. Glen Ullin	
	3. New Salem	
<b><u>Grafton VC</u> – 8 Schools</b>	1. Cavalier	6. Park River
	2. Edinburg	7. Hoople
	3. Fordville/Lankin	8. Walhalla
	4. Grafton VC	
	5. Minto	
<b><u>Kenmare</u> – 14 Schools</b>	1. Beulah	8. Mott
	2. Center	9. Sherwood
	3. Dakota H.S.	10. Surrey
	4. Glenburn	11. Turtle Lake/Mercer
	5. Kenmare	12. Underwood
	6. Lewis & Clark	13. Washburn
	7. McKenzie Co.	14. White Shield
<b><u>Oakes</u> – 14 Schools</b>	1. Oakes	8. LaMoure
	2. Forman	9. Ellendale
	3. Gwinner	10. Ashley
	4. Milnor	11. Zeeland
	5. Enderlin	12. Gackle/Streeter
	6. Lisbon	13. Kulm
	7. Edgeley	14. Fairmount
<b><u>Valley City VC</u> – 10 Schools</b>	1. Maple Valley	6. Cooperstown
	2. Hope/Page	7. North Central/Rogers
	3. Valley City VC	8. Wimbledon/Courtney
	4. Oriska	9. Litchville/Marion
	5. Valley City	10. Montpelier

# Group Rotation Schedule 2004 - 2005

Rotation Dates	Sherwood	Kenmare	Glenburn	Berthold	Dakota Boys Ranch
August 23-24, 2004	Laser	CNC	Electronics	Robotic/MPH	ColorCamm
October 13-14, 2004	MPH	Robotics	Laser	ColorCamm	CNC
December 6-7, 2004	Robotics	Laser	ColorCamm	CNC	MPH
February 4 & 7, 2005	ColorCamm	Bio-Chem	CNC	Electronics	Laser
March 29-30, 2005	CNC	ColorCamm	Electronics	Bio-Chem	Robotics

Rotation Dates	Surrey	Makoti	White Shield	Underwood	Turtle Lake
August 25-26, 2004	MPH	Bio-Chem	CNC	Robotics	ColorCamm
October 15 & 18, 2004	ColorCamm	CNC	Bio-Chem/ Laser	MPH	Robotics
December 8-9, 2004	Robotics/Laser	ColorCamm	Electronics	Bio-Chem	Laser
February 8-9, 2005	CNC	MPH	Robotics	ColorCamm	Bio-Chem
March 31-April 1, 2005	CNC/Bio-Chem	Robotics	ColorCamm	Laser	MPH

Rotation Dates	Beulah	Center	Washburn	Mott	Watford City
August 27 & 30, 2004	CNC	ColorCamm	Electronics	Robotics	Laser
October 19-20, 2004	ColorCamm/ Electronics	CNC	Robotics	laser	Bio-Chem/ Electronics
December 10 & 13, 2004	Robotics/MPH	Electronics	Bio-Chem	ColorCamm	CNC
February 10-11, 2005	Laser	Bio-Chem/MPH	ColorCamm	CNC/ Electronics	Robotics
April 4-5, 2005	Electronics/ MPH	Robotics/Laser	CNC	Bio-Chem	ColorCamm

**S.E. HIGH TECH  
2004/2005 ROTATION SCHEDULE**

	1-Sep 5-Oct	6-Oct 8-Nov	9-Nov 4-Jan	5-Jan 8-Feb	9-Feb 14-Mar	15-Mar 14-Apr	15-Apr 19-May
<b>ELLEDALE</b>	Robotics Unit-2	Bio Tech Genetics-1	Electronics Unit-2	GPS-2 Laser-2	Hyd/Pneum Unit-2	Vertical Mill-B	C/C-1 Science Workshop-1
<b>ASHLEY</b>	C/C-2 Science Workshop-2	Robotics Unit-2	Bio Tech Genetics-1	Electronics Unit-2	GPS-2 Laser-2	Hyd/Pneum Unit-2	Vertical Mill-B
<b>ZEELAND</b>	Vertical Mill-A	C/C-2 Science Workshop-2	Robotics Unit-2	Bio Tech Genetics-1	Electronics Unit-2	GPS-2 Laser-2	Hyd/Pneum Unit-2
<b>GACKLE/ STREETER</b>	Hyd/Pneum Unit-1	Vertical Mill-A	C/C-2 Science Workshop-2	Robotics Unit-2	Bio Tech Genetics-1	Electronics Unit-2	GPS-2 Laser-2
<b>KULM</b>	GPS-1 Laser-1	Hyd/Pneum Unit-1	Vertical Mill-A	C/C-2 Science Workshop-2	Robotics Unit-2	Bio Tech Genetics-1	Electronics Unit-2
<b>EDGELEY</b>	Electronics Unit-1	GPS-1 Laser-1	Hyd/Pneum Unit-1	Vertical Mill-A	C/C-2 Science Workshop-2	Robotics Unit-2	Bio Tech Genetics-1
<b>LAMOURE</b>	Bio Tech Genetics-2	Electronics Unit-1	GPS-1 Laser-1	Hyd/Pneum Unit-1	Vertical Mill-A	C/C-2 Science Workshop-2	Robotics Unit-2
<b>OAKES</b>	Robotics Unit-1	Bio Tech Genetics-2	Electronics Unit-1	GPS-1 Laser-1	Hyd/Pneum Unit-1	Vert Mill-A	C/C-2 Science Workshop-2
<b>FAIRMOUNT</b>	C/C-1 Science Workshop-1	Robotics Unit-1	Bio Tech Genetics-2	Electronics Unit-1	GPS-1 Laser-1	Hyd/Pneum Unit-1	Vert Mill-A
<b>MILNOR</b>	Vert Mill-B	C/C-1 Science Workshop-1	Robotics Unit-1	Bio Tech Genetics-2	Electronics Unit-1	GPS-1 Laser-1	Hyd/Pneum Unit-1
<b>ENDERLIN</b>	Hyd/Pneum Unit-2	Vert Mill-B	C/C-1 Science Workshop-1	Robotics Unit-1	Bio Tech Genetics-2	Electronics Unit-1	GPS-1 Laser-1
<b>LISBON</b>	GPS-2 Laser-2	Hyd/Pneum Unit-2	Vert Mill-B	C/C-1 Science Workshop-1	Robotics Unit-1	Bio Tech Genetics-2	Electronics Unit-1
<b>NORTH SARGENT</b>	Electronics Unit-2	GPS-2 Laser-2	Hyd/Pneum Unit-2	Vert Mill-B	C/C-1 Science Workshop-1	Robotics Unit-1	Bio Tech Genetics-2
<b>SARGENT CENTRAL</b>	Bio Tech Genetics-1	Electronics Unit-2	GPS-2 Laser-2	Hyd/Pneum Unit-2	Vert Mill-B	C/C-1 Science Workshop-1	Robotics Unit-1

**RESOLUTION**  
**A RESOLUTION REGARDING A LEAD AGENCY AND SUPPORT FOR THE YOUTH AND**  
**WORKFORCE TECHNICAL TRAINING/RETRAINING/PROFESSIONAL DEVELOPMENT**  
**INITIATIVE**

**WHEREAS**, in order for North Dakota business to remain competitive in a global economy, they need access to an available and trained workforce, and

**WHEREAS**, career and job opportunities presently available and those that will be available in the future will require the workforce to be technically literate, and

**WHEREAS**, the Southwest Cooperative Demonstration Project and other successful High Tech Learning Cooperatives have been providing students with a foundation of technical competencies through funding provided by federal and state sources, and

**WHEREAS**, the federal and state funding to startup the cooperatives in the late 1980s is no longer available and the funding to maintain the equipment and training of instructors is not sufficient to replace and update worn out equipment or train instructors, resulting in the probability that these opportunities will cease to be offered to K-12 students, and

**WHEREAS**, the State Board for Career and Technical Education provides supervision, evaluation, and technical assistance to the existing K-12 High Tech Learning Cooperatives, and

**WHEREAS**, the North Dakota Workforce Development Council recognizes the importance of establishing standards for technological literacy for the success of the state's workforce, and

**WHEREAS**, the North Dakota Workforce Development Council has gone on record in support of the High Tech Cooperative Concept and to designate the State Board for Career and Technical Education as the lead agency for funding and promoting standards for technological literacy, and

**THEREFORE BE IT RESOLVED** that the State Board for Career and Technical Education become the lead agency for securing funding, coordination, promotion, implementation, and evaluation of all K-12 High Tech Learning Cooperatives in North Dakota.

**CERTIFICATION:**

We, the undersigned, hereby certify that the North Dakota Workforce Development Council is comprised of 25 members, of whom 16, constituting a quorum were present at a meeting duly and regularly called, noticed, convened and held this 8<sup>th</sup> day of April 2004, and that the foregoing Resolution was duly adopted at said meeting by the affirmative vote of 16 members, and opposed by 0 members, and that said Resolution has not been rescinded or amended in any way.

Signed this 8<sup>th</sup> day of April, 2004.

*s/s. Al Lukes, Chairperson:*





# COOPERATIVE ARRANGEMENTS FY 2004-2005

State Board for Career and Technical Education

## SCHOOLS TRANSPORTING STUDENTS

<u>HOST</u>	<u>SENDING SCHOOL</u>	<u>PROGRAM(S)</u>
Bismarck	Mandan	Auto Collision Electronics Graphic Arts Horticulture
Bismarck	Wilton	Auto Technology Aviation Carpentry Welding
Crosby (Divide County)	Wildrose-Alamo	Agriculture Education
Grafton (NVACTC)	Cavalier	Auto Technology
Grafton (NVACTC)	Drayton	Health Careers
Grafton (NVACTC)	Minto	Auto Technology Construction Modern Business Technology Welding
Sawyer	Surrey	Family and Consumer Sciences
Surrey	Sawyer	Construction Technology

## SCHOOLS SHARING INSTRUCTOR

<u>CONTRACTING SCHOOLS</u>	<u>RECEIVING SERVICES</u>	<u>PROGRAM(S)</u>
Bisbee-Egeland	Cando	Technology Education
Drake	Anamoose	Agriculture Education
Inkster (Midway)	Minto	Family & Consumer Sciences
Munich	Rock Lake (North Central)	Family & Consumer Sciences
Napoleon	Wishek	Family & Consumer Sciences
Northwood	Hatton	Technology Education
Rock Lake	Calvin (Border Central)	Technology Education
Rogers (North Central)	Wimbledon/Courtenay	Family and Consumer Science
Starkweather	Munich	Technology Education
Valley City (SVACTC)	Marion (Litchville-Marion)	Technology Education
Valley City (SVACTC)	Tower City (Maple Valley)	Technology Education
Westhope	Newburg	Agriculture Education

## SCHOOLS COOPERATING USING I.T.V.

### TRANSMITTING SCHOOL

### RECEIVING SCHOOL(S)

### PROGRAM(S)

Binford (Midkota)	Cooperstown (Griggs Co)	Information Technology
Binford (Midkota)	Fessenden/Bowdon	Information Technology
Binford (Midkota)	Medina	Information Technology
Devils Lake (LACTC)	Munich	Marketing
Ellendale	Kulm	Agriculture Education
Ellendale	Litchville-Marion	Health Careers
Ellendale	Strasburg	Child Development
Ellendale	Zeeland	Health Careers
Fessenden/Bowdon	Binford (Midkota)	Independent Living
Fessenden/Bowdon	Medina	Child Development
Fessenden/Bowdon	Tappen	Health Careers
Glen Ullin	Grant (Elgin/New Leipzig)	Independent Living
Glen Ullin	Linton	Child Development
Golden Valley	Selfridge	Independent Living
Golden Valley	Turtle Lake/Mercer	Parenting
Golden Valley	Tuttle	Independent Living
Grafton (NVACTC)	Cavalier	Parenting
Grafton (NVACTC)	St. Thomas	Health Careers
Grafton (NVACTC)	Walhalla	Health Careers
Harvey	Velva	Health Careers
Jamestown (JVCTC)	Pingree/Buchanan	Health Careers
Jamestown (JVCTC)	Tappen	Health Careers
Jamestown (JVCTC)	Wimbledon/Courtenay	Medical Terminology
LaMoure	Edgeley	Health Careers
Minot	Elgin-New Leipzig	Medical Terminology
Minot	TurtleLake-Mercer	Health Careers
Minot	Washburn	Health Careers
New Rockford	Surrey	Information Technology
Oakes (SEACTC)	Colfax (Richland #44)	Marketing
Oakes (SEACTC)	Ellendale	Marketing
Oakes (SEACTC)	Forman (Sargent Central)	Health Careers
Oakes (SEACTC)	Gwinner (North Sargent)	Marketing
Oakes (SEACTC)	Hazelton (HMB)	Health Careers
		Marketing

## SCHOOLS COOPERATING USING I.T.V. (Cont.)

Oakes (SEACTC)

Oakes (SEACTC)

Oakes (SEACTC)

Oakes (SEACTC)

Tappen

Tappen

Towner (TGU)

Towner (TGU)

Towner (TGU)

Valley City (SVACTC)

Valley City (SVACTC)

Valley City (SVACTC)

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Valley City (SVACTC)

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Wahpeton (RCACTC)

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Wahpeton (RCACTC)

Wahpeton (RCACTC)

Wahpeton (RCACTC)

Wahpeton (RCACTC)

Wahpeton (RCACTC)

Wahpeton (RCACTC)

Lidgerwood

Litchville-Marion

Strasburg

Verona

Binford (Midkota)

Wimbledon/Courtenay

Granville (TGU)

Sykeston

Rugby

Casselton (Central Cass)

Enderlin

Finley-Sharon

Hillsboro

Hunter (Northern Cass)

Kindred

Larimore

Lisbon

Minto

Thompson

Wimbledon/Courtenay

Fairmount

Forman (Sargent Central)

Gwinner (North Sargent)

Hankinson

Lidgerwood

Milnor

Oakes

Verona

Wyndmere

Marketing

Marketing

Marketing

Health Careers

Agriculture Education

Agriculture Education

Child Development

Family Living

Child Development

Family Living

Family & Consumer Sciences

Health Careers

Information Technology

Health Careers

Information Technology

Health Careers

Information Technology

Health Careers

Information Technology

Information Technology

Health Careers

Information Technology

Health Careers

Information Technology

Information Technology

Health Careers

Health Careers

Information Technology

Health Careers

Agriculture Education

Drafting

Drafting

Drafting

Health Careers

Health Careers

Drafting

Agriculture Education

Agriculture Education

Drafting

Health Careers

# Summary of the 2005 NDUS Legislative Agenda

## An Agenda for North Dakota's "Brighter Future"

### The Roundtable on Higher Education

recognizes that an investment in the North Dakota University System is an investment in a brighter future for North Dakota.

### Fulfilling a Dual Mission

*The Roundtable on Higher Education charged the NDUS with:*

- Continuing to provide high-quality education
- More directly and strategically applying the tremendous power and potential of the University System to enhance the economy of North Dakota

### Focusing on the Fundamentals

*Six key facts are fundamental to achieving the University System's dual mission:*

- The North Dakota University System is essential to enhancing the economy of North Dakota.
- Flexibility with accountability has unleashed the tremendous capacity of the University System; strategic investments will be needed to further realize the system's full potential.
- Public/private partnerships and collaborations are shaping North Dakota's future; continued strengthening of these relationships will benefit all of North Dakota.
- Student learning and research are integral to economic development.
- Funding the Long-Term Finance Plan is critical to the University System's core functions of student learning, research and public service.
- Funding high-quality, accessible higher education is a shared responsibility; funding sources include the state, the students and campus-generated income.

*Dual Mission: Success of the University System's two-pronged legislative agenda will be essential to fulfilling the dual mission envisioned by the Roundtable on Higher Education.*

### Continued Emphasis on the University System's Core Functions

The NDUS 2005-07 budget request includes funding to sustain and further enhance the quality of education, sustain broad and affordable access to post-secondary education for North Dakota citizens and continue to expand NDUS research consistent with the state's needs.

This is accomplished through four major funding components as outlined in the Long-Term Finance Plan:

- **Parity Funding** (the cost to continue) to sustain the quality of academic and support service programs currently available to students and the current level of research and outreach
- **Equity Funding** (determined by a comparison of each NDUS institution to its national peer group) to enhance programs and services to students and the state; to increase national competitiveness in attracting students, faculty and research investments
- **SBHE Initiative Funds** for investments in statewide and systemwide priorities that utilize the collective assets of the NDUS in meeting the needs of the state
- **Major Capital Asset Investments** to provide students and business with up-to-date facilities for education and training

### Increased Investments in Economic Enhancement

Three major initiatives will further contribute to the state's economic growth:

- **Economic Development Centers of Excellence** focusing on the creation and support of industry clusters, resulting in new, high-quality employment and economic growth in North Dakota
- **Expansion of Workforce Training** needed to respond to the increased demand for business and industry training, which is essential to sustaining and growing North Dakota's business sector (This funding is provided through the Department of Career and Technical Education.)
- **Attraction of Students and Retention of Graduates** by enhancing student internship opportunities, retaining North Dakotans by providing financial aid assistance to the most financially needy students and launching an aggressive recruitment plan for attracting non-resident students

**To better serve students and the state, progress on the Long-Term Finance Plan is the #1 Priority of the NDUS in the 2005 Legislative Session.**

Without progress on the plan, an increasing and disproportionate share of the cost of education will continue to be shifted to students, and the NDUS and state will lose momentum in achieving the goals of the Roundtable on Higher Education.

# NORTH DAKOTA UNIVERSITY SYSTEM

## Testimony to House Appropriations

### Government Performance Division

on SB-2019

*Carla Braun Hixson, Associate Vice President for  
Corporate and Continuing Education at Bismarck State College*

MARCH 3, 2005

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Mr. Chairman and members of the Committee,

I am Carla Braun Hixson, Associate Vice President for Corporate and Continuing Education at Bismarck State College. My division implements the ND Workforce Training System for the Southwest Region of the State. Eddie Dunn, Vice Chancellor of Strategic Planning and Executive Director of the College Technical Education Council, would normally be here to testify but he is attending a funeral. Eddie will make himself available to meet with you if you have any questions.

In 1999, after the legislative enactment of the workforce training system, the State Board of Higher Education charged the College Technical Education Council (CTEC) with successful implementation of the new training system. CTEC is comprised of the CEOs of the five community colleges within the ND University System and Wayne Kutzer, the state director of Career and Technical Education.

When the ND Workforce Training System had been in operation for five years, the key players involved in and responsible for the workforce training system decided that it was time to examine the system as review if it was working as designed and determine if changes were needed. In January of 2004, a meeting was held in Bismarck to evaluate the workforce training system and discuss how it could be improved.

The two key questions the group examined during the day were: (1) Is the system meeting the expectations of business and industry? and (2) What needs to be done to take the system to the next level of performance?

The conclusions from the meeting are listed on pages 4 and 5 of the report attached to my testimony. The recommendations are provided on page 6 of that report. I will not take time to go through the report or the recommendations, but would encourage you to review those when you have the opportunity.

In addition to input from the business and industry representatives at the meeting, we conducted a study to identify what other states were doing, particularly those recognized as the most successful. At the same time that we were conducting the study, Microsoft commissioned a

study in cooperation with the League for Innovation to compile case studies on successful workforce training systems.

The bottom line of the discussion and the attached report is that the number of businesses served increased dramatically from 1999 through 2003 and then began to taper off. At the meeting, the group spent a good amount of time discussing why the "tapering off" occurred. It was concluded that the decrease was NOT because the market for training had been saturated or the system was not functioning as designed. In fact, the accountability measures for the workforce training system show satisfaction levels by business and employees at consistently close to 100 percent, not only for training, but also for responsiveness to business requests. The accountability measures results are also attached to my testimony.

The conclusion was that the system had simply reached its capacity. The underlying factor in all four regions was that training services were being expanded to more rural areas of the state where there are smaller businesses with fewer employees. As one would expect, the regions also are experiencing a significant increase in time and costs related to providing training to the more rural areas.

There also was a slowdown in the economy in 2003 through the spring of 2004, at least as it related to the demand for training. This slowdown contributed to a slight decrease in the number of businesses served. There was an even larger decline in the number of employees trained (as shown on the attached graph), but that decline was related more to serving smaller businesses and smaller communities, as well as doing higher-level, more specialized training.

As any economic developer will attest to, the single most important factor businesses look at when they are making a location or expansion decision is the talent available to them – talent coming out of the colleges and universities, along with the capability of a community or state to provide training for their employees. That is precisely what the training system is intended to accomplish. It exists to make sure business and industry have access to the on-going education and training they need to be successful.

As Wayne Kutzer mentioned, an increase of \$600,000 for workforce training was included in SB 2019. Although the funding was not included in the executive recommendation, it would provide for one additional person, staff support and operating expenses in each of the four regions to help expand the needed capacity. The State Board of Higher Education endorsed the requested increase in its 2005 – 2007 budget guidelines. It is also included in the SBHE Legislative Agenda as one of the initiatives to enhance North Dakota's economy. A copy of that agenda is attached. It is the view of all four of the private sector workforce training boards that this is one investment worthy of consideration.

That completes my testimony. Thank you for your time. I would be pleased to attempt to answer any questions the committee might have.

# Moving the Workforce Training System In North Dakota to the Next Level

## Report of:

- **Steering Committee for Task Force for Improving Workforce Development and Training**
- **Private Sector Workforce Training Advisory Board Chairs**
- **Community College Presidents Assigned Primary Responsibility for Workforce Training**
- **Workforce Training Directors**

*April 17, 2004*

# Moving the Workforce Training System In North Dakota to the Next Level

*April 17, 2004*

## **IV. Background and Situation:**

During the late 1980's and early 1990's, there was a growing demand from business and industry in North Dakota and nationally for workforce training. The workforce training system in North Dakota was not able to meet that growing demand in the state.

For clarification purposes, "workforce training" (WFT) is defined as training which is oriented toward serving the training needs of business and industry. It is business and industry-driven and often involves customized or contracted training. In contrast, "workforce development" refers to education or training oriented toward meeting the education and training needs of individuals including K-12, higher education, continuing education and life-long learning. (See the report prepared by the "Task Force for Improving Workforce Development and Training," November 23, 1998, for more detailed descriptions).

In 1993, the College Technical Education Council (CTEC) and the State Board for Vocational Technical Education collaborated with several other state agencies to form the Customized Training Network (CTN). The CTN was a communication network and professional development organization designed for individuals and agencies involved in workforce training. The network was supported by a website and a database which were used to match requests for training with training instructors anywhere in the state.

Although a major effort was made to fully implement the CTN, the system was not able to meet the increasing needs and expectations of business and industry. As a result dissatisfaction, particularly with regard to the University System, became increasingly apparent. (See the executive summary of the task force report for details).

To address the growing concern for a more effective and responsive workforce training system CTEC, in cooperation with the State Board for Vocational Technical Education, conducted a study in the first quarter of 1998 to identify successful WFT systems in other states.

The various training systems were analyzed and a list of "common success factors" was developed. (See pages 6-7 of the task force report for a summary of the common success factors). The study also identified states and/or colleges which were broadly recognized within higher education and the training profession as being premier



training systems. One of those colleges is Kirkwood Community College in Cedar Rapids, Iowa.

Arrangements were made for a delegation of 19 individuals from North Dakota to do a site visit to Cedar Rapids, Iowa, on May 13, 1998. The consensus of those who participated in the site visit was that the workforce training system in Iowa provided an ideal and tested model that could be used in developing a workforce training system in North Dakota.

## **II. Task Force Formed:**

A statewide task force (Task Force for Improving Workforce Development and Training) was formed in June of 1998 to develop a workforce training plan for North Dakota. The task force consisted of 31 individuals including the 19 who participated in the Cedar Rapids site visit.

The Greater North Dakota Association (GNDA) was asked to coordinate the efforts of the task force and to sponsor legislation needed to implement the resulting recommendations.

GNDA made arrangements with the University System to have Eddie Dunn, Executive Director of the College Technical Education Council, become the loaned executive to the task force and for Steve Ovel to serve as consultant. (Steve Ovel is the Executive Director of Governmental Relations at Kirkwood Community College and is also the individual who provided the leadership in designing and implementing the workforce training system at Kirkwood Community College and throughout Iowa).

The task force developed a plan for creating a workforce training system in North Dakota patterned after the Kirkwood/Iowa model. (See report titled, "A Plan for Developing a World-Class Workforce Training System in North Dakota," November 23, 1998. The plan is available on the NDUS website at [www.ndus.nodak.edu](http://www.ndus.nodak.edu))

GNDA worked with the North Dakota legislature in drafting legislation to implement the recommendations in the WFT plan. GNDA also formed a steering committee, with representatives from the task force, to assist in implementing the recommendations outlined in the plan and to serve as a state-wide advisory committee once the training system was operational.

The State Board of Higher Education enacted the recommendations in the plan which required board action including: converting two of the branch campuses to community colleges, assigning the presidents of the four community colleges in the state primary responsibility for workforce training in their respective regions, and establishing workforce training divisions on the four community college campuses.

The 1999 legislative assembly enacted the recommendations of the task force and provided \$875,000 for the 1999-2001 biennium to begin implementation of phase-one

of the plan. Funding was increased to \$1.35 million for the 2001-03 biennium to implement phase-two.

Research of other states showed that the most successful training programs have a combination of funding involving the state (or a local taxing authority) providing from 20% to 30% of the funding. The remaining 70-80% comes from business and industry (in the form of fees for service for training received) and from other sources including development organizations and college campus in-kind contributions.

The workforce training system has exceeded all of the accountability measures established by the task force to monitor the performance of the system. The number of businesses served and the number of employees trained increased dramatically from 1999 through 2001. Satisfaction levels have consistently been above 95% . (See North Dakota University System 3<sup>rd</sup> Annual Accountability Measures Report, December 2003," for details). The success of the North Dakota training system was recognized through receiving the Bellwether Award from the Futures Assembly in 2000. The Futures Assembly is a national organization formed by the League for Innovation to recognize innovative and best practices by community colleges.

During the 2003 North Dakota legislative session, the Senate Appropriations Committee suggested the WFT system be reviewed during the interim session to determine: (1) what the next level is for the WFT system, and (2) what changes are needed to achieve that level.

A series of meetings were held following the 2003 legislative session including a joint meeting involving: the five community college presidents; Eddie Dunn, Vice Chancellor of the NDUS and Executive Director of CTEC; Dr. Jay Leach, Chairman of the Board for GNDA; Roger Reiersen, Chairman of the New Economy Initiative and former Chairman of the Task Force for Improving Workforce Development and Training (representing current chairman Guy Moos); and Senator Tony Grindberg, member of Senate Appropriations Committee. The purpose of the meeting was to begin to vision what the next level of WFT would look like and to obtain suggestions on how to proceed in meeting the expectations expressed during the 2003 legislative session.

### **III. Review of Progress:**

The workforce training system in North Dakota has been operational for five years. There was agreement by the task force steering committee and the private sector workforce training advisory committee chairs that it would be useful, as suggested by the Senate Appropriations Committee, to review progress and determine what, if any, changes are needed to achieve the goal established by the task force in 1998. That goal is:

*"To provide business and industry in North Dakota with the most competitive workforce in the nation."*

A review of literature and another national survey was conducted by CTEC in the fourth quarter of 2003 to identify common success factors among WFT systems in other states. This analysis revealed that the demand for workforce training throughout the nation is continuing to increase and, in many areas, is out-pacing the capacity of educational institutions to deliver. The research also revealed that the workforce training systems vary significantly in regard to the range of services provided. In general, the newer systems (those in the early stages of development) tend to provide "open-enrollment" non-customized training. As the training systems become more developed, they tend to become more focused on providing customized training for business and industry.

On the other end of the scale are the more fully developed training systems which provide a full array of workforce training and workforce development services. Among the most advanced is Kirkwood Community College, the college after which the workforce training system in North Dakota has been patterned. (See Attachment-A, "Stages/Levels in the Development of Workforce Training Systems," for additional information on levels of training provided and a summary of what other states are doing to meet the increasing demand for training);

#### **IV. Moving to the Next Level:**

A joint meeting of the task force steering committee and the private sector workforce training advisory committees was held in Bismarck on January 21, 2004. In attendance were: members of the task force steering committee; the chairs and vice chairs (or their representatives) from the four private sector workforce training advisory boards; the college presidents assigned primary responsibility for workforce training, and; the workforce training directors from the four workforce training regions.

The purposes of the meeting were to:

- a. Review the progress in implementing the workforce training system;
- b. Define the next level of workforce training, and;
- c. Determine what needs to be done to move to the next level;

See Attachment-B and Attachment-C for a listing of the priority suggestions resulting from the meeting and the meeting participants.

#### **V. Observations and Conclusions:**

Following are the observations and conclusions resulting from the survey of other states, a review of the University System 2003 Annual Accountability Measures Report and the discussions during the January 21, 2004, meeting:

1. The premier workforce training systems throughout the nation have one thing in common: They are predominately connected to and part of well-developed comprehensive community colleges. Workforce training has now become a core function of community colleges nationwide;

2. The workforce training system in North Dakota has met and/or exceeded the original accountability criteria established by the WFT task force for measuring the performance of the training system;
3. The system is currently functioning at full capacity as presently staffed and funded. As a result, the increase in the number of businesses being served and the number of employees being trained, as of FY-2002, has begun to taper off;
4. The most limiting factor preventing increases in the training provided to business and industry is the availability of workforce training directors or specialists to work with individual companies in designing and arranging training for the companies;
5. The availability of instructors with the knowledge and skills needed to provide training is also becoming a limiting factor in responding to requests for training in specialized areas;
6. North Dakota's training system is viewed as being in the early stages of development with a primary focus on providing customized training for business and industry. The more advanced workforce training systems in other states provide a full array of both workforce training and workforce development services in comprehensive "one-stop centers" accessible throughout the service regions;
7. Strategic partnerships are essential for moving to higher levels of services being provided to business and industry;
8. There is a need to develop and implement a marketing plan to increase awareness, understanding and utilization of the workforce training system. Increased awareness would allow the system to move from being labor-intensive and sales-driven to more demand-driven; i.e., the creation of an environment where business and industry are more aware of the training available and how to access it and, therefore, less dependent upon the workforce training directors contacting and helping design and arrange for training.

## VI. Recommendations:

The following recommendations are designed to move the workforce training system in North Dakota to "level-four." Level-four is characterized by: (1) extensive strategic partnerships which are mutually beneficial, (2) customized training that is demand-driven, and (3) comprehensive one-stop workforce development and training centers which are recognized as the "go-to" places for training. The specific recommendations are:

1. Continue implementing the WFT system as originally structured and administered and as outlined in the task force plan including the following key components (see WFT plan for details):
  - a. Defined service regions
  - b. Administrative structure
  - c. Funding sources
  - d. Collaboration and cooperation
2. Add at least one, and preferably two, WFT specialist to each of the quadrants to increase the capacity of the system to focus on developing and expanding the partnership component of WFT;
3. Develop a common/similar name, brand and logo (and a "promise statement") for WFT throughout all four WFT quadrants. The first step, a statewide workforce training website, has been launched ([www.trainND.com](http://www.trainND.com));
4. Develop and implement a marketing plan aimed at increasing awareness regarding the importance of training to business, industry and development organizations along with information on how to access the training services;
5. Review the level of cooperation and collaboration among the colleges, universities and state agencies regarding the delivery of workforce training services. Then, if needed and as appropriate, develop action steps aimed at increasing cooperation and collaboration;
6. Develop plans and begin the process of developing comprehensive one-stop workforce development and workforce training centers at each of the community colleges and outreach centers throughout the respective service regions/quadrants where needed and feasible;
7. Develop position statements (collectively by the private sector workforce training boards) regarding emerging issues including current and anticipated accountability measures relating to workforce training.

## ATTACHMENTS

**-DRAFT-**  
**Stages/Levels in the Development of  
Workforce Training Systems**

*January 21, 2004*

**I. Levels of Training Systems**

An analysis of other states, including a review of the book titled "Building a Workforce Training System Through Partnering" (published by the League for Innovation in the Community College with support from the Microsoft Corporation, 2003) reveals that workforce training systems generally follow a pattern in moving toward higher levels of performance within a community/region or state. Those levels are:

**Level-One: Assessment and Self-Analysis (took place in 1998 in North Dakota)**

The assessment of North Dakota's workforce training system (WFT), which was conducted by a 31-member Task Force for Improving Workforce Development and Training in 1998, revealed:

- North Dakota's workforce training system was fragmented, underdeveloped, duplicative and incapable of meeting the current and rapidly changing workforce training needs of businesses in the state;
- Major changes were urgently needed for business and industry in all regions of the state, as well as individual communities, to remain viable and competitive;
- Steps needed to be taken to define and build a more responsive and cohesive WFT system in North Dakota;

**Level-Two: Development of a Customized Training System (Took place from 1999-2004 in North Dakota)**

- It is broadly understood that customized training is the first stage and foundation piece of an effective workforce training system – Effectiveness in providing customized training is essential for building upon and moving to the next level. The capacity to provide customized training was one of the fundamental needs identified by the Task Force for Improving Workforce Development and Training;
- Customized training within level-two tends to be sales-driven more-so than customer-demand-driven. As a result, the quantity of training provided is directly related to the number/size of sales staff available to call on businesses and to arrange training. In turn, continued growth is directly related to resources available; i.e., the staffing resources determine the quantity of training that can be provided.

**Level-Three: Forming Key Partnerships (North Dakota is currently in the Early Development Stages of Partnering)**

- Partnerships are all about relationships which are built on trust and positive experiences – typically starting with the customized training as the platform;
- Effective partnerships need to be mutually beneficial to the partners – they need to represent win-win relationships for business and the training provider;
- Forward-thinking and strategic partnerships address the companies current training needs but are also directly linked to the companies vision and strategic plan – they are usually customer-driven, future-focused and in the form of a consulting relationship;
- Partnerships directed at economic development are not only focused on the training needs of companies but are also focused on, and directly connected to, the economic development goals of the community or region (are targeted industry or business cluster-focused) and strategically linked to the retention, attraction, expansion and start-up goals of the development organizations;

**Level-Four: One-Stop (within each service region) Comprehensive Workforce Development and Training System. (A one-stop workforce development and training system currently does not exist in North Dakota)**

- Well developed workforce training systems have a full array of WFT services located, in at least one site, within each service region to serve the workforce training needs of business and industry (workforce training) as well as individuals who are pursuing a degree, unemployed, underemployed, displaced or desiring to upgrade their education and/or change careers (workforce development);
- One-stop systems are jointly located with other relevant service providers including job service, small business development centers, Manufacturing Extension Partnerships, regional planning councils, human service centers, etc.;
- Providing workforce development and training which is easily accessible and in one location is precisely what fully developed community colleges do to serve traditional students, non-traditional students, business and industry and the community. It is part of the mission and an expectation of modern comprehensive community colleges;
- Kirkwood Community College in Cedar Rapids, Iowa, is a nationally recognized model for a comprehensive one-stop workforce training system. It is the model after which the North Dakota workforce training system was designed and is being implemented.



## II. What Other States Are Doing – Other States That Are Operating at a Higher Level

The three most common characteristics among those workforce training systems in other states which are functioning at a higher level than North Dakota are: (1) the partnerships are more extensive, (2) the customized training provided is largely demand-driven, and (3) the workforce training systems serve as comprehensive one-stop service centers.

There are four distinct areas where partnerships can be formed and which allow a system to function at a higher level. The workforce training operations in each of the four quadrants in North Dakota function (at varying degrees among businesses and among communities) within each of these levels:

### 1. Nature and Types of Partnerships at the Company Level

- Partnership formations. Partnerships tend to start small with individual training projects. Growth and expansion is dependent upon building relationships based on performance/results and trust – and then moving to larger joint ventures;
- Partnerships relative to training facilities, equipment and instructors. Joint ventures/partnerships are often formed with companies to provide facilities, equipment and instructors for training;
- Partnerships relative to needs identification and pooled training. The WFT system in the community/ region identifies WFT needs which are common to a number of businesses and industries and arranges for training – identifying priority needs and making training more affordable for companies, particularly smaller companies;
- Partnerships relating to open enrollment training. “Canned” or standardized programs and open enrollment training are provided for individuals – not just for companies;
- Partnerships relating to serving as the WFT director/consultant for companies. The WFT director, or division of the community college, serves as the WFT director for companies. The companies under this arrangement no longer have an in-house training staff but contract with and rely upon the WFT division to serve the bulk of that function (similar to out-sourcing research and development to research institutions). Providing this service requires a high level of competency coupled with a strong trusting relationship.

### 2. Nature and Types of Partnerships at the Community/Region Level

- The WFT system becomes a valued partner with local chambers and local development organizations focused on the targeted industries for the community or region. It becomes an essential tool for enhancing the economy. The WFT system is responsible for meeting the training

needs of the those industries targeted for start-up, expansion or attraction in the community or region.

- The WFT system assists in needs-identification for the community – focused on the future.
- The WFT system has a distance delivery system capable of serving outlying areas of the service region or the state.

**3. Nature and Types of Partnerships at the Increasing Awareness Level**

- Investments are made in marketing – increasing awareness, identifying opportunities and providing return-on-investment information which begin the transition away from a system which is largely or entirely sales-driven to being more demand-driven;
- The WFT system is engaged with chambers of commerce – to increase awareness, understanding and networking
- The WFT system is engaged with local development corporations – to increase awareness and to effectively connect with the larger goals of the community/region

**4. Nature and Types of Partnerships at the One-Stop Service Level**

- Well developed workforce training systems have a full array of WFT services, located in at least one site, within a service region to serve the workforce training needs of business and industry (workforce training) as well as individuals who are pursuing a degree, unemployed, underemployed, displaced or desiring to upgrade their education and/or change careers (workforce development);
- A well developed system also provides all of the functions and services listed in the above three partnership categories (company level, community/ region level and increased awareness level).

**Priority Suggestions/Best Ideas  
Workforce Training Meeting  
January 21, 2004**

Each participant at the meeting was asked to select the priority suggestion or best idea resulting from the material presented and/or the discussions that took place. Following is a listing of those priority suggestions grouped by major category.

**I. Marketing and Education:**

- Launch a standard “brand” for workforce training across the state
- Expand marketing to let businesses know all about the Workforce Training Program
- Increase awareness and understanding
- “Branding” of Workforce Training Program
- Statewide marketing/branding effort that begins on the state level and builds to the local level
- Building a strategy – a marketing plan for the state, one that is cohesive
- The State of North Dakota needs to understand the “business of training” or get out of it. DO IT!
- Arrange a statewide summit to bring all key players together. Doing this can be the beginning in helping accomplish the other objectives

**II. Expand Partnerships and Become Consultants to Business:**

- Expand existing relationships & partnerships
- Build strong partnerships with business and industry and with state agencies
- Move from vendor/client to partner/partner relationship
- Instead of only sales driven, be a business consultant – empower your boards
- Change focus to include consulting
- Build the consulting role for WFT including all that entails – new benchmark, staffing, budgeting, etc.

**III. Develop Comprehensive One-Stop:**

- Consolidation of all the different governmental agencies
- Move the North Dakota workforce training system to Level-4
- Establish a common vision based on criteria needed to become a level-4 workforce training system
- Identifying steps to move toward our vision. Need action steps

**IV. Rural Outreach:**

- Expand the coverage of WFT to all areas of the state. To build that trust level across the state

**-PARTICIPANT LIST-**  
**Workforce Training Meeting**  
**Bismarck State College**  
*January 21, 2004*

**Steering Committee for Workforce Training System:**

- Guy Moos, Baker Boy, Dickinson, Chair
- Eddie Dunn, North Dakota University System
- Wayne Kutzer, Career and Technical Education
- Dave MacIver, Greater North Dakota Association
- Don Morton, Microsoft Great Plains
- Roger Reiersen, Flint Communications
- Russ Staiger, Bismarck-Mandan Area Development Corp.
- Donna Thigpen, Bismarck State College

**Workforce Training Board Representatives:**

- Rita Wilhelmi, NW Quadrant Board Chair, Stanley
- Sherry Kondos, NW Quadrant, Minot
- Dennis Hansel, NE Quadrant Board Chair, Langdon
- Jim Dahlen, NE Quadrant, Devils Lake
- Becky Thiem, SW Quadrant Board Chair, Bismarck
- Guy Moos, SW Quadrant, Dickinson
- Jim Roers, SE Quadrant Board Chair, Fargo
- Don Pratt, SE Quadrant, Fargo

**Workforce Training Directors:**

- Deanette Piesik, NW Quadrant, WFT Director
- Holly Mawby, NE Quadrant, WFT Director
- Galen Cariveau, NE Quadrant, WFT Director
- Carla Hixson, SW Quadrant, WFT Director
- Lori Heinsohn, SW Quadrant, WFT Director
- Dale Knutson, SE Quadrant, WFT Director
- Mel Olson, SE Quadrant, WFT Director

**College Presidents Assigned Primary Responsibility for WFT:**

- Sharon Etemad, President, Lake Region State College
- Sharon Hart, President, North Dakota State College of Science
- Joe McCann, President, Williston State College
- Donna Thigpen, President, Bismarck State College

## Workforce Training

### Accountability Measure 2.c.

Number of businesses and employees in the region receiving training

### About This Measure

Workforce training system performance results are available for FY 2000 through FY 2004. These results demonstrate responsiveness by the workforce training system to a strong demand for workforce training in the state.

For example, the number of businesses that received training through this system increased from 518 in FY 2000 to 1,430 in FY 2004, a 176 percent increase. The number of employees who received training increased from 7,463 in FY 2000 to 7,958 in FY 2004, a 7 percent increase.

The total number of businesses reported as having been served declined slightly, and the number of employees reported as having been trained also declined between FY 2003 and FY 2004. These declines are the result of three factors. Workforce training was extended to more rural areas of the state; consequently, training was provided to smaller companies that have fewer employees. The overall demand for training declined in the latter part of 2003 and in early 2004, primarily in the northern and western parts of the state. Refinements in the data collection and reporting system allow repeat

### How well is North Dakota's workforce training system responding to the training needs of employers?

The number of businesses that used North Dakota's workforce training system to provide training for their employees increased 176 percent between FY 2000 and FY 2004. The number declined slightly (1,494 to 1,430) from 2003 to 2004.

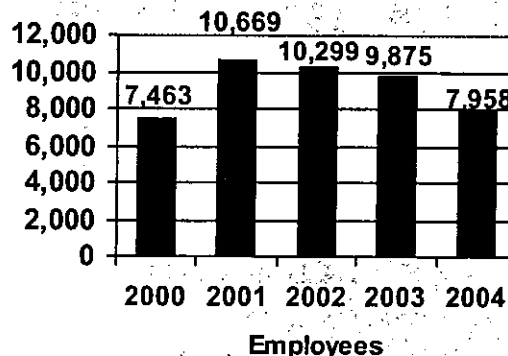
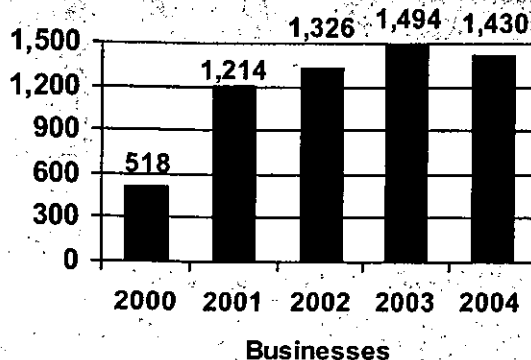
customers to be identified and reported separately.

Workforce training client satisfaction levels are presented in Measure 7.a. on Page 4.

The workforce training system resulted from a 31-member statewide task force on workforce development and training formed in 1998 to research "best practices" in other states and to design a more effective workforce training system in North Dakota.

This initiative was coordinated by the Greater North Dakota Chamber of Commerce (formerly the Greater North Dakota Association) and resulted in recommendations for the North Dakota University System and the state legislature. These recommendations were enacted into legislation during the 1999 session.

**Workforce Training Provided  
2000 through 2004**



## Workforce Training Satisfaction

### Accountability Measure 7.a.

Workforce training information, including levels of satisfaction with training events as reflected in information systematically gathered from employers and employees receiving training

### About This Measure

Both businesses and employees report a high level of satisfaction with training received through the workforce training system. Through an evaluation of each training event, businesses that contracted for training reported a satisfaction level of 95.5 percent in FY 2000 and FY 2001, 98.5 percent in FY 2002, 99.9 percent in FY 2003 and 99.8 percent in FY 2004.

Satisfaction of employees also was relatively high at 94 percent in FY 2000, 95.7 percent in FY 2001, 97.5 percent in FY 2002, 98.5 percent in FY 2003 and 98.8 percent in FY 2004. These numbers include employees who received training through workforce training contracts with businesses and other individuals who received training through open enrollment, a term used to describe training events not directly financed by business.

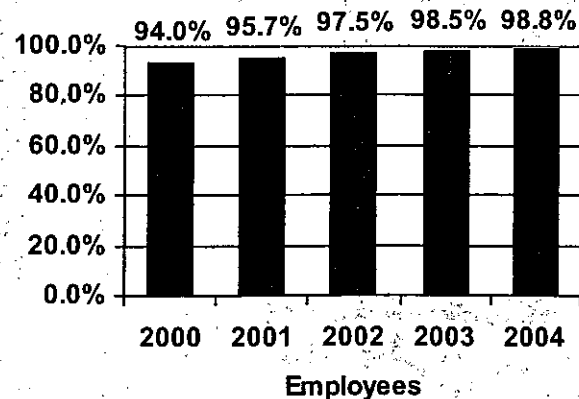
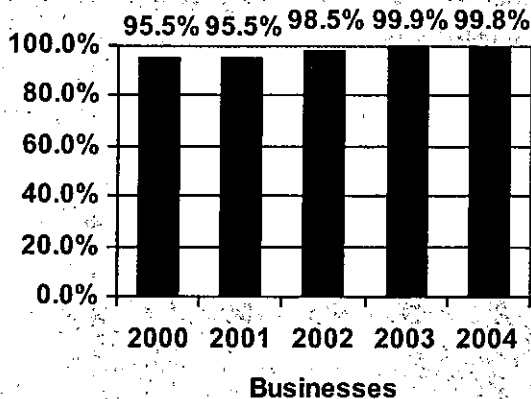
### What is the level of satisfaction with training?

Businesses reported a 99.8 percent average workforce training satisfaction level for FY 2004. Employees reported a satisfaction level of 98.8 percent with workforce training during the same period.

Quality of the workforce – or the availability of a well-educated, highly-skilled workforce – has been identified by the National Council for Continuing Education and Training, the National Alliance of Business and various economic development specialists, as the single most important factor that determines the success of business and industry.

The need for a more effective workforce training system to respond to North Dakota's business and industry needs became apparent by the mid-to-late 1990s. As a result, a new workforce training system was developed for the state. This initiative was coordinated by the Greater North Dakota Chamber of Commerce (formerly the Greater North Dakota Association) and resulted in recommendations for the NDUS and the state legislature.

**Workforce Training Satisfaction Levels  
2000 through 2004**



## Responsiveness to Clients: Companies and Employees

### Accountability Measure 7.e.

Client satisfaction - levels of satisfaction with responsiveness as reflected through responses to evaluations and surveys of clients: (a) graduates and individuals completing programs (b) employers (c) *companies and employees receiving training*

### What is the level of satisfaction with responsiveness to training needs?

In FY 2004, companies reported a 99.5 percent satisfaction level with responsiveness of the workforce training system in North Dakota to requests for training.

### About Section C of This Measure: Companies and Employees

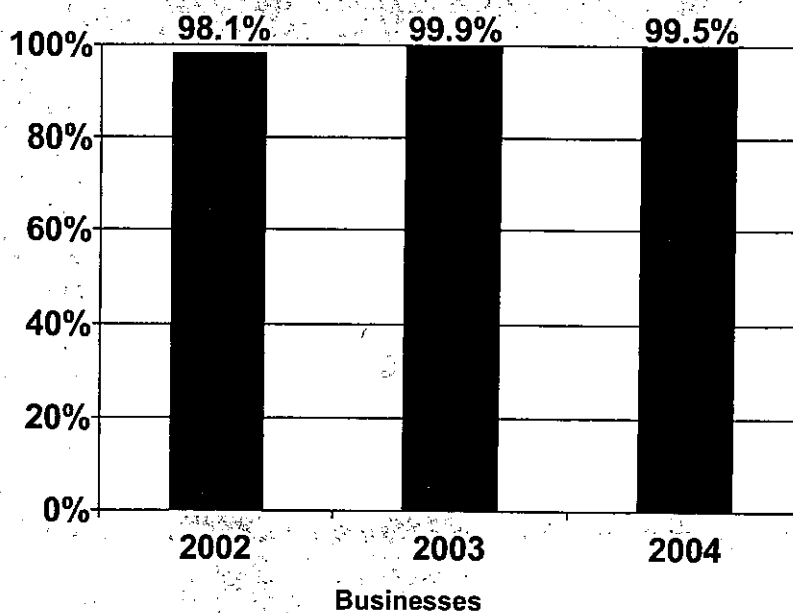
The statewide Task Force on Improving Workforce Training and the Roundtable on Higher Education both recommended several accountability measures related to the workforce training system in North Dakota, including measurement of the responsiveness to clients.

In FY 2004, the 1,430 companies that contracted for training through the workforce training system reported an average satisfaction level of 99.5 percent in regard to responsiveness to training requests.

FY 2002 was the first year data on responsiveness was collected and reported. Client satisfaction levels have been consistently high during this three-year period.

Since workforce training is a contractual arrangement between the employer and the training provider, only employers can report on satisfaction levels with responsiveness. As a result, no employee-level satisfaction data is available.

Workforce Training Satisfaction Levels with Responsiveness  
2002 through 2004



**House Bill 2019**  
**Testimony to Senate Appropriations Committee**  
**by Eddie Dunn, Vice Chancellor of Strategic Planning and**  
**Executive Director of the College Technical Education Council**  
**North Dakota University System**  
**January 20, 2005**

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Mr. Chairman and members of the Committee, I am Eddie Dunn, the North Dakota University System Vice Chancellor for Strategic Planning and Executive Director of the College Technical Education Council.

CTEC is comprised of the CEOs of the two-year institutions within the University System and Wayne Kutzer, the state director of Career and Technical Education. One of the primary functions of CTEC, which was created in 1993 through a joint agreement between Career and Technical Education and the State Board of Higher Education, is to increase the coordination of vocational technical education programs between K-12 and higher education. In 1999, after the legislative enactment of the workforce training system, the State Board of Higher Education charged CTEC with successful implementation of the new training system.

Wayne Kutzer asked me to report on the workforce training system, which is funded through Career and Technical Education. I am pleased to do so. Some of the information about the workforce training system was presented to you during the University System overview on Monday so my comments today will be brief.

Allow me to introduce workforce training directors in the audience.

One year ago this month, the key players involved in and responsible for the workforce training system held a meeting in Bismarck to evaluate the workforce training system and discuss how it could be improved. Implemented in 1999, the system had been in operation for nearly five years. It was time to examine if it was working as designed and determine if changes were needed.

Attached to my testimony is a report that summarizes the results of that meeting. Those who attended the meeting included the chairs and vice chairs of the four local workforce training boards (business and industry representatives), the statewide Steering Committee for Workforce Training, the workforce training directors and the presidents of the colleges assigned primary responsibility for workforce training. A list of the nearly 30 people who participated in that meeting is included on page 13 of the report.



The two key questions the group examined during the day were: (1) Is the system meeting the expectations of business and industry? and (2) What needs to be done to take it to the next level of performance?

The conclusions from the meeting are listed on pages 4 and 5 and a set of recommendations is provided on page 6. I will not take time to go through the report or the recommendations, but would encourage you to review those when you have the opportunity.

In addition to input from the business and industry representatives at the meeting, we also conducted a study to identify what other states were doing, particularly those recognized as the most successful. Ironically, at the time we were conducting the study, Microsoft commissioned a study in cooperation with the League for Innovation to compile case studies on successful workforce training systems. That information was especially helpful in evaluating North Dakota's training system.

The bottom line of the discussion and the attached report is that the number of businesses served increased dramatically from 1999 through 2003 and then began to taper off. The group spent a good amount of time discussing why the "tapering off" occurred. It was concluded the decrease was NOT because the market for training had been saturated or the system was not functioning as designed. In fact, study results showed satisfaction levels by the businesses and employees are consistently close to 100 percent, not only for training, but also for responsiveness to business requests.

The conclusion was that the system had simply reached its capacity. The underlying factor in all four regions was that training services were being expanded to more rural areas of the state where there are smaller businesses with fewer employees. As one would expect, the regions also are experiencing a significant increase in time and costs related to providing training to the more rural areas.

As I mentioned on Monday during a review of the *2004 Accountability Measures Report*, there also was a slowdown in the economy in 2003 through the spring of 2004, at least as it related to the demand for training. This slowdown contributed to a slight decrease in the number of businesses served. There was an even larger decline in the number of employees trained (as shown on the attached graph), but that decline was related more to serving smaller businesses and smaller communities, as well as doing higher-level, more specialized training.

As Chancellor Potts reported to you on Monday, the North Dakota University System developed a legislative agenda that has two major thrusts to it. A copy of that legislative agenda is attached. One thrust is aimed at maintaining the core functions of the University System. The second identifies three major initiatives that, if funded, could help further expand the economy of the state. Those three initiatives are: (1) economic development centers of excellence, (2) expansion of the workforce training system and (3) increased emphasis on attracting out-of-state students to North Dakota.

When all potential thrusts are considered, the primary reason workforce training is included as one of those three initiatives is its importance to enhancing the economy of the state. The reality is that the single most important factor businesses look at when they are making a location or expansion decision is the talent available to them – talent coming out of the colleges and universities, along with the capability of a community or state to provide training for their employees. That is precisely what the training system is intended to accomplish. It exists to make sure business and industry have access to the education and training they need to be successful. A number of business people testified to that fact earlier this week.

As Wayne Kutzer mentioned, an increase of \$600,000 for workforce training was included in SB 2019. Although the funding was not included in the executive recommendation, it would provide for one additional person, staff support and operating expenses in each of the four regions to help expand the needed capacity. The State Board of Higher Education endorsed the requested increase in its 2005 – 07 budget guidelines.

As the chairman of this committee mentioned earlier this week when looking at requests for additional funding, “The ‘will’ may be willing but the wallet is sometimes weak.” If the wallet should become willing to increase its investment in initiatives critical to the future expansion of the state’s economy, it is the view of the private sector workforce training boards that this is one investment worthy of consideration.

That completes my testimony. Thank you for your time. I would be pleased to attempt to answer any questions the committee might have.

3-SB2019

**Presentation to the House Appropriation Committee  
(On Senate Bill 2019)  
Wilfred Volesky, Beulah Public School**

Chairman Martinson and members of the House Appropriations Committee.

My name is Wilfred Volesky and I am the Superintendent of the Beulah School District. I am also the current chairman of the Western Corps of Discovery High Tech Cooperative which is one of six of these Consortiums in the state. There are 69 school districts that are involved in these High Tech Cooperatives.

When the legislative session started the High Tech Cooperatives were requesting funding of \$1.5 million, which was a part of the Career and Technical Education Budget. The Senate Appropriations Committee chose to reduce the funding to \$750,000. I stand before you today on behalf of the Hi-Tech Cooperatives requesting that the funding be restored to \$1.5 million.

The High Tech Concept was developed in the late 1980's through a demonstration project that was funded by the State Board for Vocational and Technical Education. Through this demonstration project we found out that we could develop the necessary technology skills in our students so that they can function in today's High Tech workplace. We accomplished that by using six modules that were rotated among the schools in the Cooperative. Each module remained at each school for a six week time period. Within a year each school received each module once. In our Cooperative we currently rotate the Robotics, CNC Mill/Lathe, Biotech/Genetics, Lasers/Fiber optics, Hydraulics and Pneumatics and Graphing Production modules. The students that had the

opportunity to use this equipment have developed job skills that would be valuable in today's workplace.

We have learned a number of things about the High Tech Cooperative over the years? First, that you need to make sure that teacher's are trained on the modules. If teachers are not trained the modules will likely just remain in the container in which they were delivered. Schools need to make a commitment that they will make sure that all teachers, which includes teachers from vocational as well as other academic areas, that use the equipment will be trained in how to use the different equipment.

A second thing that we learned was that it was necessary to create a consortium to get this equipment. School districts by themselves could not afford to purchase all six modules with equipment cost and software which costs in the range of \$100,000 to \$130,000. Together, in a consortium format, we can share the cost so that it does not become financially impossible to have these modules come to our district. In a cooperative not only can we afford the equipment, but we can provide a greater number of learning stations in each of these areas.

A third thing we have learned is that tech support is vitally important. If the modules are rotated and the equipment does not work properly when it arrives at a school district it is likely that the equipment will not be used. Instructors do not have enough time to try to repair the equipment before they begin to use it. Instructors expect the equipment to be in working order and expect an ample supply of supplies to be available for use. Proper tech support is a crucial element in making sure the equipment is used.

In order to professionally develop, monitor, manage, administrate and evaluate the effectiveness of the High-Tech Learning Cooperatives the Project would be directed

7

by an Advisory Board/Management Team at the state level. This team would be comprised of representatives from other High Tech Consortiums in the state, a Career and Technical staff member, a business and industry representative and a representative from a ND University, which would help us, address the professional development improvement training requirements of our instructors. Each Cooperative in the state would also have a local Management Team that would help direct the activities of that Cooperative.

The request for \$1,500,000 would be used for new equipment and accompanying software, development of curriculum and for the professional development of teachers. An existing school would be eligible to receive \$6000 per year or \$12,000 per biennium and new school would be eligible to receive \$11,000 per year or \$22,000 per biennium. Schools currently operating a consortium would receive less money because they have a base of equipment and will use the funds to replace on a scheduled basis, older equipment with new equipment. New schools would receive a larger amount to be able to build equipment modules from scratch. There are currently 69 schools that are involved in Cooperatives and the plan is to add 27 additional schools for a total of 96 schools over the biennium. If the request for \$1,500,000 is reduced the opportunity to expand the cooperatives and add 27 school districts would not be possible.

Each school in a Cooperative would be required to pay a yearly fee to be part of the Consortium. Currently this yearly fee ranges from \$2000 per year to \$5000 a year depending upon the Consortium in which they are members. This revenue is used for equipment repair/maintenance, travel, supplies and rotation and management of the Consortium.

At the present time we have six High Tech Cooperatives that are trying to continue to exist. But the need for teacher training, upgrades of hardware and software and tech support for the equipment is more than many schools in the Cooperatives can afford financially. In the Western Corps of Discovery schools we have repaired the equipment to the point where it is worn out and needs to be replaced. Many of our teachers are not trained adequately for them to use the equipment. In order to take care of these needs we need financial assistance from the state.

For this reason I am here today to request you to support the High Tech Cooperatives as outlined in SB 2019. The request of \$1.5 million would allow the 69 school districts in current cooperatives to continue to exist and allow for the expansion of 27 new school districts to join cooperatives. Schools in the High Tech Cooperatives teach young adults the necessary skills to be employable in any high tech job today. I believe that funding the High Tech Cooperatives is a major step towards creating economic development in North Dakota.

I ask for your support for SB 2019.

# North Dakota Farmers Union

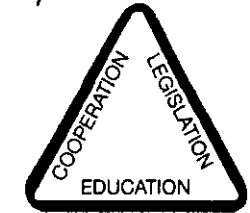
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SB 2019

House Appropriations

Chairman Martinson and members of the House Appropriations committee

My name is Woody Barth; I asked that this testimony be submitted on behalf of North Dakota Farmers Union and our 35,000 members. North Dakota Farmers Union supports SB 2019, and place an emphasis on the section that relates to the Adult Farm Management Program.

North Dakota Farmers Union supports the enhancement of \$75,000 to the Adult Farm Management line item in the Career and Technical Education budget.

The continuing education that the Adult Farm Management Program brings to producers in North Dakota is valuable and necessary. It is vital for North Dakota family farmers and ranchers to have an ongoing source of education.

Adult Farm Management has proven to be very valuable to maintaining a strong rural economy and it allows rural producers to make sound business decisions, which also helps to provide economic growth to all rural North Dakota.

The data collected by the Adult Farm Management program provides an accurate picture of overall agricultural conditions. Adult Farm Management data represents farmers and ranchers who are generally in their most productive years, and does not include many hobby farmers.

North Dakota Farmers Union urges a do pass on SB 2019.

Thank you, Chairman Martinson and members of the committee.

# Proposal for Funding of Farm Business Management Education in North Dakota

- Present day funding for Farm Business Management Education is approximately \$998,240 for the 2003-2005 biennium plus \$50,000 for marketing clubs as a joint effort by the Farm Business Management programs and the NDSU Ext. Service.
- To fund the North Dakota Farm Business Management programs in a way which allows for the best use of the programs by those enrolled and **provides for the most educational benefit** for all entities and thus the greatest opportunity to increase farm profitability and rural sustainability, an increase of **\$693,000** to a total of \$1,691,240 for the 2005-2007 biennium is requested.

The use of these new directed funds, to be processed through the Dept. of Career and Technical Education, in the amount of \$693,000 is projected as follows.

- **Priority #1** - The amount of **\$150,000** would be used to bring the state level of funding for all existing farm business management programs up to the level of **approximately 70%** with the balance of 30% due directly from the students or enrollees in the program. All allowable program expenses would be covered under this scenario. This level of state funding would allow these programs to operate without requiring direct funds from the host educational agencies. This could also allow for additional enrollees as some programs could secure part-time instructors to assist with the heaviest seasonal work load.
- **Priority #2** – Because the present college based Farm Business Management programs only receive the designated reimbursement funding on one-half of their expenditures for their programs, the amount of **\$200,000** would be used to **standardize the level of funding** for the four college based programs at the **same level of 70% on 100% of the allowable expenses**. In addition to possibly replacing other state or federal funds that may or may not be available in the future, these funds would serve to equalize the level of funding among all Farm Business Management Education Programs operating within North Dakota.

Under both of the funding proposals as described above in priority #1 and priority #2, each full time program would enroll a minimum of 40 - 45 producers or farms with a suggested maximum of 40 – 50 per full time instructor depending upon such items as distances to travel and the number of meetings that may be required. Where as marketing clubs are already an integral part of farm business management the size and number of clubs operated would also be considered in determining full time program equivalency. Depending upon the makeup of the membership some marketing clubs could also be responsible for some share of the local funding needed to maintain the independence and financial integrity of the supporting programs.



- **Priority #3** - The amount of **\$88,000** would be used to establish a **one-half time state coordinator position for farm business management in an existing program site**. This amount would include all salary, benefits, travel, office supplies and technology expenses for this position. It is envisioned that this position could be created through a local educational agency and the funding delivered in the same manner as in which other program funding is delivered. All expenses for this position would be funded at a level of 100%.

This position could also work towards establishing a **“Farm Management Center of Excellence”** and would also place a **high priority on cooperating with other agencies** such as NDSU and the North Dakota Extension Service. It would also be instrumental in working with North Dakota commodity groups and other agencies to develop a statewide presence for farm business management and in seeking out new revenue streams through grants and other sources.

- **Priority #4** – Approximately **\$170,000** would be used to **establish two new programs** in North Dakota. **Approximately 90 to 100 additional producers could potentially be served** by these new programs. Each new program would be funded with state monies and local tuition dollars at a level of 100% with an average of \$53,000 in state funds being allocated to each year of operation.

To complete this funding package each new program would enroll 15 students the first year and an additional 15 in the second year, with annual fees in both years at the level as described earlier in this proposal. In the third year of each new program it would be brought in line with all other programs at a level of 70% state funding with an enrollment of 40 – 50 members.

It is the intention of this funding package to allow for the establishment of new programs without the present or future monetary participation of the local host educational agency. The state reimbursement and the local tuition fees would together fund the full cost of the new program just as it is intended to fund the full cost of all programs. It is also the intention of this funding package that all monies channeled to host agencies for farm business management education programs are used exclusively for the operation of such programs. **Additional funding added to this category could continue to increase the number of producers and the scope of the areas served. The creation of additional programs could also mean the creation of additional marketing clubs within.**

- **Priority #5** - Approximately **\$42,000** would be used to **update technology** in all programs. The total cost of this improvement is estimated at \$60,000 which would include the local cost share, from student or enrollee annual fees of approximately 30% or \$18,000.
- **Priority #6** - The balance of the newly requested funding in the amount of **\$43,000** would be used to establish a **program for internships as instructors** in Farm Business Management. Programs are at their greatest risk when changing instructors and the intended period of internship will cushion the effects from such a change in program leadership and provide for program continuity.

Program	Number	District	Number	Counties
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(PS)Bismarck – 57 Farms    17 Districts    10 Counties

7	Bismarck	Burleigh
7	Flasher	Emmons
1	Goodrich	Grant
2	Hazelton	Kidder
1	Hazen	McLean
2	Linton	Mercer
6	Mandan	Morton
5	McClusky	Oliver
3	New Salem	Sheridan
1	Selfridge	Sioux
1	Strasburg	
5	Steele	
1	Turtle Lake/Mercer	
1	Tuttle	
4	Washburn	
5	Wilton	
5	Wing	

(PS)Bottineau – 38 Farms    9 Districts    4 Counties

17	Bottineau	Bottineau
5	Westhope	McHenry
5	Newburg	Rolette
1	Mohall/Sherwood	Pierce
5	Towner	
1	Rugby	
2	Rolette	
1	Belcourt	
1	Dunseith	

(PS)Devils Lake – 76 Farms    20 Districts    11 Counties

9	Devils Lake	Benson
3	Bisbee/Egeland	Cavalier
5	Border Central	Eddy
5	Cando	Grand Forks
3	Dakota Prairie	Nelson
1	Edmore	Pembina
2	Fessenden/Bowdon	Pierce
3	Lakota	Ramsey
2	Lankin/Fordville	Towner
8	Leeds	Walsh
4	Maddock	Wells
1	Minnewauken	
3	Munich	
1	Nече	
2	New Rockford	
4	North Central	
5	Sheyenne	
10	Starkweather	
3	Warwick	
2	Wolford	

<u>Program</u>	<u>Number</u>	<u>District</u>	<u>Number</u>	<u>Counties</u>
(PS)Langdon – 28 Farms	10	Districts	5	Counties
	10	Langdon		Cavalier
	5	Minto		Pembina
	2	Cando		Ramsey
	1	Rock Lake		Towner
	2	North Central		Walsh
	4	North Border		
	2	Cavalier		
	1	Lakota		
	2	Park River		
	1	Fordville		
(PS)Wahpeton – 39 Farms	9	Districts	3	Counties
	18	Wahpeton		Cass
	4	Lidgerwood		Richland
	1	Milnor		Sargent
	4	Wyndmere		
	3	Hankinson		
	6	Colfax		
	1	Kindred		
	1	Forman		
	1	Fairmont		
Carrington – 70 Farms	9	Districts	5	Counties (54.3% outside of the School District)
	32	Carrington		Eddy
	7	New Rockford		Foster
	4	Kensal		Sheridan
	9	Fessenden/Bowdon		Stutsman
	6	Goodrich		Wells
	3	Dakota Prairie		
	1	Pingree		
	7	Midkota		
	1	Jamestown		
Casselton – 44 Farms	15	Districts	6	Counties (84.1% outside of the School District)
	7	Casselton		Cass
	1	Fairmont		Grand Forks
	1	Hatton		Ransom
	1	Hillsboro		Richland
	1	Hope/Page		Steele
	6	Kindred		Trail
	2	Lisbon		
	1	Maple Valley		
	1	Mapleton		
	2	Mayville/Portland		
	3	Northern Cass		
	1	Northwood		
	3	Richland 44		
	6	West Fargo		
	8	Wyndmere		

<u>Program</u>	<u>Number</u>	<u>District</u>	<u>Number</u>	<u>Counties</u>
Dickinson – 40 Farms	14 Districts	10 Counties	(90.0% outside of the School District)	
	4	Dickinson		Adams
	2	Wibaux, MT		Billings
	2	New England		Bowman
	1	Mandaree		Dunn
	1	McKenzie		Golden Valley
	1	Mott		Hettinger
	1	Halliday		McKenzie
	1	Rhame		Slope
	3	Scranton		Stark
	6	Beach		Wibaux
	4	Killdeer		
	4	South Heart		
	9	Richardton		
	1	Hettinger		
Glen Ullin – 31 Farms	11 Districts	6 Counties	(51.6% outside of the School District)	
	15	Glen Ullin		Grant
	3	Hebron		Mercer
	2	Almont		Morton
	1	New Salem		Oliver
	3	Center		Sioux
	1	Hazen		Stark
	1	Elgin		
	2	Carson		
	1	Flasher		
	1	St Anthony		
	1	Lemmon, SD		
Jamestown – 59 Farms	20 Districts	11 Counties	(62.7% outside of the JVAVTC)	
	14	Jamestown		Barnes
	4	Medina		Cass
	4	Wimbledon		Dickey
	1	Carrington		Foster
	4	Gackle/Streeter		Griggs
	3	Valley City		Kidder
	4	Edgeley		LaMoure
	1	Maple Valley		Logan
	3	Oakes		Ransom
	1	Lisbon		Sargent
	2	Pingree		Stutsman
	2	Montpelier		
	2	LaMoure		
	2	Sargent Central		
	2	Hurdsfield		
	1	Ellendale		
	1	Marion/Litchville		
	1	Hope/Page		
	6	Enderlin		
	1	Kulm		

<u>Program</u>	<u>Number</u>	<u>District</u>	<u>Number</u>	<u>Counties</u>
Minot – 45 Farms	16 Districts	8 Counties (88.9% outside of the School District)		
	5	Minot		Bottineau
	4	Berthold		Burke
	2	Bowbells		McHenry
	3	Des Lacs/Burlington		McLean
	2	Drake		Mountrail
	3	Garrison		Oliver
	5	Glenburn		Renville
	2	Kenmare		Ward
	2	Max		
	3	Mohall		
	1	Plaza		
	4	Stanley		
	1	Tioga		
	5	Towner/Granville/Upham		
	2	Velva		
	1	Wilton		
Napoleon – 31 Farms	8 Districts	5 Counties (80.6% outside of the School District)		
	6	Napoleon		Burleigh
	3	Ashley		Emmons
	1	Gackle/Streeter		Kidder
	3	Linton		Logan
	1	Steele		McIntosh
	4	Strasburg		
	8	Wishek		
	5	Zeeland		
Rugby – 64 Farms	8 Districts	5 Counties (59.4% outside of the School District)		
	26	Rugby		Benson
	11	Wolford/Devils Lake		McHenry
	5	Rolette		Pierce
	14	Towner		Ramsey
	3	Harvey		Rolette
	2	Drake/Anamoose		
	2	Leeds		
	1	Rolla		

**13 Farm Business Management Programs**

**622 Farms Enrolled**

**131 School Districts (2 out of state)**

**52 Counties (2 out of state)**

# JOB SEARCH 2010

2019

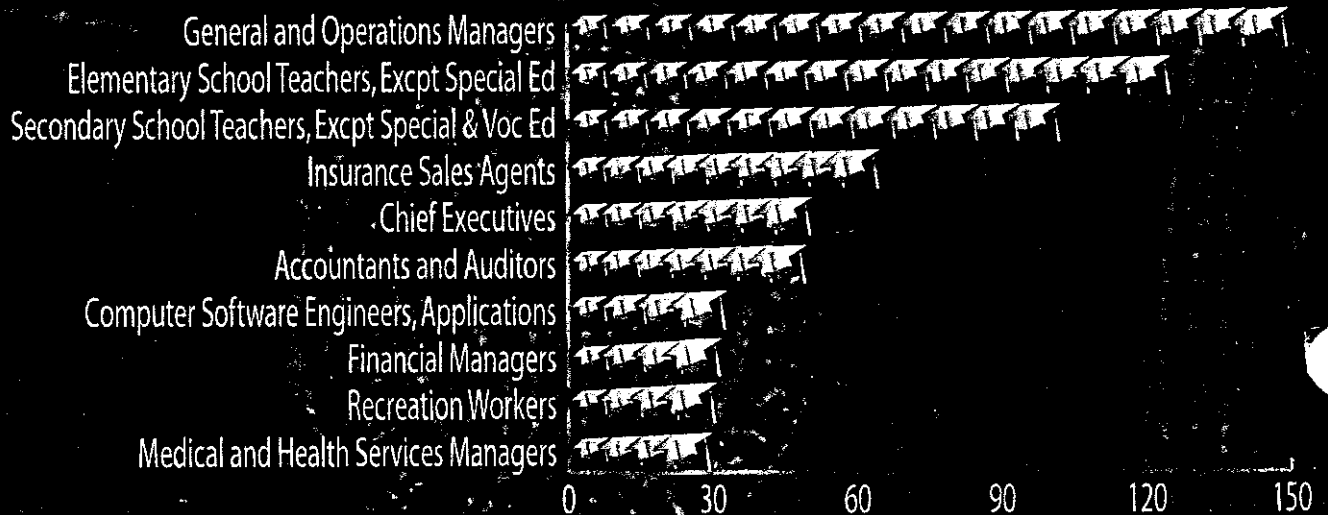
## \$ How much *in* ND?

Job Training Requirements	2010 Projected Employment	2010 Percent of Employment	2003 Wages
Short-term on-the-job training	139,631	33.7%	\$18,757
Moderate-term on-the-job training	74,286	17.9%	\$26,902
Long-term on-the-job training	61,707	14.9%	\$30,793
Work experience in a related occupation	24,666	6.0%	\$34,396
Postsecondary vocational training	23,852	5.8%	\$27,362
Associate degree	16,361	3.9%	\$36,483
Bachelor's degree	41,409	10.0%	\$37,866
Master's degree	5,804	1.4%	\$37,008
Doctoral degree	3,335	0.8%	\$45,887
First professional degree	5,041	1.2%	\$93,094
Bachelor's degree or higher + advanced work exp.	18,444	4.4%	\$55,113

Labor Market Information Center

# Annual 2010 Openings

## Bachelor's Degree or Higher



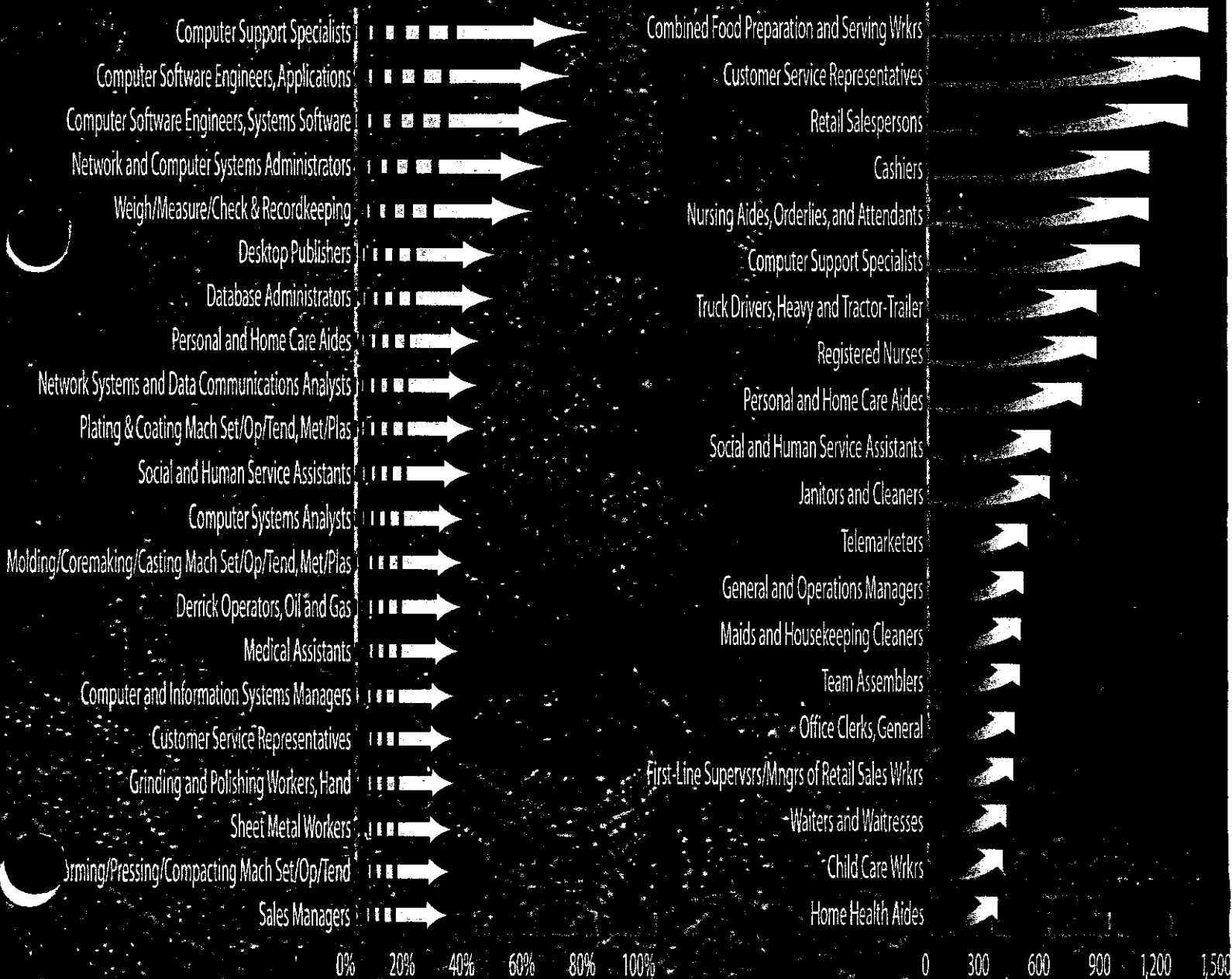
## Some Post-Secondary Preparation



# Occupational Outlook 2010

## Fastest Growth

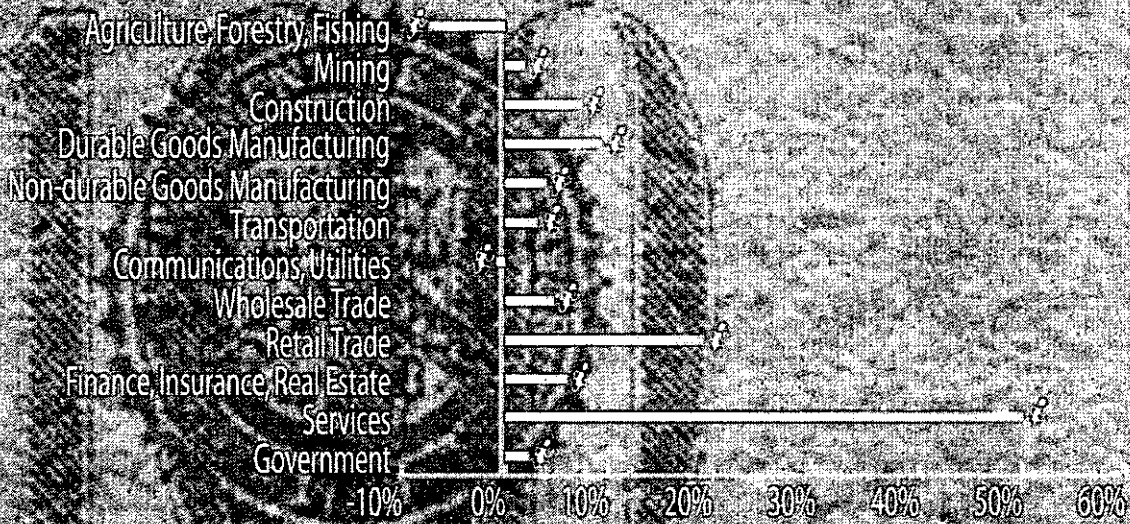
## Largest Growth



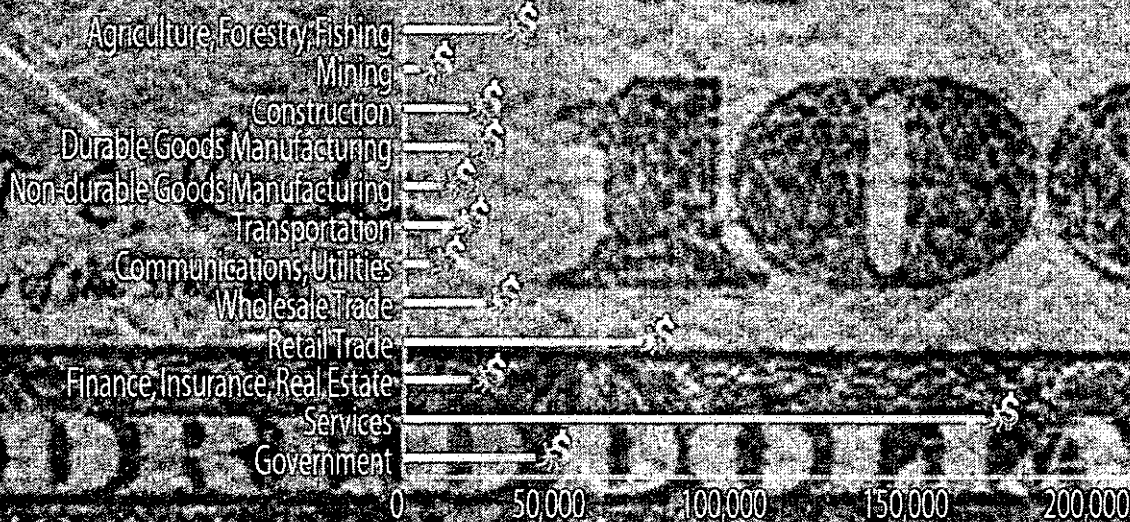


# Industry 2010 Insight

## Percent of New Growth



## Projected Employment



# 2ND JOB Profiles

## Registered Nurses



Annual Salary	\$42,454
Training	Associate
2000 Employment	6,278
2010 Employment	7,128
Annual Openings	212

## Licensed Practical & Licensed Vocational Nurses



Annual Salary	\$26,983
Training	Vocational
2000 Employment	2,640
2010 Employment	2,718
Annual Openings	76

## Computer Support Specialists



Annual Salary	\$26,075
Training	Associate
2000 Employment	1,331
2010 Employment	2,400
Annual Openings	113

## Electricians



Annual Salary	\$37,586
Training	On-the-Job
2000 Employment	1,560
2010 Employment	1,884
Annual Openings	62

## Truck Drivers Heavy & Tractor-Trailer



Annual Salary	\$30,701
Training	On-the-Job
2000 Employment	6,378
2010 Employment	7,232
Annual Openings	173

## Sales Reps Wholesale & Manufacturing Except Technical/Scientific Products



Annual Salary	\$40,745
Training	On-the-Job
2000 Employment	2,992
2010 Employment	3,164
Annual Openings	99

# ND JOB Profiles

## Police & Sheriff's Patrol Officers



Annual Salary	\$31,193
Training	On-the-Job
2000 Employment	1,461
2010 Employment	1,688
Annual Openings	54

## Dental Hygienists



Annual Salary	\$50,087
Training	Associate
2000 Employment	372
2010 Employment	482
Annual Openings	16

## Plumber, Pipefitters, & Steamfitters



Annual Salary	\$37,467
Training	On-the-Job
2000 Employment	992
2010 Employment	1,126
Annual Openings	30

## Bus, Truck, & Diesel Mechanics



Annual Salary	\$29,857
Training	Vocational
2000 Employment	1,042
2010 Employment	1,189
Annual Openings	41

## Production, Planning, & Expediting Clerks



Annual Salary	\$33,336
Training	On-the-Job
2000 Employment	368
2010 Employment	423
Annual Openings	12

## Contact Us:

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North Dakota