

2009 SENATE APPROPRIATIONS

SB 2019

2009 SENATE STANDING COMMITTEE MINUTES

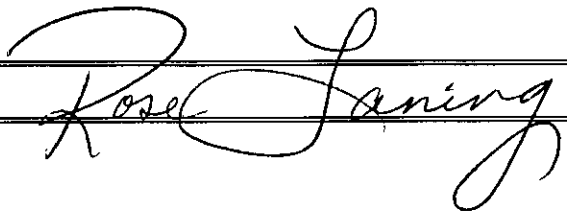
Bill/Resolution No. SB 2019

Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: 01-22-09

Recorder Job Number: 7540

Committee Clerk Signature 

Minutes:

Chairman Holmberg called the committee hearing to order at 8:30 am in regards to SB 2019 concerning the Department of Career and Technical Education. Roll call was taken. All committee members were present.

Wayne Kutzer, Director, Department of Career and Technical Education

Testified in favor of SB 2019. (Written testimony # 1 and Power Point #2)

Chairman Holmberg remarked that they are getting mixed messages from Job Service.

The Hotjobs in the state of ND require a 4 year degree, so the legislature would like to accomplish promoting a singular message. Or is it the 2 year jobs are the ones in demand?

The subcommittees will explore it.

Wayne Kutzer: The devil is in details, because I believe the data was based on different elements.

(01: 00) Turned on the recorder.

Senator Seymour: Who administratively is head of each of those centers and where do they live?

Wayne Kutzer: The Roughrider Center director Kevin Nelson in Glen Ullin; Kathy McCracken is the director in North Central and works out of Bottineau & Rugby; the Missouri River is Dale

Hairoff is the center director for Bismarck Public Schools and operates out of Bismarck Public Schools.

(Reading from budget in Power Point #2 attachment)

Chairman Holmberg asked if this was over and above the governor's budget.

Wayne Kutzer: Asking for additional over governor's budget.

(Continuing page 9)

(19:49)

V. Chair Grindberg: Remind the committee – how many career advisors are in your budget.

Wayne Kutzer: It would train 50 career advisors -FTEs. The money for funding the career advisor is in the DPI budget. That's part of the foundation aid and they will be hired by the local schools.

V. Chair Grindberg: You're requesting the funding to train them? Why would we have to put additional money in for training when it should be the schools responsibility, if it's going into foundation aid? Is there going to be some master plan that these advisors have to follow protocol that the state has developed for advising?

Wayne Kutzer: Yes, there is a master plan. These individuals will have to become nationally certified. The fee for that is possibly \$1500 per person. Because these career advisors will not have a teaching degree but have a bachelor's degree and work experience. We need to bring them up to speed so they can go in and effectively counsel and advise students. The national training is about 120 hours of training.

V. Chair Grindberg: On SB 2062, that's the Opportunity Grant Bill that came through the Interim Workforce Committee, the approach with the academic requirements for students starting this fall of 2009, assuming they graduate from high school, have two options, the ACT with Math & Science and go into scholarship level with their institution of choice in ND. If a

student hasn't met that level of achievement, then they can go into a 2 year programs. Your slide shows 2016 projected top 22,000 occupations. Let's just assume this bill energizes and kicks in and you are starting to receive students now. Have you thought about how you will categorize because the bill calls for high demand occupations, so that the pool will then be directing and advising in its way through an incentive, students that will match up with ND needs. Have you thought about how that would work?

Wayne Kutzer: In a practical way, it's very difficult. We deal with high demand, high skill and high wage jobs. When you look on the list and there are child care workers. They are not high wage, but you can argue if it's high skill or not, but definitely high demand. We can separate high needs.

V. Chair Grindberg: We're fragmented again in our Workforce strategy with what we put out as documents, as far as Hotjobs, etc. There is growing sense from this constituency that the numbers aren't matching up with where needs are. We've been having these discussions at this table biennium after biennium and I'd like your comments on, maybe we should pass legislation that takes all the two year schools, and create its own separate governing board through career and vo-tech education and take it offline of the traditional system and set up private sector board that is really a line into the growth areas. It wouldn't be mixed in with all the various aspects of higher education. Iowa does it and many states have revamped. How are we going to face these challenges? WE want everyone to work together but we never get anywhere from a policy perspective.

Wayne Kutzer: If we go back to the late 1980s or 1990s, the Junior colleges were under tech ed. We work well with two year campuses. I'm on the Career and Technical Education (CTE) board and we had a meeting with all the CTE directors and so every campus, along with the

tribal campuses are represented there. There's a lot we aren't getting done. Articulation is probably the biggest thing that we struggle with, but we are working together.

Senator Seymour asked about the proposed tiered high diploma.

Wayne Kutzer was not in favor of it at first, but there is a merit diploma and an opt-out if unable to meet the requirements. What used to be known as a diploma is now referred to as a scholarship.

Senator Wardner asked about money for technology centers, co-ops, and future expansion.

Wayne Kutzer said there was money there and was hoping to expand two more consortiums.

Senator Wardner said most skills are learned hands on and was questioning the methods of the virtual centers.

Wayne Kutzer replied that these are pilot programs. As in welding and agriculture, the more advanced classes go to regional sites for hands on training.

Senator Mathern asked about career advisors and wondered if they can be assured that all of the school districts will take part in it.

Wayne Kutzer said there are 250 counselors out there and they work with 70 of them. This expands our tech assistance.

Senator Mathern what if they aren't interested in it and do it as they have always done.

Wayne Kutzer: If they hire a career advisor, there will be certain requirements that they have to fill out, but they will not be required to hire the advisor.

Woody Barth, ND Farmers Union

Testified in favor of SB 2019 (No written testimony)

Spoke in favor of the Farm Management Program and the career technical assistance.

Marsha Krotseng, Vice Chancellor of Strategic Planning, NDUS and Director, College Technical Education Council.

Testified in favor of SB 2019. (No written testimony)

Deanette Piesik, Director for NW region at Williston State College, Train ND Chairman for 2009

Testified in favor of SB 2019. (Written testimony # 3 & 4)

Doug Johnson, Executive Director, North Dakota Council for Educational Leaders

Testified in favor of SB 2019. (No written testimony)

Deana Weise, Executive Director, Information Technology Council (ITC)

Testified in favor of SB 2019 and also delivered written testimony # 5 for **Gary Inman, President, ITC** testifying in favor of SB 2019.

Senator Mathern questioned the career paths of students in the technical fields.

Dave MacIver, President, ND Chamber of Commerce

(Written attached testimony # 6)

V. Chair Grindberg, Senator Christmann, Senator Seymour will be on the subcommittee.

V. Chair Grindberg asked for council to write a short memo that lists all the bills that have been introduced through this week that relate to virtual education, whether higher ed or K12 and all bills that are STEM based (Science, Technology, Engineering, Mathematics), whether they are agency requests or individual legislators.

Senator Christmann stated that the STEM initiative sounds good, but before session started, he saw a list of programs that fell into the STEM program and there were some courses have no hope for jobs in ND. Could we get list of courses of study that are considered to be in the STEM program?

Chairman Holmberg closed the hearing on SB 2019.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2019

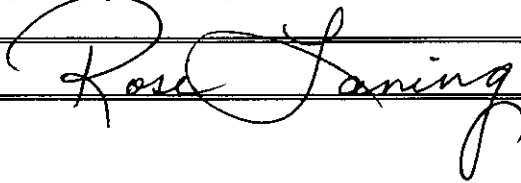
Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: February 16, 2009

Recorder Job Number: 9601 (starting at 4:13)

Committee Clerk Signature



Minutes:

SB 2019

V. Chair Grindberg stated that the amendments reduce the line item by \$305,000 for workforce training grants. It's the only thing the amendment does. The 1997 legislative session established four two-year colleges for quadrants across the state for workforce training outreach. The funding from the state was about \$1.5 M for all through last session.

The model that was adopted and embraced by the task force in the legislature was that these four quadrants (or four two-year colleges) would generate the income to support workforce outreach four ways.

1. Fee for service
2. Campus inkind
3. Corporate donations
4. State funding

Last legislative session doubled the budget. Our leg of the stool was doubled from \$1.5 M to \$3 M last session and this session at the testimony we received, they wanted a cost to continue on that leg of the stool. The information we requested that showed where their performance was in fee for service, inkind and corporate were kind of sketchy at best. So the

amendment removes the cost to continue and keep them focused on the other three legs of the stool, and doesn't get us into the business of cost to continue with this model.

V. Chair Grindberg moved Do Pass on the amendment.

Senator Christmann seconded the motion.

Senator Krauter asked about the other two legs of the stool. How are we doing on fee for services, funding?

V. Chair Grindberg stated that their performance has been growing. In the needs of state and industry, workforce training has grown over the ten plus years that we have established this model. They are very entrepreneurial and they are making a difference, but they need to focus on that side of it as well.

Senator Krauter requested spread sheet and **V. Chair Grindberg** said he would get one for him.

V. Chair Bowman asked for any other questions.

A voice vote was taken and the amendment was approved.

V. Chair Grindberg moved Do Pass as Amended.

Senator Fischer seconded.

A Roll Call vote was taken. Yea: 14 Nay: 0 Absent: 0

V. Chair Grindberg will carry the bill.

98038.0101
Title. ~~0200~~
Fiscal No. 1

Prepared by the Legislative Council staff for
Senator Grindberg
February 10, 2009

PROPOSED AMENDMENTS TO SENATE BILL NO. 2019

Page 1, line 17, replace "305,000" with "0" and replace "3,305,000" with "3,000,000"

Page 1, line 18, replace "4,089,110" with "3,784,110" and replace "36,928,778" with
"36,623,778"

Page 1, line 20, replace "4,361,860" with "4,056,860" and replace "26,165,896" with
"25,860,896"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98038.0101 FN 1

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

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

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	\$4,218,816		\$4,218,816
Operating expenses	1,226,606		1,226,606
Grants	27,071,102		27,071,102
Grants - Postsecondary	357,452		357,452
Adult farm management	749,802		749,802
Workforce training	3,305,000	(305,000)	3,000,000
Total all funds	\$36,928,778	(\$305,000)	\$36,623,778
Less estimated income	10,762,882	0	10,762,882
General fund	\$26,165,896	(\$305,000)	\$25,860,896
FTE	28.50	0.00	28.50

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

	Reduces Funding for Workforce Training	Total Senate Changes
Salaries and wages		
Operating expenses		
Grants		
Grants - Postsecondary		
Adult farm management		
Workforce training	(305,000)	(305,000)
Total all funds	(\$305,000)	(\$305,000)
Less estimated income	0	0
General fund	(\$305,000)	(\$305,000)
FTE	0.00	0.00

Date: 2-16-09
Roll Call Vote #: 1

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2019

Senate _____ Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass Do Not Pass Amended *Amendment*

Motion Made By *Grindberg* Seconded By *Fischer*

Representatives	Yes	No	Representatives	Yes	No
Senator Fischer			Senator Warner		
Senator Christmann			Senator Robinson		
Senator Krebsbach			Senator Krauter		
Senator Bowman			Senator Lindaas		
Senator Kilzer			Senator Mathern		
Senator Grindberg			Senator Seymour		
Senator Wardner					
Chairman Holmberg					

Total Yes _____ No _____

Absent _____

Floor Assignment _____

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

*Voice Vote
Carried*

Date: 2-16-09
Roll Call Vote #: 2

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2019

Senate _____ Committee _____

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass Do Not Pass Amended

Motion Made By Grindberg Seconded By Fischer

Representatives	Yes	No	Representatives	Yes	No
Senator Wardner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Robinson	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senator Fischer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Lindaas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
V. Chair Bowman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Warner	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senator Krebsbach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Krauter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senator Christmann	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Seymour	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chairman Holmberg	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Mathern	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senator Kilzer	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
V. Chair Grindberg	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

Total Yes 14 No 0

Absent 0

Floor Assignment Sen. Grindberg

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** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2019 was placed on the Sixth order on the calendar.

Page 1, line 17, replace "305,000" with "0" and replace "3,305,000" with "3,000,000"

Page 1, line 18, replace "4,089,110" with "3,784,110" and replace "36,928,778" with "36,623,778"

Page 1, line 20, replace "4,361,860" with "4,056,860" and replace "26,165,896" with "25,860,896"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98038.0101 FN 1

A copy of the statement of purpose of amendment is on file in the Legislative Council Office.

2009 HOUSE APPROPRIATIONS

SB 2019

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2019

House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date: February 26, 2009

Recorder Job Number: 9806

Committee Clerk Signature

Shirley Branning

Minutes:

Chairman Skarphol: Brought the committee to order to hear SB 2019 by calling on **Mr. Wayne Kutzer, Director of the Department of Career and Technical Education.**

Kutzer: Provided testimony, see attachments # 1 and 2. Attachment # 2 is a print copy of the Power Point presentation. Occupations are listed on P. 3 of attachment # 2.

An update on last session funding on P. 3, attachments # 1 and 2, P. 4. The attached map shows where voids remain in the state.

Chairman Skarphol: In that area, are they members of a single REA?

Kutzer: they are a member of a single REA but not all of the REA members belong to the school. There are 12-13 school districts in that REA and only 10 districts in the center.

Chairman Skarphol: Schools in that center, do they pay a flat fee? Fee per student or per class?

Kutzer: They pay a fee per student. Continuing testimony, highlighting the regional effort. He reviewed the itemized list of things that have been done to benefit students, found on P. 5-7. The budget request begins on P. 7-13 along with the Budget Page, attachment 2. Details are outlined in the testimony, attachment # 1.

Rep. Klein: You have 44 staff, with 26 or 28 being funded. Where will the rest come from?

Kutzer: With the 44 staff, I was talking about the Workforce training regions those are higher Ed.

Rep. Klein: Do you have a number for me?

Kutzer: there are 44 total and 26 ½ are state funded; seventeen are funded by revenues that they generate with the Workforce training region.

Chairman Skarphol: We have 740 approved C and T programs being operated. Do some cost more than others?

Kutzer: I could provide that amount. In all we have about \$6.5M in those program areas.

Chairman Skarphol: Schools request and pay accordingly. There is a bill on the Senate side for robotics for \$50,000.

Kutzer: We were not aware of it until the session started, that is why it was placed on a separate bill.

Rep. Klein: You're one new FTE for \$164,000 and operating expenses of \$240,000. Why so high?

Kutzer: The \$240,000 is for training all of the career advisors. The ratio of counselors to students is at about 1 to 450 and that will reduce it down to 1 to 300. That creates a need for more counselors

Rep. Klein: This individual would do the training of these guys? I still don't understand the \$240,000 in operating?

Kutzer: All have to obtain national certification and the cost for the training fees is \$15,000 plus state training. The national training is about 120 hours of instruction where we have to bring in certified trainers to be able to train these individuals, plus 30-40 hours of state training.

Rep. Kroeber: The fifty counselors requested in HB 1400, they've budgeted 424M for that and they won't be ready until the second year. So that will be a \$5.8M project. Are these also one year of the biennium figures and next time they'll be doubled?

Kutzer: the \$240,000 will actually go away when the training is complete.

Rep. Onstad: How do you see the career advisors portioned out?

Kutzer: More will go into the larger schools. They would be used as part of the counseling program in schools. Some of the cost will be covered by Foundation aid.

Rep. Onstad: Career Development Counselors should also be working on careers.

Kutzer: The guidance counselors that schools have now would stay in place.

Rep. Onstad: Are they looking at about 30% of their time will be career counseling?

Kutzer: Three areas are where school counselors work in, socio-emotional, academic, and careers. These will be separate from the school counselor. They will go out and train school counselors.

Rep. Onstad: In Grand Forks has spent time for teachers to make some connection with a career. Could this be done throughout the state?

Kutzer: They've put a lot of dollars into training their teachers, we hope to replicate that. It takes a long time to implement that.

Rep. Hawken: I don't see how this works with all the training required. I need a flow chart to see how this is going play out. We've got \$2.7M and another in the Commerce budget.

Kutzer: The 50 career advisors, some trainers are in the state right now and are trained to train trainers. Some of the cost is to bring the curriculum into the state. They don't have to be teachers.

Rep. Hawken: You said they don't have to be teachers.

Kutzer: Career advisors.

Kroeber: You pay a portion of the salaries for the people who are in the schools now.

Kutzer: Yes, about 70. The pay is state funded, by 35% of that individual's salary.

Rep. Kroeber: Will you do the same for the 50 new ones?

Kutzer: No, that funding \$2.7M that is HB 1400.

Chairman Skarphol: Why is it going to be run through you, why wouldn't you be responsible for the whole gamete than have it split up that way?

Kutzer: Schools have different needs. Some school may only need a half time person, others may need full time.

Rep. Klein: Trainers, advisors. You're doubling the number of resource coordinators from 4 to 8 and they don't show up on your personnel.

Kutzer: the career resource coordinators, we supervise those positions. We provide grants to schools so the FTE are based on the grants we provide.

Klein: Who writes their pay check?

Kutzer: Their checks come from the school or institution they are based in. We provide leadership in the schools. They submit to us a program of work. We provide educational leadership in the schools with specialists in various areas. Direction comes from us.

Rep. Klein: How many are you paying for?

Kutzer: 70 persons it amounts to about 45 FTE.

Chairman Skarphol: Provide a spreadsheet that delineates the various categories and the funding mechanism. Who has the federal funds?

Kutzer: We have approximately \$300,000 in federal funds. We had asked for 16 and received funding for 4 in the Governor's budget.

Chairman Skarphol: Your federal funds are set.

Dr. Marsha Krotseng, Vice Chancellor for Strategic Planning, NDUS: Provided testimony, see attachment 3. She delineated various trainings that occur throughout the state with TrainND. She referred to the Workforce Training Satisfaction chart found on P. 4. She introduced the TrainND directors who are present.

Rep. Klein: You mentioned opening a truck driver training program in Dickinson. We had one there and it was shut down, what was the logic? Now we are going back and reinventing it?

Deanette Piesik, Williston State College TrainND: Partnering with a company out of Colorado, it is a two week program down there.

Rep. Onstad: References pie chart on attachment 3, P. 6, we not getting to the small businesses. Only 17% of those use TrainND.

Chairman Skarphol: Is the University System supporting the \$4.3M in the budget?

Krotseng: The portion specifically supported by the University System is just the Workforce Training, \$206,000.

Carla Hixon, Bismarck State College TrainND: Hours of operation of small businesses make it difficult for them to get away. On line classes and more creative ways and can take classes while they are working.

Woody Barth, Framers Union: Supports 2019. Various programs help farmers to develop a network of farmers and ranchers, averages when we develop new farm programs. Career and technical people in the diesel mechanic industry are needed and are in short supply.

Deanna Wiese, Executive Director of the Information Technology Council of North Dakota (ITCND): Provided testimony, see attachment # 4. Support is requested for SB 2019.

Bill Schaloob, EDND, North Dakota Chamber of Commerce: Supports Workforce because it brings in new businesses at the \$200,000 plus level .

Chairman Skarphol: Meeting adjourned.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2019

House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date: March 19, 2009

Recorder Job Number: 11309

Committee Clerk Signature

Shirley Branning

Minutes:

Chairman Skarphol: Called the Committee to order on SB 2019 by calling on Rep. Kroeber to explain the amendment.

Rep. Kroeber: He began his explanation by distributing the map, see attachment # 1. The difference between Career Resource Coordinators and Career Counselors was explained. On the Green sheet, there is a request for 1 FTE and related costs for \$400,000 who will work as the person who will oversee the 50 counselors who are out there. Wayne Kutzer has in his office a Career Resource person, a ½ time position. There will be no increase in FTE.

Wayne Kutzer, Director Career and Technical Education: The additional Career Resource Coordinators will be hired on grant money that will be given to the schools. They work in K-12 We put them in the large schools and got a lot of push back because they didn't get into the smaller schools so we put the four into community colleges which is neutral ground. They go out and work with teachers, not with students, setting up training, putting on parent meetings, etc.

Rep. Wald: If you had your choice would you rather have 6 or 7? The one FTE or those 4 additional

Kutzer: Rather # 6 but it depends on what happens with HB 1400. If it passes with the dollars in it that are for career advisors, that's why we need # 6 to supervise people out in the field.

Chairman Skarphol: So if you got # 6 and HB 1400 failed to have the money for the Career Advisors, they you might rather have # 7.

Kutzer: That would be a correct assessment. If that didn't work out, I would actually pick # 2 before that.

Chairman Skarphol: Of the \$400,000.

Kutzer: of the \$400,000 that is down in # 7, I would half of it to # 2 and ½ to # 3.

Chairman Skarphol: We don't know what is going to happen to HB 1400, it is in an evolution on the Senate side.

Rep. Kroeber: The funding for the 2 FTEs is \$2.4M, but it is not a direct line item to those 50 positions, it is simply part of the whole \$1M that the Governor put in. That is only for 1 year of the biennium. HB 1400 has an error on the certification requirements putting it down from 450 to 300 students by doing these 50, but they are really not in place until the second year. But the accreditation portion of it is going in the first year, we have to get that changed.

Chairman Skarphol: Can we put contingency language in here?

Accreditation takes place when the funding takes affect the second year. We need contingency language in case they don't address it in HB 1400.

Kutzer: Schools won't get any money until the second year of the biennium.

Rep. Kroeber: We were thinking of taking the \$400,000 out of # 7 and moving it up to # 2 in the green sheets, put \$200,000 in # 3 instead of putting it all in #3. He had asked for \$1.2M for the virtual centers and he got \$800,000, and if we were to do that, he'd just as soon have

\$200,000. The certification requires about 120 hours on the national side and about 40 hours of state training.

Chairman Skarphol: Get rid of the \$400,000 in # 7 and move it up into #s 2 and 3.

Rep. Kroeber: Right.

Rep. Wald: Explain program reimbursement rates.

Rep. Kroeber: On # 3, provide \$1.8M to increase program reimbursement rates, the centers are James Valley Vocational Center and all the centers across the state, they receive either 25% or 38% of their funding depending on if they are self contained or help other schools from the department. That is in their operational line.

Chairman Skarphol: The \$1.M would not cover what you had last time, is that why you feel you need to have the other \$200,000. Are there more schools utilizing the service?

Kutzer: Yes, we are finding if there's getting to be more of an increase and we are trying to move more dollars into incentives so more schools have more access to these programs, especially to start new programs.

Chairman Skarphol: Schools can offer whatever they want that you have available and you cover the cost of that program at a percentage rate.

Kutzer: Right, they choose what and how many they wish to offer.

Rep. Kroeber: Referring to the map showing where all the centers are located. That is where the dollars would go.

Rep. Wald: Have a bill in to build a center.

Chairman Skarphol: That is to build a facility, there's no operating costs with that .That is what the REA is going to have to deal with.

Rep. Williams: There is an extensive program in Wahpeton because we have the school of Science. What does Lidgerwood have?

Kutzer: Not sure.

Rep. Williams: They have had carpentry programs but not much else. So it depends on the school, the consortium, etc.

Kutzer: The money goes to every school in the state if they have a career tech ed program.

Rep. Williams: In the Williston, Tioga, Ray area they don't have much of a development at all. Is that a reflection on the legislators? Laughter

Chairman Skarphol: Minot built a facility but didn't get it large enough to service their area.

Rep. Klein: Mike Tim wanted to build a big one for the whole area and didn't get any support for it so Minot built their own.

Rep. Kroeber: In Job Service, there is a Career Service of 2 FTEs. How do you work with job service?

Kutzer: We work extensively with Job Service when it comes to career information and what jobs are out there.

Rep. Kroeber: As we were going through the Stimulus, how could we work with that and use those dollars? One area is the Perkins Act.

Kutzer: It goes out to schools on Title 1 and they can spend it on whatever they want. We will encourage them to upgrade their equipment. We would work with the schools to pay for that.

Rep. Kroeber: I don't understand it that way. The \$85M will be divided up according to the Title 1 schools and they get the dollars, they make the determination on how to spend them.

The only discretionary spending is with the \$19.1M.

Kutzer: What happens with that is, it is going to be allocated out to the schools based on title 1 and they will be asked how they are going to spend it, and all money is paid on a reimbursement bases.

Rep. Kroeber: W really won't have any say in it.

Kutzer: You're right in terms of how they spend it.

Chairman Skarphol: If they increase ongoing costs, we have to craft language that would have some oversight.

Kutzer: Equipment will be the largest expenditure. We do not reimburse equipment. They could use it for Professional Development, etc.

Rep. Wald: Welders and that kind of stuff?

Kutzer: Robotics, home making equipment, etc. It would fit into their existing programs. No equipment would be purchased that would require new programs. The equipment would enhance not expand their programs. Job service has a youth program, we work with them because they don't have the expertise so we can grant out money and set up the programs for them. If they do that, we would need additional dollars in our appropriation line, potentially, spending authority.

Chairman Skarphol: How do we give them authority to spend, addressing **Becky Keller, Legislative Council Representative?**

Keller: We have language that if we have some ideas of what they are going to use it for we list it out and include a section that says they can come to the emergency budget section for approval for any future funding not already appropriated in the section.

Chairman Skarphol: Sounds like we are going to need that.

Kutzer: the Job Service one just came up this morning.

Rep. Williams: Have you got this unraveled with Job Service?

Kutzer: It is a work in progress.

Rep. Kroeber: It would be a good time to check up on the two bills that relate to this and that's HB 1230, do you know where that's at right now?

Chairman Skarphol: It is sitting in Senate Appropriations, they've heard the bill and have not acted on it.

Rep. Kroeber: What we have on the green sheet is an appropriation of \$6M, of which \$3M is from the federal stimulus and \$3M is from special funds and other income to Williston State College for construction of the Virtual Center. Has that been amended? 1475 provides that passed the Senate Total of \$120,000 in innovation grants.

Chairman Skarphol: As it stands now the Senate Education committee made it \$3M general funds and \$3M stimulus or otherwise a local match of some sort of another. It is \$3M permanent oil and 43M stimulus money if available.

Rep. Kroeber: HB 1475 provides an appropriation of \$50,000 from general fund, department of Career Tech for additional innovation grants funding.

Chairman Skarphol: That passed the senate 45-1.

Rep. Kroeber: What that amounts to is funding for innovation grants at the same level as last year at \$700,000 and what HB 1475 would be doing is adding \$50,000 to that for a total of \$120,000. The Innovation grants it had a lot to do with robotics, etc.

Kutzer: Basically the innovation grants are for robotics.

Chairman Skarphol: Robotics is an extremely popular program, You're not increasing the

Kutzer: We added dollars to fund the ones that we could. We want to increase the percentage of schools, elementary through college.

Chairman Skarphol: To go back to the bill itself, in your grants line you've got \$2.7M increase that would be the \$1.8 M. Line # 14 is the change in the grants. A \$1.8M increase was reflected on # 3 as a result of increased usage by schools.

Rep. Kroeber: Increased reimbursement rates to those schools.

Chairman Skarphol: Not increasing the percentage, just more schools taking advantage of the programs.

Kutzer: We want to increase the percentage. We want to move from 25% to maybe 28% .

Chairman Skarphol: The other category we are reimbursing 38%.

Kutzer: Typically we've looked at the whole package of what we do to make sure the funding is out there.

Chairman Skarphol: the \$240,000 in increased operating that would be reflected.

Rep. Kroeber: That is the new FTE position that is on line # 6.

Rep. Williams: If we build a career tech center in Williston, how soon could it be build and provide service out of it?

Kutzer: We have never gone into bricks and mortar.

Chairman Skarphol: Ready by the middle of next school year. What will be the cost to you due to that?

Kutzer: If it is a matter of aligning, making it available to everyone.

Rep. Williams: There is no connect among the schools in that region?

Kutzer: No cooperative programming in that area.

Rep. Kroeber: the Senate removed \$305,000 on the Workforce Training grants, what was the reasoning for removing those dollars?

Kutzer: We asked the Senate to put a 5% salary increase back in. It was taken out on the Senate side because the state would start paying for salary increases. If they don't receive the funding they will have to start charging more to businesses for their services.

Rep. Kroeber: The Workforce Training grants, are they used at 4 yr schools and they should raise the money locally?

Chairman Skarphol: How difficult will it be to continue services. When do reach the point of diminishing returns by increasing fees?

Kutzer: What they are charging for fees right now, I don't know. There's approximately 44 FTEs in the Workforce training at the campuses, 26 of which are funded with state funds, and the balance are paid with training revenues. They are creating revenues for those 17 FTEs.

Chairman Skarphol: When is the last time they had a fee increase?

Kutzer: It varies by region.

Chairman Skarphol: Are they somewhat comparable?

Kutzer: Yes.

Rep. Kroeber: When you mention the \$200,000, you are saying that would be to provide the 5 and 5 for the general fund positions.

Kutzer: That's right, the revenue generated and the state finds.

Rep. Wald: We haven't really settled the equity issue in all of these bills and I would move that we remove the \$48,860 equity until such time as that issue is settled.

Rep. Klein: Second

Rep. Onstad: Resist the motion, maybe it doesn't get disbursed properly but across the state it is all about salary.

Chairman Skarphol: The policy put in place will set the formula for the next go around.

Rep. Wald: What is the current salary line item increase?

Rep. Kroeber: The Executive budget included \$26.165M, special fund of \$10.768, for a total budget of \$36.928M. Number 1 on the green sheet addresses the salary equity and the 2 year increases of \$48, 786 of additional general fund dollars.

Rep. Wald: My question was, the green sheet shows the Executive recommendation of \$4.2M. My question was, what's the current salary line.....

Rep. Kroeber: Look at the bill,

Chairman Skarphol: Roll call vote on taking the Equity from the budget.

Vote Taken: Yes 4, No 3, Absent 1. Motion Carried.

Rep. Kroeber: I'd like to have her draw up an amendment to replace the \$206,000 of the \$350,000 that the Senate removed to treat these employees the same as the rest of the state employees.

Keller: Reviewed the amendments to be made. (See amendment #s 98038.0301 and 989038.0202).

Chairman Skarphol: The main thing is to have spending authority for those dollars.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2019

House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date: March 25, 2009

Recorder Job Number: 11533

Committee Clerk Signature

Shirley Branning

Minutes:

Chairman Skarphol: Brought the Committee to order to discuss SB 2019.

Rep. Kroeber: Noted that the amendments are in the Bill Book. Just one word on the process, I don't recall voting to remove all of the Equity funding.

Chairman Skarphol: All state agency bills, we've been directed to take that out because there is a plan coming forward with regard to the equity. Different than in the first half.

Rep. Kroeber: I will be referring you to about three different places here, the green sheet, the engrossed bill and the amendments. Amendment 2019, 0202.

The Department of Career Tech Education, the Executive budget included general fund appropriation of \$26.165M special fund of \$10.762M for a total budget of \$36.928M. Number 1 on the green sheet addressed the salary equity in the related second increase of \$48,786 which we have now removed. The amendment, P. 2, the House removed the \$48,786 for equity funding. Item 2 adds \$800,000 to continue virtual centers. We only provided funding for year of the last biennium. Looking again at the white sheet, there is an increase for virtual center by \$200,000 and that increases the funding \$2.2M. Where we got the \$200,000 is # 4 on the white sheet where we removed funding for the career resource coordinator. which was at \$400,000 and we put \$200,000 of that now into the Virtual Centers.

Number 3 on the green sheet, provide \$1.8M to increase program reimbursement rates.

Looking at the white sheet, on the amendments is increased funding for program reimbursement rates of \$200,000. We got the \$200,000 from what was \$400,000 that you will see in # 4 on the white sheet.

Number 4 on the Green sheet increased the amount for the adult farm marketing program by \$200,000 and left it as it was.

Number 5 increased funding for Workforce training and grants by \$305,000, however the Senate removed the additional funding because these dollars could be raised locally.

Number 6 adds funding for one FTE career advisor training position and related operating expenses for a total of \$404,312. This person will be in charge of training the 50 career advisors which will be discussed again in conference committee in HB 1400.

Number 7 on the green sheet, there was \$400,000 there and that is what we removed.

Number 8, provide funding for the Innovation Grants by \$70,000. It continues a robotics program. The grants were provided.

Overall the Agency increase is about 17.5% increase.

The other two additional bills , related legislation on HB 1230 on Career and Technical education on our virtual centers and I don't know what has happened with that bill. On HB 1475 provided an appropriation of \$50,000 general fund for the development of career tech education for the annual innovation grants. That has passed the Senate on a vote of 45-1.

With that I would move Career and Tech 2019.

Chairman Skarphol: Procedurally, we would have to move Amendment 0202 first.

Rep. Kroeber: Move amendment 0202.

Rep. Onstad: Second.

Chairman Skarphol: We need to stay cognizant of that FTE. I left that one in simply because of if we do career counselors we need to have that training coordinator out there. In the event they go away, the counselor goes away, so going forward we need to be cognizant of that. Clerk take the roll.

Vote Taken: Yes 7, No 0, Absent 1, Motion Carried.

Rep. Kroeber: Move a Do Pass on the amended bill.

Rep. Onstad: Second.

Chairman Skarphol: I understand your concern about the equity issue and we'll have to iron that out on the floor. I am assuming all in one bill.

Vote Taken: Yes 7, No 0, Absent 1, Motion Carried. Carrier: Rep. Kroeber.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2019

House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date: March 25, 2009

Recorder Job Number: 11536

Committee Clerk Signature

Shirley Braner

Minutes:

Chairman Skarphol: (75.30) Began committee discussion on SB 2019.

Rep. Hawken: Move to reconsider action SB 2019.

Rep. Kroeber: Second.

Chairman Skarphol: calling for discussion, hearing none, calls for a voice vote.

Voice Vote Carries.

Rep. Kroeber: This is # 5 on the green sheet where the Senate had removed the additional funding of \$305,000. **Mr. Kutzer, Director Career, Technology and Education,** explained that there are 8 training centers in the state, there are 44 positions and 6 of those positions are FTEs. To get their salaries into that he said they would need at least \$206,000 put back into that line item. I would ask that we consider that action. And make that a motion.

Rep. Hawken: Second.

Vote Taken Yes 8, No 0, Absent 0, Motion carried on the amendment.

Chairman Skarphol: Is there a motion on the bill itself?

Rep. Hawken: Move approval of SB 2019 as amended.

Rep. Williams: Second.

Chairman Skarphol: Hearing no further discussion calls for the vote.

Page 2
House Appropriations Committee
Education and Environment Division
Bill/Resolution No. 2019
Hearing Date: March 25, 2009

Vote Taken Yes 8, No 0, Absent 0, Motion carried on the bill as amended. Carrier: Rep. Kroeber.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill No. SB 2019

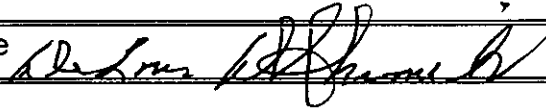
House Appropriations Committee

Check here for Conference Committee

Hearing Date: April 1, 2009

Recorder Job Number: 11581

Committee Clerk Signature



Minutes:

Chm. Svedjan called the meeting of the Full House Appropriations Committee to order. Clerk, **Holly Sand**, called the roll and a quorum was declared.

Chm. Svedjan: EE Section has completed all their bills. We are awaiting amendments on some. HR Section has two bills remaining. GO Section has all 14 bills still in committee.

Amendments have been requested on a number of bills. We are missing five members to the Section as a result of weather. Full Committee will proceed with less controversial bills. We will reconsider any bills if there is angst from the absent members. I removed SB 2016 from today's agenda and may skip SB 2017 for the same reason. Does anyone have concern with us proceeding with the Veterans' Home 2030? (No response) and 2075. We may delay on 2338. Jamestown action that was expected has been delayed into May. If anyone needs us to reconsider any of the bills we act on today, we will certainly do that.

Rep. Martinson asked if Chm. Svedjan wanted someone to go to Jeff's committee and help him out.

Amendment .0203 (Attachment A) was distributed

Chairman Svedjan: There is concern on the part of the clerks whether these are the right amendments. Need to make sure they are the right ones.

Rep. Kroeber explained amendment .0203. See attached information that he reviewed.(7:07)

Rep. Kroeber Made a Motion to Moved amendment .0203; Seconded By Rep. Hawken.

Discussion:

Rep. Delzer: Was HB 1475 robotics also?

Rep. Kroeber: HB 1475 passed the Senate 45-1. It is additional funding for robotics.

Rep. Skarphol: #6 on the green sheet, we left it there because we weren't sure what would happen on HB 1400. If they are removed, we hope this bill goes to Conference Committee where it can be removed if necessary.

Voice Vote Carried.

Do Pass As Amended By Rep. Kroeber; Seconded By Rep. Hawken

Discussion:

Rep. Dosch: It indicated it was a 19% increase in their budget. Are we moving forward with substantial increases?

Rep. Kroeber: Study was done with Workforce Safety during the interim. We are trying to get young people to up the two year colleges and vocational centers. Two year careers are where your largest part of your workforce is at. We usually have more emphasis on your major university systems instead.

Chm. Svedjan: Did you have any questions about the budget

Rep. Dosch: How does the Board of Higher Ed tie into this then? We are also looking into an increase in their budget? Will we just see higher increases across the board on both?

Rep. Kroeber: I don't know. If you ask how CTE ties into Higher Ed. The only thing I know is how does CT&E tie in with higher Ed. Their tie in is with our four two year universities, but this

involves 74 high schools and virtual centers, vocational programs in middle school. I'm not going to tell you the Higher Ed increase is not going to be a 19 percent increase.

Rep. Skarphol: (15:50) I asked the private sector to give us an impression of what would be of the most value. The only response came from Joe Roschiller out of Dickinson and his response was triple the CT&E budget. In 2007, 47 percent of the jobs filled in ND were required only and associates degree or less; 16% required a bachelor degree. We put a lot of money into Baccalaureate we ignore what needs to be done to fill the jobs in ND. We thought the money put in was appropriate at this time. We did not think it was appropriate to decrease this budget. We took significant amounts of money out of the Higher Ed budget.

Chm. Svedjan: What adjustments did you make to Higher Ed?

Rep. Skarphol: (17:33) \$38 million out of the \$102 million increase; \$49 million of the \$102 million increase is what is parity in Higher Ed and that's the cost to continue. We took equity money – the money put in the budget for distribution by the Higher Ed board based on their peers. Removed money for remodeling of the education Higher Ed has a two-line budget. The institutions do not prepare an institutional budget until after we adjourn. They only prepare an annual budget and they don't prepare it until after we adjourn.

Vote: 19 Yes 1 No 5 Absent Carrier: Rep. Kroeber

Hearing closed.

Date: March 19, 2009
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2019

House House Appropriations Education and Environment Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass Do Not Pass Amended
to be amended

Motion Made By Rep. Wald Seconded By Rep. Klein

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol - Chairman	✓		Joe Kroeber		✓
Francis Wald - Vice Chairman	✓		Kenton Onstad		✓
Kathy Hawken			Clark Williams		✓
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 3 No 3

Absent 1

Bill Carrier _____

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

Remove Equity

98038.0201
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment
March 23, 2009

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2019

Page 1, line 17, replace "0" with "206,000" and replace "3,000,000" with "3,206,000"

Page 1, line 18, replace "3,784,110" with "3,990,110" and replace "36,623,778" with
"36,829,778"

Page 1, line 20, replace "4,056,860" with "4,262,860" and replace "25,860,896" with
"26,066,896"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98038.0201 FN 1

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

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

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,218,816	\$4,218,816		\$4,218,816
Operating expenses	1,226,606	1,226,606		1,226,606
Grants	27,071,102	27,071,102		27,071,102
Grants - Postsecondary	357,452	357,452		357,452
Adult farm management	749,802	749,802		749,802
Workforce training	<u>3,305,000</u>	<u>3,000,000</u>	206,000	<u>3,206,000</u>
Total all funds	\$36,928,778	\$36,623,778	\$206,000	\$36,829,778
Less estimated income	<u>10,762,882</u>	<u>10,762,882</u>	0	<u>10,762,882</u>
General fund	\$26,165,896	\$25,860,896	\$206,000	\$26,066,896
FTE	28.50	28.50	0.00	28.50

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

	Restores Funding for Workforce Training Grants¹	Total House Changes
Salaries and wages		
Operating expenses		
Grants		
Grants - Postsecondary		
Adult farm management		
Workforce training	<u>206,000</u>	<u>206,000</u>
Total all funds	\$206,000	\$206,000
Less estimated income	<u>0</u>	<u>0</u>
General fund	\$206,000	\$206,000
FTE	0.00	0.00

¹ This amendment restores \$206,000 of additional funding for workforce training grants included in the executive recommendation to provide a total of \$3,206,000. The Senate removed \$305,000.

Date: March 25, 2009
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2019

House House Appropriations Education and Environment Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass Do Not Pass Amended

Motion Made By Rep. Kroeber Seconded By Rep. Hawkin

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman			Joe Kroeber		
Francis Wald – Vice Chairman			Kenton Onstad		
Kathy Hawken			Clark Williams		
Matthew M. Klein					
Bob Martinson					

Total Yes 8 No 0

Absent 0

Bill Carrier _____

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

Amend to add \$206,000 back into line item #5

March 24, 2009

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2019

Page 1, line 2, after "education" insert "; to create and enact a new section to chapter 15.1-06 of the North Dakota Century Code, relating to counselor position requirements; to provide an effective date; and to declare an emergency"

Page 1, line 12, replace "643,124" with "594,338" and replace "4,218,816" with "4,170,030"

Page 1, line 18, replace "3,784,110" with "3,735,324" and replace "36,623,778" with "36,574,992"

Page 1, line 20, replace "4,056,860" with "4,008,074" and replace "25,860,896" with "25,812,110"

Page 1, after line 21, insert:

"SECTION 2. A new section to chapter 15.1-06 of the North Dakota Century Code is created and enacted as follows:

Counselor positions - Requirement.

1. Each school district must have available one full-time equivalent counselor for every three hundred students in grades seven through twelve.
2. Up to one-third of the full-time equivalency requirement established in subsection 1 may be met by career advisors.
3. For purposes of this section, a "career advisor" means an individual who holds a certificate in career development facilitation issued by the department of career and technical education under section 1 of this Act or an individual who is provisionally approved by the department of career and technical education under this section to serve as a career advisor.

SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL. The department of career and technical education may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. EFFECTIVE DATE. Section 2 of this Act becomes effective on July 1, 2010.

SECTION 5. EMERGENCY. Section 3 of this Act is declared to be an emergency measure."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

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

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,218,816	\$4,218,816	(\$48,786)	\$4,170,030
Operating expenses	1,226,606	1,226,606		1,226,606
Grants	27,071,102	27,071,102		27,071,102
Grants - Postsecondary	357,452	357,452		357,452
Adult farm management	749,802	749,802		749,802
Workforce training	3,305,000	3,000,000		3,000,000
Total all funds	\$36,928,778	\$36,623,778	(\$48,786)	\$36,574,992
Less estimated income	10,762,882	10,762,882	0	10,762,882
General fund	\$26,165,896	\$25,860,896	(\$48,786)	\$25,812,110
FTE	28.50	28.50	0.00	28.50

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

	Removes Salary Equity Funding¹	Increases Funding for Virtual Area Centers²	Increases Funding for Program Reimbursement Rates³	Removes Funding for Career Resource Coordinators⁴	Total House Changes
Salaries and wages	(\$48,786)				(\$48,786)
Operating expenses					
Grants		200,000	200,000	(400,000)	
Grants - Postsecondary					
Adult farm management					
Workforce training					
Total all funds	(\$48,786)	\$200,000	\$200,000	(\$400,000)	(\$48,786)
Less estimated income	0	0	0	0	0
General fund	(\$48,786)	\$200,000	\$200,000	(\$400,000)	(\$48,786)
FTE	0.00	0.00	0.00	0.00	0.00

¹ This amendment removes salary equity funding included in the executive recommendation.

² This amendment increases funding to continue virtual area centers to provide total funding of \$2.2 million.

³ This amendment provides additional funding to increase program reimbursement rates.

⁴ This amendment removes funding included in the executive recommendation for grants to increase the number of career resource coordinators from four to eight.

This amendment also:

- Adds sections to allow the agency to accept federal fiscal stimulus funds upon Emergency Commission and Budget Section approval.
- Creates a new section, effective July 1, 2010, relating to counselor position requirements.

Date: March 25, 2009
 Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2019

House House Appropriations Education and Environment Committee

Check here for Conference Committee

Legislative Council Amendment Number # 0202

Action Taken Do Pass Do Not Pass Amended
as amended

Motion Made By Rep. Kroeber Seconded By Rep. Onstad

Representatives		Yes	No	Representatives		Yes	No
Bob Skarphol - Chairman		✓		Joe Kroeber		✓	
Francis Wald - Vice Chairman		✓		Kenton Onstad		✓	
Kathy Hawken		✓		Clark Williams		✓	
Matthew M. Klein							
Bob Martinson		✓					

Total Yes 7 No 0

Absent 1

Bill Carrier Rep. Kroeber

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

1. Remove salary equity funding
2. Increase funding to continue Virtual area centers for \$2.2 M
3. Increase program reimbursement rates
4. Remove ~~change~~ ^{funding for} career Resource coordinators from

Date: March 25, 2009
 Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2019

House House Appropriations Education and Environment Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass Do Not Pass Amended

Motion Made By Rep. Hawkin Seconded By Rep. Williams

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 8 No 0

Absent 0

Bill Carrier Rep. Kroeber

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

As amended.

March 27, 2009

VR
4/1/09
184

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2019

Page 1, line 2, after "education" insert "; to create and enact a new section to chapter 15.1-06 of the North Dakota Century Code, relating to counselor position requirements; to provide an effective date; and to declare an emergency"

Page 1, line 12, replace "643,124" with "594,338" and replace "4,218,816" with "4,170,030"

Page 1, line 17, replace "0" with "206,000" and replace the second "3,000,000" with "3,206,000"

Page 1, line 18, replace "3,784,110" with "3,941,324" and replace "36,623,778" with "36,780,992"

Page 1, line 20, replace "4,056,860" with "4,214,074" and replace "25,860,896" with "26,018,110"

Page 1, after line 21, insert:

"**SECTION 2.** A new section to chapter 15.1-06 of the North Dakota Century Code is created and enacted as follows:

Counselor positions - Requirement.

1. Each school district shall have available one full-time equivalent counselor for every three hundred students in grades seven through twelve.
2. Up to one-third of the full-time equivalency requirement established in subsection 1 may be met by career advisors.
3. For purposes of this section, a "career advisor" means an individual who holds a certificate in career development facilitation issued by the department of career and technical education under section 1 of this Act or an individual who is provisionally approved by the department of career and technical education under this section to serve as a career advisor.

SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL. The department of career and technical education may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. EFFECTIVE DATE. Section 2 of this Act becomes effective on July 1, 2010.

SECTION 5. EMERGENCY. Section 3 of this Act is declared to be an emergency measure."

284

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98038.0203 FN 3

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

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

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,218,816	\$4,218,816	(\$48,786)	\$4,170,030
Operating expenses	1,226,606	1,226,606		1,226,606
Grants	27,071,102	27,071,102		27,071,102
Grants - Postsecondary	357,452	357,452		357,452
Adult farm management	749,802	749,802		749,802
Workforce training	3,305,000	3,000,000	206,000	3,206,000
Total all funds	\$36,928,778	\$36,623,778	\$157,214	\$36,780,992
Less estimated income	10,762,882	10,762,882	0	10,762,882
General fund	\$26,165,896	\$25,860,896	\$157,214	\$26,018,110
FTE	28.50	28.50	0.00	28.50

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

	Removes Salary Equity Funding¹	Increases Funding for Virtual Area Centers²	Increases Funding for Program Reimbursement Rates³	Removes Funding for Career Resource Coordinators⁴	Restores Funding for Workforce Training Grants⁵	Total House Changes
Salaries and wages	(\$48,786)					(\$48,786)
Operating expenses						
Grants		200,000	200,000	(400,000)		
Grants - Postsecondary						
Adult farm management						
Workforce training					206,000	206,000
Total all funds	(\$48,786)	\$200,000	\$200,000	(\$400,000)	\$206,000	\$157,214
Less estimated income	0	0	0	0	0	0
General fund	(\$48,786)	\$200,000	\$200,000	(\$400,000)	\$206,000	\$157,214
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ This amendment removes salary equity funding included in the executive recommendation.

² This amendment increases funding to continue virtual area centers to provide total funding of \$2.2 million.

³ This amendment provides additional funding to increase program reimbursement rates.

⁴ This amendment removes funding included in the executive recommendation for grants to increase the number of career resource coordinators from four to eight.

⁵ This amendment restores \$206,000 of the \$305,000 removed by the Senate for workforce training grants.

This amendment also:

Adds sections to allow the agency to accept federal fiscal stimulus funds upon Emergency Commission and Budget Section approval.

- Creates a new section, effective July 1, 2010, relating to counselor position requirements.

Date: 4/1/09
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2019

Full House Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number . 0203

Action Taken adopt amendment .0203

Motion Made By Kroeber Seconded By Harber

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Rep. Skarphol			Rep. Kroeber		
Rep. Wald			Rep. Onstad		
Rep. Hawken			Rep. Williams		
Rep. Klein					
Rep. Martinson					
Rep. Delzer			Rep. Glassheim		
Rep. Thoreson			Rep. Kaldor		
Rep. Berg			Rep. Meyer		
Rep. Dosch					
Rep. Pollert			Rep. Ekstrom		
Rep. Bellew			Rep. Kerzman		
Rep. Kreidt			Rep. Metcalf		
Rep. Nelson					
Rep. Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment Voice Vote - carries

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

Date: 4/1/09
 Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2019

Full House Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number .0203

Action Taken No Pass as Amended

Motion Made By Kroeber Seconded By Hawken

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Rep. Skarphol	✓		Rep. Kroeber	✓	
Rep. Wald	✓		Rep. Onstad	✓	
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein	✓				
Rep. Martinson	✓				
Rep. Delzer	✓		Rep. Glassheim	✓	
Rep. Thoreson	✓		Rep. Kaldor	✓	
Rep. Berg	✓		Rep. Meyer	✓	
Rep. Dosch	✓				
Rep. Pollert	✓		Rep. Ekstrom	✓	
Rep. Bellew	✓		Rep. Kerzman	✓	
Rep. Kreidt	✓		Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland	✓				

Total (Yes) 19 No 1

Absent 5

Floor Assignment Kroeber

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** (19 YEAS, 1 NAY, 5 ABSENT AND NOT VOTING). Engrossed SB 2019 was placed on the Sixth order on the calendar.

Page 1, line 2, after "education" insert "; to create and enact a new section to chapter 15.1-06 of the North Dakota Century Code, relating to counselor position requirements; to provide an effective date; and to declare an emergency"

Page 1, line 12, replace "643,124" with "594,338" and replace "4,218,816" with "4,170,030"

Page 1, line 17, replace "0" with "206,000" and replace the second "3,000,000" with "3,206,000"

Page 1, line 18, replace "3,784,110" with "3,941,324" and replace "36,623,778" with "36,780,992"

Page 1, line 20, replace "4,056,860" with "4,214,074" and replace "25,860,896" with "26,018,110"

Page 1, after line 21, insert:

"**SECTION 2.** A new section to chapter 15.1-06 of the North Dakota Century Code is created and enacted as follows:

Counselor positions - Requirement.

1. Each school district shall have available one full-time equivalent counselor for every three hundred students in grades seven through twelve.
2. Up to one-third of the full-time equivalency requirement established in subsection 1 may be met by career advisors.
3. For purposes of this section, a "career advisor" means an individual who holds a certificate in career development facilitation issued by the department of career and technical education under section 1 of this Act or an individual who is provisionally approved by the department of career and technical education under this section to serve as a career advisor.

SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL. The department of career and technical education may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. EFFECTIVE DATE. Section 2 of this Act becomes effective on July 1, 2010.

SECTION 5. EMERGENCY. Section 3 of this Act is declared to be an emergency measure."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98038.0203 FN 3

A copy of the statement of purpose of amendment is on file in the Legislative Council Office.

2009 SENATE APPROPRIATIONS

CONFERENCE COMMITTEE

SB 2019

2009 SENATE STANDING COMMITTEE MINUTES

:Bill/Resolution No. SB 2019 conference committee

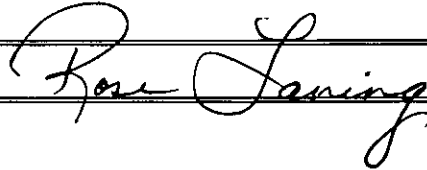
Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: April 21, 2009

Recorder Job Number: 12068

Committee Clerk Signature



Minutes:

Senator Grindberg: called the conference committee hearing to order on SB 2019 which concerns the state board of career and technical education. Roll call was taken. Committee members present were: **Senator Christmann, Senator Seymour, Rep. Hawken, Rep. Klein, and Rep. Kroeber.**

V. Chair Grindberg: asked for a House explanation.

Rep. Klein: First of all, the new section we put in relates to the Councilor position requirements, and the reason for this was that we found a problem with HB 1400. The requirements went from 1-450 students to 1-300 student ratios in the first biennium budget, but does not include funding for these position. It also knows the schools will not be able to fill those positions until the second year. So what this amendment does is it relates to the date July 1, 2010 for these positions.

Senator Christmann: Where are you starting from? I'm looking at section 2 of counselor positions and I don't see anything about a date, so I am mixed up.

Rep. Hawken: Section 4.

Rep. Klein: I'm going by my notes. Added \$2000 and adds \$2.2 M. Took out resource coordinator. For virtual centers, added. For 74 different school across the state. The amount

didn't change. Took what you removed. Reason was this was amount needed to cover increases in the 26 out of the 40 positions.

Senator Seymour: Why fund for just one year?

Rep. Klein: That was last biennium. We just put the \$\$\$ in for 2nd year of the biennium. So the amount we had, they felt they needed some additional \$\$\$.

Senator Seymour: Was that equal to governor's budget?

Rep. Klein: No. This would have been above that.

Senator Seymour: That was more?

Rep. Klein: They requested \$1.2M

Senator Grindberg: The stimulus language...

Rep. Klein: Yes stimulus language is in bill. Any program or expenditures after ARRA are no longer available.

Senator Grindberg: All this aligned with Title I funds?

Rep. Klein: No. they go directly to Title I schools.

Wayne Kutzer, Director of Career and Tech Ed, Two areas in stimulus that affect career tech education. Based on Title 1 funds. One is Perkins (Carl D. Perkins Vocational Training) which is Tech Ed. Renovation and repairs, if they want to spend it on Perkins and spend it on equip. etc. Then the dollars would flow thru governor's office through schools. We have no idea how much \$\$\$ it will be.

Senator Grindberg: You're the pass through agency.

Wayne Kutzer: We are working with Job Service on some of theirs. This would help in terms of giving authority to spend dollars.

Senator Christmann: Want to read through career advisors, what is the difference between career advisors and career counselors?

Rep. Klein: We had questions too. The career advisors – or career counselors will be across state. When they drew out chart of how this would work, the other 4 positions are in addition to the 2 that are already there. We really felt that the four that are around the state can get the curriculum set up. The Career counselors can only do one section of the duties of the school counseling program. That will have to be done by..... That's the niche. The new counselors in 1400 will fit. CTE (Career & Technical Education) should use correct term – career advisors.

Senator Grindberg: Went to visit with education committee on HB 1400

Rep. Klein: The problem with this bill wasn't found until we started looking in 1400?

Senator Christmann: Who has been training the career advisors we have in place?

Rep. Klein: We have counselors, but no career advisors. In Jamestown we have a career advisor, but this chart shows where career advisors are out of.

Senator Grindberg: We're thinking having an advisor will not make kids go from 2 year to 4 year.

Rep. Hawken: We have an amazing amount of money for advertising.

Rep. Klein: In 1400, there isn't a specific amount of money set aside, but its \$2.5M

Senator Christmann: If each district has to have a counselor for grades 7-12 and one third can be career advisors, does that mean that one school gets counselor and next one and then next one is advisor? So my question is does this effect only those schools with 900 or more students in grades 7-12?

Rep. Klein: One career advisor can cover more than one school. It wasn't anything we had any influence on.

Senator Christmann: If we did do this, as far as the career advising, if we thought they were doing good or bad job, the buck stops with Mr. Kutzer?

Rep. Klein: They have to take a course to be a Certified Career Advisor. They will have to meet certain standards. They will have four year degrees. They will be limited in their scope that they can do in their school.

Senator Grindberg: I think what we want to do is check with process on 1400 over on our side. We still have the hanging equity issue. The other issue goes back 10-12 years and workforce training system. We established the four year schools. One from campus, 2nd from the fees charged for services, 3rd from corporate support, and 4th Legislature. We are allowing them to come in and talk about wages and salaries. It seems like a departure. This is not what the legislature intended. We'll wait till next time.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2019

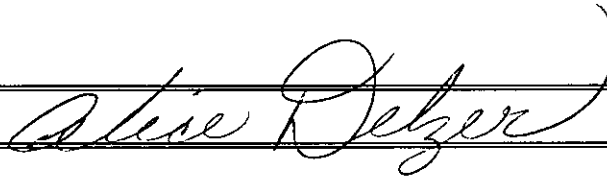
Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: 04-23-09

Recorder Job Number: 12161

Committee Clerk Signature



Minutes:

Chairman (Chm) Grindberg opened the conference committee hearing at 11:00 am in reference to SB 2019. Let the record show all conferees are present. They are as follows: Senators Christmann, Seymour; Representatives Hawken, Klein, Kroeber. Becky Keller, Legislative Council and Joe Morrissette, OMB present.

Chm. Grindberg, I have visited with Senator Flakoll regarding the counselor requirements in this bill and the efforts of the caucus committee on HB 1400 and it would appear to make sense that we remove this section and allow 1400 to focus on that aspect so we are not muddling things up.

Rep. Kroeber We would remove section 2 and 4. Section 2 has the information in it and then section 4 has the date.

Rep. Hawken moved for that motion and Rep. Klein seconded that motion.

Chm. Grindberg I am not ready to go that route yet. We will just have a verbal agreement to check that off and go to the next item. As I believe everybody is aware the leaders have struck accord with the equity issue so that will be language that will be handled in the OMB budget bill. The (inaudible) spending that was part of prior, we felt that, and convinced that committee to see that language before we actually made that motion and the meeting prior to

that we made it without having that information and one member was concerned about that. I think, consistently moving through here we want to see that language and that is yet to come.

Rep. Klein We will take the equity part out of here and be handled in the other one.

Chm. Grindberg, I believe that your action on the Senate bill has it now so we don't need to do anything but the point was raised we want to see the amendment drafted in the OMB bill to know the 16M and how it is being handled.

Rep. Hawken I think that would be an excellent, marvelous idea. I sure would be happy if we would do that because we'd all feel comfortable there wouldn't be any of the trust issues.

Senator Christmann There is going to be some trust because the OMB bill most likely will not come out until quite a few of these others are done. And even if there is an amendment floating around on paper it 's probably not going to be on the bill.

Rep. Hawken We can trust at that level, if you have at least seen what the outline is and are comfortable with what outline is, then I think you can go from there. Right now on a few issues, we are having some trust things so I would really like to wait and see the thought process other than in the Bismarck Tribune.

Senator Christmann In this case it's primarily the Senate trusting the House because it would be us receding from the Senate amendments to House bills and the House bills are already out.

Chm. Grindberg Prior to our meeting I jotted down 4 areas and we covered two, the counselors and equity. As noted earlier the whole issue with the Williston project building versus Virtual. If the bill that is on the calendar passes then we have work to do here. I plan to spend some time with Mr Kutzer the next day or so to do some what if in their scenarios and then have some amendments, if that does pass, it becomes a part of the virtual centers in North Dakota it needs to be dealt with in a way that it will be successful and not starve to

death. So we won't settle with the timing issue with that. The other issue is an increase for the workforce training quadrants. I will speak my point and open it up for discussion. I clearly do not support adding dollars for sustaining salaries, etc. for the 4 training quadrants. Part of it is because I am a lot closer to it. I have been there since day one with the taskforce and I have some concerns about the approach a couple of these centers have taken over the past. They used to be very aggressive and very entrepreneurial and I think now they have become very academic. I have a real serious concern about providing another 300,000 to them to sustain themselves without going out taking care of the four legs of the stool. And I am pretty firm on that. So I throw it out for more discussion with the committee here for any other ways to approach this. Again, they most likely will get a significant increase in their appropriation to SB 2003, the Higher Ed bill which is all connected to those two years as well. (6.07)

Rep. Hawken You are more atune to this process than the rest of us are. Is this something that there could be incentives as far as additional dollars if they really had a plan that needs them? And I don't know that. I think there are increases in the Higher Ed bill. We don't want to penalize this sector because we do want it to grow and we put in some dollars I know if they stay there for advertizing and encouraging the two year level kinds of things.

Chm. Grindberg, I don't' view it as we are penalizing them. You know we doubled the state commitment for Workforce Training last session from 1.5 to 3 M dollars. They have to put their business model together so it's a four legged stool earlier and I think the easy way out is to come back and start asking where their cost should continue on their salary where they should go out and earn their revenue, and some of these campuses are earning some significant revenues through on-line education and Workforce Training and they ought to be able to cover their expenses through what was intended. And if they want to reorganize that and come back

with an initiative that brings everybody back together to rethink that new model, that's fine. But they're kind of coming in with changes without breach of kind of the understanding.

Senator Christmann Regardless if the argument is whether this should be given or not, is this more appropriate in the University budget than in this budget?

Chm. Grindberg. That is a good point. The origin- there was a group of us that were part of a task force that was led by the former Chancellor, Eddy Dunn, where we went out and spent some time in Iowa in 99 to look at the best practice how we could organize the 2 year colleges around the industry's cries for Workforce Training, job readiness. And we put this model together. The reason I don't fully understand it was by Governor Schafer at the time, the bottom of the concept, and his executive budget had recommended that funding come through department of career and vocational education. That is the origin of it so it has stayed there since.

Rep. Kroeber On the dollars we took and replaced the one thing that was brought to our attention was that of the 44 positions that are in these centers, 24 of those are state funded positions and that the dollars basically to take and pay for the increase for those 24 state funded. Your idea that all of these, not all but that they should be able to take in enough income to pay for those too. Is that your understanding?

Chm. Grindberg, The campus leg of the stool should be able to cover that and again this is the first time they've come in and asked for that. this model has operated very clean with the original purpose. And they want it now and they are coming in and requesting continued dollars which I don't support it. Let that percolate a little while. If you have some ideas I am open to them. I will visit with the University System office. I am open to some ideas but they have to come back to the original intent that they're just not going to use the state to continue

to support them without being entrepreneurial. We will visit on the Williston piece too if there is a need to tie this agency budget into that virtual center.

Rep. Hawken, Do you know what that bill is? Perhaps, we could get that through.

Chm. Grindberg It's going to take some time. It's HB 1230.

Rep. Kroeber If that would pass we would need the funding for one year finding it wouldn't be up and running the first year because it is a building, we have to build it and staff it. We would be looking for adequate funding for one year of the biennium

Chm. Grindberg Yes. It is another requirement so I know the department has not, my understanding the department was engaged in the consortium with a group of individuals from that corner of the state the day we had the hearing here. There had been no interaction or planning if you will with the state agency and the effort until late February and there are some floor amendments for that bill, however it is set up.

Senator Seymour If it is a virtual site can't it just be run through the computer room at Williston State and we won't need a building?

Chm. Grindberg My floor amendments are to remove the word virtual. I kind of believe it is a virtual center. It is an approach to provide training for secondary students in a physical place.

Rep. Hawken And training area for that section of the state. Not just secondary students. That's not what we got.

Chm. Grindberg For secondary students. Other thoughts, requests, work to be done. We stand adjourned.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2019 conference committee

Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: May 1, 2009

Recorder Job Number: 12429

Committee Clerk Signature

Alice D. By (done upstairs)

Minutes:

Chairman Grindberg: Called the conference committee to order on SB 2019 at 9:00 am, in reference to career and technical education. Let the record show that all conferees are present: **Senators: Grindberg, Christmann, Seymour; Representatives: Hawken, Klein, Kroeber. Becky Keller, Legislative Council and Joe Morissette, OMB.**

Chairman Grindberg: We have been in a holding pattern regarding the Williston project, HB 1230 and SB 2003. The discussion in SB 2003 has moved far enough along that we don't need to address that issue in this bill as far as funding. We will leave section 2 in HB 1400, so we are going to remove that, section 3 is required for the pass through of title one.

The other issue, the 206,000 the House added in lieu of that I would propose that we not accept that at this time, and refer to the study. And on Item B, I would also insert in their financial performance and other performance just to be clear how these other four legs are working and the cost structure. Equity has been solved and we don't have an FTE discussion.

Rep Hawken: We were hoping that the committee would see fit since it is not additional money to move that 206,000 into the grant line money for reimbursement for technical education programs.

Chairman Grindberg: How would that be used?

Rep Kroeber: This would be used by all the vocational centers that are throughout the state, they would take an increase and it would be used to enhance their programs and we would still be under the executive budget because those dollars are already in the books.

Rep Hawken: This is not an area that is overfunded, and the possibility of a stimulus fund becomes less now with the other changes that have been made. We are trying to do a better job on getting our students better prepared for the career and technical area. They are going to put in quite a bit for marketing at the colleges for the career and technical area. It makes sense to enhance an area that we want to grow.

Senator Christmann: What we discussed on the draft, I know you mentioned that the equity funding is finally removed but this section 2 of the House amendments regarding the three sub section is that language are we will taking it out?

Chairman Grindberg: It is a double up on House Bill 1400 is addressing it in the same way.

Rep Kroeber: It was an error in 1400 that wasn't addressed that was brought to our attention and we put it in 1400. We also have to remove section 4, they are tied together.

Senator Christmann: So what is kind of being proposed to remove sections 2 and 4 to add the draft language and remove 206,000 dollars the House restored and now it has been discussed to put that elsewhere and that is what we have on the table at this point.

Rep Kroeber: That would be the dollars that would be added to funding for all the schools on this chart.

Senator Christmann: I am going to resist on that part, I think we were moving along without it and it seems to me more money in these things always seems good it seems we are spending it on that because we don't need it elsewhere.

Senator Seymour: In this field these reimbursement have declined and I say we should consider keeping it in.

Rep Kroeber: On the federal level, the Perkins Grants which have been grants for technical education have roughly declined over the last ten years. When career and tech education need equipment it costs a lot of money it is very expensive.

Rep Klein: Originally we had 305,000 in there which was reduced and then we put 206,000 back in.

Rep Hawken: It isn't just putting it somewhere and the rationale is we are trying to deal with 80% of the jobs in the state of North Dakota and do a better job of educating our parents and students that these are available and as they move up in career and technical area it is a think.

Rep. Hawken: I move the amendments.

Rep. Kroeber: I second the motion.

Chairman Grindberg: Further discussion.

Senator Christmann: I would like to summarize, during the course of these next days there will be something that will come up and we will need to grab the money from somewhere and if we never find the spots to save a couple of those, it is a bad ending point of our budget. I think we should resist that part of it.

Rep Kroeber: Just to be clear we are moving to remove sections 2 and 4, we are having an amendment to take out the workforce training for 2006 and move the 2006 to the grants line and to add the study languages.

Becky: In addition to moving salary equity. You have already agreed to remove the funding for the career research coordinators.

Roll was taken and amendments failed.

Discussion continued.

Senator Christmann: Made a motion that the grant line be an even twenty seven million one hundred and fifty thousand dollars. It would be 78,898 thousand into the grant line.

Rep. Hawken: Seconded the motion.

Chairman Grindberg: We have a motion and a second.

Call the roll. Yes vote 6.

We don't meet again. The amendment will be passed.

Hawken amendments

**REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)**

Failed

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

Date: May 1, 2009

Your Conference Committee Senate Appropriations

9:00 AM

For the Senate:

For the House:

5/1		YES / NO		5/1		YES / NO	
<input checked="" type="checkbox"/>	<i>Grindberg</i>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Hawken</i>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<i>Christmann</i>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Klein</i>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<i>Seymour</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<i>Kroeber</i>	<input checked="" type="checkbox"/>

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (S/H) page(s) 1207 - _____

_____ and place _____ on the Seventh order.

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.

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

DATE: _____

CARRIER: *Grindberg*

LC NO. _____	of amendment
LC NO. _____	of engrossment
Emergency clause added or deleted	
Statement of purpose of amendment	

MOTION MADE BY: *Christmann*

SECONDED BY: *Hawken*

VOTE COUNT YES NO ABSENT

Vote 2
Christmann's
Amendment

**REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)**

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

Date: May 1, 2009

Your Conference Committee Senate Appropriations

9:00 AM

For the Senate:

For the House:

5/1		YES / NO		5/1		YES / NO	
✓	Grindberg	✓		✓	Hawken	✓	
✓	Christmann	✓		✓	Klein	✓	
✓	Seymour	✓		✓	Krober	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (S/H) page(s) 1227 - _____

_____ and place _____ on the Seventh order.

adopt (further) amendments as follows, and place 2019 on the Seventh order:

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

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

DATE: 5-1-09

CARRIER: Grindberg

LC NO.	of amendment
LC NO.	of engrossment
Emergency clause added or deleted	
Statement of purpose of amendment	

MOTION MADE BY: Christmann

SECONDED BY: Hawken

VOTE COUNT 6 YES 0 NO 0 ABSENT

REPORT OF CONFERENCE COMMITTEE

SB 2019, as engrossed: Your conference committee (Sens. Grindberg, Christmann, Seymour and Reps. Hawken, Klein, Kroeber) recommends that the **HOUSE RECEDE** from the House amendments on SJ page 1227, adopt amendments as follows, and place SB 2019 on the Seventh order:

That the House recede from its amendments as printed on page 1227 of the Senate Journal and pages 1124 and 1125 of the House Journal and that Engrossed Senate Bill No. 2019 be amended as follows:

Page 1, line 2, after "education" insert "; to provide for a state board of higher education study; and to declare an emergency"

Page 1, line 12, replace "643,124" with "594,338" and replace "4,218,816" with "4,170,030"

Page 1, line 14, replace "2,700,986" with "2,779,884" and replace "27,071,102" with "27,150,000"

Page 1, line 18, replace "3,784,110" with "3,814,222" and replace "36,623,778" with "36,653,890"

Page 1, line 20, replace "4,056,860" with "4,086,972" and replace "25,860,896" with "25,891,008"

Page 1, after line 21, insert:

"SECTION 2. STATE BOARD OF HIGHER EDUCATION STUDY - WORKFORCE TRAINING REGIONS. Before July 1, 2010, the state board of higher education shall conduct a study of the status of the training activities provided by the four institutions of higher education assigned primary responsibility for workforce training in the state, including:

1. Effectiveness in meeting training needs of business and industry in the respective regions;
2. Responsiveness, results achieved, financial performance, and other performance measures; and
3. Review of an appropriate funding mechanism.

The study must involve representatives of the legislative assembly, higher education institutions, career and technical education, the workforce training boards established pursuant to chapter 52-08, and other representatives of business and industry. The findings of the study must be reported to the interim workforce committee, which shall report the findings and its recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL. The department of career and technical education may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds received and spent under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will

not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. EMERGENCY. Section 3 of this Act is declared to be an emergency measure."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98038.0204 FN 1

A copy of the statement of purpose of amendment is on file in the Legislative Council Office.

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

2009 TESTIMONY

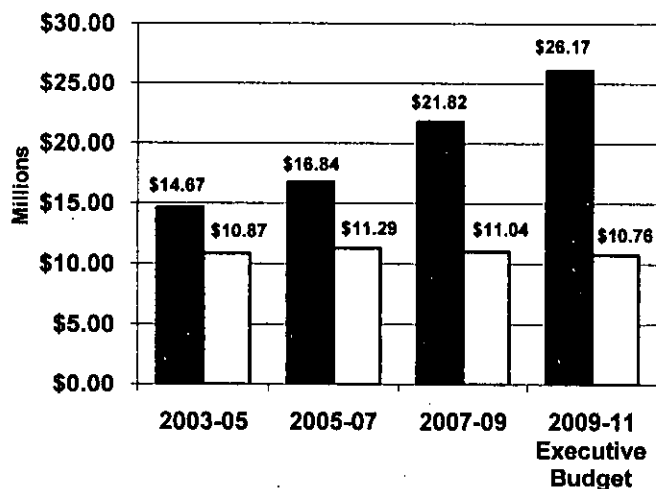
SB 2019

**Department 270 - Department of Career and Technical Education
 Senate Bill No. 2019**

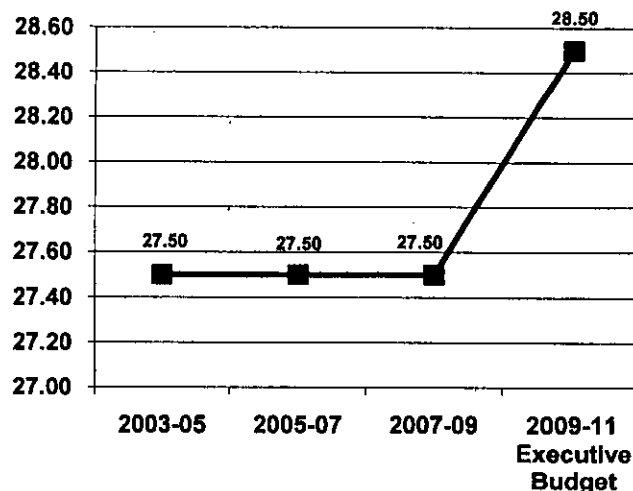
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	28.50	\$26,165,896	\$10,762,882	\$36,928,778
2007-09 Legislative Appropriations	27.50	21,823,440	11,035,632	32,859,072 ¹
Increase (Decrease)	1.00	\$4,342,456	(\$272,750)	\$4,069,706

¹The 2007-09 appropriation amounts include \$19,404 from the general fund for the agency's share of the \$10 million funding pool appropriated to the Office of Management and Budget for special market equity adjustments for classified employees.

Agency Funding



FTE Positions



■ General Fund □ Other Funds

Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	\$26,165,896	\$0	\$26,165,896
2007-09 Legislative Appropriations	21,823,440	0	21,823,440
Increase (Decrease)	\$4,342,456	\$0	\$4,342,456

First House Action

Attached is a summary of first house changes.

**Executive Budget Highlights
 (With First House Changes in Bold)**

	General Fund	Other Funds	Total
1. Provides funding to address salary equity issues (\$46,463) and the related second-year salary increase (\$2,323)	\$48,786		\$48,786
2. Adds funding to continue virtual area centers to provide total funding of \$2 million	\$800,000		\$800,000
3. Provides funding to increase program reimbursement rates	\$1,800,000		\$1,800,000
4. Increases funding for the adult farm management program to provide total funding of \$749,802	\$200,000		\$200,000
5. Increases funding for workforce training grants from \$3,000,000 to \$3,305,000. The Senate removed the additional funding of \$305,000.	\$305,000		\$305,000
6. Adds funding for 1 FTE career advisor trainer position (\$164,312) and related operating expenses (\$240,000)	\$404,312		\$404,312
7. Increases funding for grants to increase the number of career resource coordinators from four to eight	\$400,000		\$400,000

8. Provides funding for innovation grants at the same level as the
2007-09 biennium

\$70,000

\$70,000

Continuing Appropriations

No continuing appropriations for this agency.

Major Related Legislation

House Bill No. 1230 - Career and technical education virtual center - This bill provides an appropriation of \$6 million, of which \$3 million is from federal stimulus funds and \$3 million from special funds and other income to Williston State College for construction of a career and technical education virtual center.

House Bill No. 1475 - This bill provides an appropriation of \$50,000 from the general fund to the Department of Career and Technical Education for additional innovation grants funding.

ATTACH:1

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2019 - Funding Summary

	Executive Budget	Senate Changes	Senate Version
Dept. of Career and Technical Education			
Salaries and wages	\$4,218,816		\$4,218,816
Operating expenses	1,226,606		1,226,606
Grants	27,071,102		27,071,102
Grants - Postsecondary	357,452		357,452
Adult farm management	749,802		749,802
Workforce training	<u>3,305,000</u>	<u>(305,000)</u>	<u>3,000,000</u>
Total all funds	\$36,928,778	(\$305,000)	\$36,623,778
Less estimated income	<u>10,762,882</u>	<u>0</u>	<u>10,762,882</u>
General fund	\$26,165,896	(\$305,000)	\$25,860,896
FTE	28.50	0.00	28.50
Bill Total			
Total all funds	\$36,928,778	(\$305,000)	\$36,623,778
Less estimated income	<u>10,762,882</u>	<u>0</u>	<u>10,762,882</u>
General fund	\$26,165,896	(\$305,000)	\$25,860,896
FTE	28.50	0.00	28.50

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

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	\$4,218,816		\$4,218,816
Operating expenses	1,226,606		1,226,606
Grants	27,071,102		27,071,102
Grants - Postsecondary	357,452		357,452
Adult farm management	749,802		749,802
Workforce training	<u>3,305,000</u>	<u>(305,000)</u>	<u>3,000,000</u>
Total all funds	\$36,928,778	(\$305,000)	\$36,623,778
Less estimated income	<u>10,762,882</u>	<u>0</u>	<u>10,762,882</u>
General fund	\$26,165,896	(\$305,000)	\$25,860,896
FTE	28.50	0.00	28.50

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

	Reduces Funding for Workforce Training	Total Senate Changes
Salaries and wages		
Operating expenses		
Grants		
Grants - Postsecondary		
Adult farm management		
Workforce training	<u>(305,000)</u>	<u>(305,000)</u>
Total all funds	(\$305,000)	(\$305,000)
Less estimated income	<u>0</u>	<u>0</u>
General fund	(\$305,000)	(\$305,000)
FTE	0.00	0.00

①

E

**Senate Appropriations
January 22, 2009
Testimony on SB 2019
Department of Career and Technical Education**

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

The mission of the State Board for Career and Technical Education is “to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace”.

There are 19,843 students in grades 9 – 12 enrolled in CTE; 27,060 if you look at duplicate enrollments and about 12,500 enrolled in middle school. We have 740 approved CTE programs being offered in schools in Agriculture, Business and Office Technology, Family and Consumer Sciences, Technology Education, Marketing Education, Information Technology, Career Development, and Trade, Technical and Health Careers. Trade and Technical is made up of programming from Auto to Welding.

CTE is more important now that it has ever been. There is a shortage of workers in the skill crafts and high tech fields. We need every citizen to be a productive contributor to society and especially to the economy of ND. For those two reasons CTE needs to be expanded, promoted, enhanced, and adequately funded. At an interim committee session this past year a question was asked of one of the business and industry representatives, Joe Rothschilder of Steffes Mfg about the funding for CTE programming in the state and where should it be at. He simply and quickly stated “...it should be tripled”, the need is that high.

CTE is not just a content area such as welding or nursing, it is a method of teaching that brings the real world experiences and examples into the classroom and labs.

Students learn better when they are interested and involved in their education. In a pilot study, which I will talk about a little later we were able to increase the math scores of ND CTE students, in standardized tests, up to 10%. It shows what we already know about CTE, that it is just as important what we teach as how we teach.

A major reason students drop out of school or consider dropping out is because they are not interested; they don't see the connection in the classes they are taking to their future careers. CTE has an impact, the graduation rate of students in North Dakota who take two or more sequential credits in CTE have a 95% graduation rate compared to the statewide average of 87%; for Native American students the difference is even more pronounced. Ninety-one percent if they concentrate in CTE compared to 65% statewide. One of the strategies to keep students in school and have them graduate is to have more CTE programming available.

When we talk about the skill shortages and the education and training that students should be more involved in, CTE provides the answers. I need to make clear that all education is very important but greater emphasis needs to be placed on CTE. In 2007 taking into account the entire job openings in this state, 47% required education between an associate's degree and short term on-the -job training. Sixteen percent require a bachelor's degree or more. Even with the higher skill levels needed by our entire workforce still only 16% of the job openings in the state required a bachelor's degree. ...and we have 80% (37,829 out of 47, 324) of our students attending four year colleges/universities. That is not the mix that this state needs. Of the projected top 22 occupations in sheer numbers growth through 2016 – only three require a bachelor's

degree. These occupations represent 14,543 new openings for a total of 29,187 with replacement openings.

We need to have better career awareness and planning and more quality CTE programming available and accessible. The low class sizes and high cost equipment needs of CTE courses are a distinct barrier for high schools to offer additional CTE courses. Currently our base reimbursement rate is 25% of the instructors' salary; we need to do better to assist schools in offering more CTE courses. This funding request will move us in that direction. We are not talking just more CTE classes although that is a big part of this request; also included in our budget request is more and better career development, both direct services to students and also in technical assistance to teachers and counselors.

Before I get into our budget requests I would like to update you on what we did with our funding from last year.

Last session funding

We received \$1.2 million for "virtual" area CTE centers. We receive five applications for consideration and were able to start three new centers with one of those being partially funded. These new centers are Roughrider Area Career and Technology Center, North Central Area Career and Technology Center and the Missouri River Area Career and Technology Center. Programs offered by these centers reflected the needs of the regions' business, industry and communities. Please refer to the PowerPoint for some of the details on the new Centers.

Classes are being offered either by ITV, online or a limited amount face-to-face. The challenge that each of these Centers face is how are they going to expand and offer

the intensive hands on classes such as welding, auto tech or construction tech. We continue to work with these centers and most importantly they are offering CTE opportunities to students who did not have access before.

We received \$800,000 for incentives for schools that share programming either through ITV, online, or satellite programs and to provide grants for elementary entrepreneurship in schools. We were able to fund 27 new individual CTE programs in schools across the state and expand 41 other programs. In addition there are six schools involved in transporting students who are taking advantage of eight course offerings that were not available to them. We have expanded the number of CTE courses that are being delivered via ITV or online, we currently have 62 schools up from 57 last year, either sending or receiving 22 different program offerings in 90 sections across the state via interactive video or online CTE courses. This is in large part due to the incentives that we provide to schools through these dollars.

This past year we provided \$88,000 in grants to schools who participated in elementary entrepreneurship programs. Each school received funding according to the number of students who participated to help defray the cost of curriculum, materials, coaches, and transportation to events. The funding was open to all entrepreneurship programs, but Marketplace for Kids was the venue of choice for schools. Over 2,700 students with projects and nearly 1,600 teachers and advisors participated in ten regional events.

We also received funding to incorporate the ND Career Resource Network into the agency. This move has stabilized the CRN and enabled continued production of the Career Outlook as well as serve as a supervisor over the four Career Resource

Coordinators across the state. These CRCs provide information and technical assistance and training to schools, counselors and teachers in career development and career planning activities for students.

We received \$1.6 million to bring the total for the workforce training region funding to \$3 million dollars. This is a cooperative effort between our agency and NDUS. Last week you heard each of the two year campuses talk about the Workforce Training in their particular region. From a system perspective the funding enabled the regions to provide training to 1,345 businesses which translates into just under 12,000 employees receiving training, they have 26.5 FTE who are state funded and an additional 17.7 FTE with funds from training revenues. They maintain a 99% satisfaction rate with clients.

Here are some of the additional things that we have done that have benefited the students of ND:

- Provided initial and training funds to bringing Project Lead the Way into ND Technology Education programs – it is STEM curriculum based, and focuses on pre-engineering.
- Developing end of program assessments for students who concentrate in CTE to make sure that they are well prepared and ready for their career choice and to meet federal requirements.
- Developed individual plans of study for students to begin planning for the courses they need to follow for a career choice, these plans will be filled out by students in the 8th grade and be revisited each year to provide focus and direction in their career planning process.

- Continue to work with the BND to provide Choices, a computer based career planning tool to all schools and now parents in the state. We provide the training and technical assistance so counselors, teachers and students can use this planning tool through their school years and beyond.
- Provided Innovation grants to schools and institutions from the \$70,000 that was provided last year which went towards programs in robotics, pre-engineering, and engineering.
- Supported the expansion of the Emerging Technology cooperatives which now include seven cooperatives and 91 schools, up from 77 schools. Emerging Technology rotates modules of technical equipment between schools within a consortium. These modules range from robotics to CNC Mills and Bio-tech/DNA to laser and fiber optics. This project introduces basic technological literacy standards and skills to students in the participating districts. We have a management team with representatives from school administrators, business, and workforce development to provide guidance for the program.
- Implemented a Math-in-CTE project which paired math teachers and CTE teachers in a professional development training program. Our intent was to positively affect the math scores of students in CTE courses. Through this scientifically conducted study we were able to positively increase math scores by 5% to 10 % over the course on one semester using the embedded math concepts in the CTE course. We are continuing this project and rolling it out to more CTE discipline areas.

- Initiated the process to combine our data collection process with the DPI to combine our data needs with their news STARS system so that schools only have to enter student information once.

These were some of the highlights of what we were able to do with the funding that you provided to us last session.

This brings us to our budget request for the 2009–2011 biennium. This budget request reflects both the Governor’s recommended increases and our additional requests that are needed to expand and enhance CTE to meet the needs of students, schools, businesses, and communities across the state.

What we are asking for

If you look at the white budget sheet, it reflects where we have been and what we are asking your consideration for, in the 2009-11 biennium. On the back side is a short description for each request, in priority order, which was established by our board. If you would turn your attention to the budget page, the first column reflects where we are at right now. Line 7 is our salaries, line 9 is our operating and line 19 is our total grants to schools, about \$24 million in state and federal funds. Line 21 is Adult Farm Management at \$549,802 which is followed by Workforce Training at \$3,000,000 and Postsecondary grants of \$357,452 for a total agency budget of \$32.8 million in state and federal funds.

At the bottom of that column it shows our source of funding which is about a 66% state and 34% federal funding split. State funds go to schools based on the programs that they offer, while federal funding is allocated based on Title I census data.

The second column reflects our Board's priority ranking for each of our requests, the third column are those budget requests, the fourth column is the Governor's recommended increases and the sixth column, which is highlighted in grey, is our additional requests which the Governor's budget did not include.

I will go through our budget by priority ranking. Line 12 "Cost to Continue New Centers" is our top priority. We are asking for \$1.2 million. Earlier I spoke about the three new Virtual Area Centers that we were able to establish. For those Centers we received \$1.2 million which was for the second year of the biennium, only one year of the biennium, or only half of what we need to fund these centers for an entire biennium. In the next column on line 12 you will see that the Governors' budget recommended \$800,000 which is \$400,000 less than needed which would mean that we would potentially have to reduce or eliminate funding for one of the centers. These pilot Area Centers have brought CTE programs to schools that did not have access before. If we are to continue these new centers at full funding we will need the additional \$400,000 above the Governor's recommendation.

On line 13 is our request for \$3 million additional funding for schools which is the second priority. This funding would go towards increasing funds to schools, including increasing the reimbursement rates, up to an additional five percent. That would increase our base rate from 25% to 30% - which is still less than the 35% it was in the mid-nineties.

This funding will also go towards existing, new, and expanding CTE programming in schools. CTE is a high cost program - more equipment, larger facilities, and smaller teacher to student ratios. It will expand Emerging Technology, which I

previously talked about, to more schools by creating more consortiums and provide funding for technical assessments which are new federal requirement for schools. These industry based assessments would be given to students who concentrate in a CTE program of study, say in welding or computer programming. The exam would be an industry based test and would provide to the student, both motivation to do well and a certification that they could hand to an employer to document that they have the skills, or to a postsecondary institution to facilitate articulation of courses. In addition to the benefits to the student and employer, the new federal Perkins legislation requires us to use nationally recognized skills testing as one of our performance measures, which we as a department are evaluated on annually, much like NCLB. We traditionally have 3,000 concentrators in CTE every year and at an average cost of \$40 per assessment, the \$250,000 is needed to help us meet this need. We have done some limited pilot testing in welding and marketing and the reports back from teachers has been favorable.

Staying on Line 13, in the next column you can see that the Governor's budget included \$1.55 million and an additional \$250,000 on line 14 for technical assessments for a total of \$1.8 million.

In the sixth column is our additional request of \$1.2 million which would enable us to fully fund that initiative. You have heard of the need to promote and enhance CTE. This funding will move us in the right direction and make more funding available for more CTE courses to more students and create awareness that CTE does provide career opportunities. More students enrolled in CTE programs at the secondary level will mean more students in CTE programs at the postsecondary level and more students entering technical careers.

The third priority is on Line 3, \$100,000 as an equity increase for program staff in our agency. It would be an across the board \$250 per month increase for 16 program staff. We continue to have difficulties filling openings with the largest reason being the salary compared to what they would receive as a teacher. When we compared the salaries between our staff and the Bismarck district we were on average \$3,000 lower. This funding would make our agency more competitive in attracting and hiring top individuals. The Governor's recommended budget included \$46,463 for this request.

Our next priority is on line 15 "Career Planning Initiative", the career planning initiative came out of the Joint Boards which are CTE, DPI, NDUS, and ESPB. All four agencies meet to discuss and plan ways to coordinate the educational system and delivery in our state. The CTE portion of the initiative is reflected in line 15. We are asking for \$1.6 million dollars to fund up to 16 Career Resource Coordinators across the state. This funding would go out as grants and combine with the federal funds that support the four current Career Resource Coordinators that I spoke about earlier. These individuals assist schools, teachers, counselors and work with business and industry to provide professional development and resources for the career planning process that is so much the focus for all ages of students. The Governors' recommendation was for \$400,000 leaving \$1.2 million of that request unfunded.

In a similar yet distinctly different initiative you will notice in the Governor's Recommended Increases column on line 4, \$150,000 for a new FTE for a Career Advisor Supervisor and in line 9 operating expenses of \$240,000 for a total of \$390,000. This recommendation comes out of the Governor's Education Commission and their recognition of the need for more school counseling and career development staffing in

schools. This FTE and the operating funds will provide leadership and the training necessary for 50 Career Advisors. These individuals came about through the recommendation that the ratio of counselor to students required for school accreditation be reduced from 1 to 450 to 1 to 300. Career Advisors will be one way that schools and their counseling programs can meet that requirement. Requirements to be a Career Advisors will be a bachelor's degree, five years of work experience, and obtain a national Career Development Facilitator credential. They will be able to fill one third of a school counseling program's staffing needs. While this was not in our original budget request, it will fit into our mission and complement what we already do in Career Development.

The distinction between a Career Resource Coordinator and a Career Advisor is who their target is. Career Resource Coordinators work with schools, counselors and teachers, providing professional development and resources, while the Career Advisors work with students in a school.

The fifth priority on line 21 is to increase the funding by \$250,000 for Adult Farm Management programs so that all programs are funded at the same level. Currently there are programs based in secondary schools, Area Centers, and in two year campuses. Through the years the programs at the two year campuses have only been funded half as much as the others. This funding will equalize that funding at 64% for all programs no matter where they are located. The Governor's budget recommended \$200,000.

The sixth priority on line 23 is for cost to continue funding for the Workforce Training Regions in the amount of \$305,000. This will enable the regions to provide pay increases for their staff at the same levels which the University System does and cover

increases in operating, such as travel. The Governor's recommendation included the \$305,000. I know there are others here today that will also speak to workforce training.

Our seventh priority on line 16 "Two New Virtual Centers" is for \$1.2 million, the same as it was to start two Centers last biennium. Some of the initial applicants have gone back to their groups and are working on a stronger and more viable plan and we have had inquiries from other groups of schools that want more information on how to establish an Area Center to provide CTE opportunities to their students. You will see in the next column that the Governor's recommendation did not include any funding for new centers but again, if we want to spread out the availability of CTE courses and programs to more students, this is one way that it can be done.

Mr. Chairman and members of the committee, we know we are asking for a substantial increase in our funding ... above and beyond the Governor's recommendations and we take the responsibility very seriously. We, our Board and entire staff, believe in Career and Technical Education and what it can do for students. Through the efforts of our staff and our Board, ND offers some of the best quality CTE programming in the country. We pride ourselves in the assistance and leadership we provide to schools in this state, which in turn again translates into quality programming for students. We involve business and industry and tie our programs to industry standards. This could not be accomplished without a staff of dedicated people in the Department of Career and Technical Education who operate with a deep sense of passion for what they do.

Last week you heard from the two year campuses and their needs, you heard how critical CTE is to the continued growth of our state, President Richman of NDSCS did an

excellent job of expressing the need for CTE. Those same arguments apply to CTE at the secondary level and programming that is offered there. We need to make CTE – secondary and postsecondary – more accessible to students all across the state. We need to help students, parents, administrators, counselors, and teachers understand that CTE offers career opportunities. I believe that the budget request before you will help us get there.

Mr. Chairman, thank you for the opportunity to talk about CTE and I would be glad to answer any questions that you may have.

Duties of Career Advisors

A Career Advisor is someone who has a bachelor's degree and has successfully completed the national Career Development Facilitator (CDF) certification training or certified guidance counselor having completed the Career Development Facilitator certification training. This career advisor shall work under the supervision of a certified guidance counselor. Guidance personnel include certified school guidance counselors and career advisors.

An individual employed by school districts to provide career services shall work to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade. This individual shall:

- (1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work based constituents;
- (2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;
- (3) assist school counselors and students in identifying and accessing career information and resource material;
- (4) provide educators, parents, and students with information on career and technology education programs offered in the district;
- (5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
- (6) learn and become familiar with ways to improve and promote career development opportunities within the district;
- (7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;
- (8) assist with the selection, administration, and evaluation of career interest inventories;
- (9) assist with the implementation of the district's student career plan or individual graduation plan;
- (10)assist schools in planning and developing parent information on career development;
- (11)coordinate with school counselors and administration career events, career classes, and career programming;
- (12)coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and
- (13)assist with the usage of computer assisted career guidance systems.

A Guide to Appropriate Career Development (Counseling) Responsibilities

Appropriate Career Development (Counseling) Responsibilities	Inappropriate (or Non-counseling) Responsibilities
<ul style="list-style-type: none">• Individual student academic program planning• Interpreting cognitive, aptitude, and achievement tests• Counseling students with excessive tardiness or absenteeism (i.e. keys to employability)• Counseling students who have disciplinary problems (i.e. key to employability)• Counseling students as to appropriate dress (i.e. key to employability)• Collaborating with teachers to present guidance curriculum lessons• Analyzing grade-point averages in relationship to achievement• Interpreting student records in relationship to achievement and aptitude• Collaborating with school principal; identifying and resolving student issues, needs, and problems• Working with students on career development and planning• Advocating for students at individual education plan meetings, staff meetings, and/or student study teams as related to career planning• Disaggregate data for analysis• Coordinating or administering aptitude and interest tests	<ul style="list-style-type: none">• Registering and scheduling of all students• Coordinating and administering cognitive and achievement tests• Signing excuses for students who are tardy or absent• Performing disciplinary actions• Sending students home who are inappropriately dressed• Teaching classes when teachers are absent• Computing grade-point averages• Providing teachers with suggestions for better management of study halls• Ensuring that student records are maintained as per state and federal regulations• Supervising study halls and detention• Clerical record keeping• Assisting with duties in the principal's office• Preparing of individual education plans, 504 case managing, student study teams and school attendance review boards• Data entry such as LCAP reports• Extra-curricular advisory assignments

Excerpt from:

ND Career Development Content Standards

<http://www.nd.gov/cte/standards/doc/career-dev-final-approved-Feb07.pdf>

Based on and adapted from Campbell, CA & Dahir, CA. (1997) *Sharing the Vision: The ASCA National Standards for School Counseling Programs*, Alexandria, VA: American School Counselor Association

SB 2019
February 26, 2009
attachment #1

**House Appropriations
February 26, 2009
Testimony on SB 2019
Department of Career and Technical Education**

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

The mission of the State Board for Career and Technical Education is “to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace”.

There are 19,843 students in grades 9 – 12 enrolled in CTE; 27,060 if you look at duplicate enrollments and about 12,500 enrolled in middle school. We have 740 approved CTE programs being offered in schools and there should be more. Current program areas include Agriculture, Business and Office Technology, Family and Consumer Sciences, Technology Education, Marketing Education, Information Technology, Career Development, and Trade, Technical and Health Careers. Trade and Technical is made up of programming from Auto to Welding.

CTE is more important now than it has ever been. There is a shortage of workers in the skill crafts and high tech fields. We need every citizen to be a productive contributor to society and especially to the economy of ND. For those two reasons CTE needs to be expanded, promoted, enhanced, and adequately funded. At an interim committee session this past year a question was asked of one of the business and industry representatives, Joe Rothschilder of Steffes Mfg, about the funding for CTE programming in the state and where should it be at. He simply and quickly stated “...it should be tripled”, the need is that high.

CTE is not just a content area such as welding or nursing, it is a method of teaching that brings the real world experiences and examples into the classroom and labs. Students learn better when they are interested and involved in their education. In a pilot study, which I will talk about a little later we were able to increase the math scores of ND CTE students, in standardized tests, up to 10%. It shows what we already know about CTE, that it is just as important what we teach as how we teach.

A major reason students drop out of school or consider dropping out is because they are not interested; they don't see the connection in the classes they are taking to their future careers. CTE has an impact, the graduation rate of students in North Dakota who take two or more sequential credits in CTE have a 95% graduation rate compared to the statewide average of 87%; for Native American students the difference is even more pronounced, 91% if they concentrate in CTE compared to 65% statewide. One of the strategies to keep students in school and have them graduate is to have more CTE programming available.

When we talk about the skill shortages and the education and training that students should be more involved in, CTE provides the answers. I need to make clear that all education is very important but greater emphasis needs to be placed on CTE. In 2007 taking into account the entire job openings in this state, 47% required education between an associate's degree and short term on-the-job training. Sixteen percent required a bachelor's degree or more. Even with the higher skill levels needed by our entire workforce still only 16% of the job openings in the state required a bachelor's degree. ...and we have 80% (37,829 out of 47,324) of our students attending four year colleges/universities. That is not the mix that this state needs. Of the projected top 22

occupations in sheer numbers growth through 2016 – only three require a bachelor’s degree. These occupations represent 14,543 new openings for a total of 29,187 with replacement openings.

We need to have better career awareness and planning and more quality CTE programming available and accessible. The low class sizes and high cost equipment needs of CTE courses are a distinct barrier for high schools to offer additional CTE courses. Currently our base reimbursement rate is 25% of the instructors’ salary; we need to do better to assist schools in offering more CTE courses. This funding request will move us in that direction. We are not talking just more CTE classes although that is a big part of this request; also included in our budget request is more and better career development, both direct services to students and also in technical assistance to teachers and counselors.

Before I get into our budget requests I would like to update you on what we did with our funding from last year.

Last session funding

We received \$1.2 million for “virtual” area CTE centers. We receive five applications for consideration and were able to start three new centers with one of those being partially funded. These new centers are Roughrider Area Career and Technology Center, North Central Area Career and Technology Center and the Missouri River Area Career and Technology Center. Programs offered by these centers reflected the needs of the regions’ business, industry and communities. Please refer to the PowerPoint handout for some of the details on the new Centers.

Classes are being offered either by ITV, online or a limited amount face-to-face. The challenge that each of these Centers face is how are they going to expand and offer the intensive hands on classes such as welding, auto tech or construction tech. We continue to work with these centers and most importantly they are offering CTE opportunities to students who did not have access before.

We received \$800,000 for incentives for schools that share programming either through ITV, online, or satellite programs and to provide grants for elementary entrepreneurship in schools. We were able to fund 27 new individual CTE programs in schools across the state and expand 41 other programs. In addition there are six schools involved in transporting students who are taking advantage of eight course offerings that were not available to them. We have expanded the number of CTE courses that are being delivered via ITV or online, we currently have 62 schools up from 57 last year, either sending or receiving 22 different program offerings in 90 sections across the state via interactive video or online CTE courses. This is in large part due to the incentives that we provide to schools through these dollars.

This past year we provided \$88,000 in grants to schools who participated in elementary entrepreneurship programs. Each school received funding according to the number of students who participated to help defray the cost of curriculum, materials, coaches, and transportation to events. The funding was open to all entrepreneurship programs, but Marketplace for Kids was the venue of choice for schools. Over 2,700 students with projects and nearly 1,600 teachers and advisors participated in ten regional events.

We also received funding to incorporate the ND Career Resource Network into the agency. This move has stabilized the CRN and enabled continued production of the Career Outlook as well as serve as a supervisor over the four Career Resource Coordinators across the state. These CRCs provide information and technical assistance and training to schools, counselors and teachers in career development and career planning activities for students.

We received \$1.6 million to bring the total for the workforce training region funding to \$3 million dollars. This is a cooperative effort between our agency and NDUS. From the workforce training system perspective the funding enabled the four regions to provide training to 1,345 businesses which translates into just under 12,000 employees receiving training, they have 26.5 FTE who are state funded and an additional 17.7 FTE with funds from training revenues. They maintain a 99% satisfaction rate with clients.

Here are some of the additional things that we have done that have benefited the students of ND:

- Provided initial and training funds to bringing Project Lead the Way into ND Technology Education programs – it is STEM curriculum based, and focuses on pre-engineering.
- Developing end of program assessments for students who concentrate in CTE to make sure that they are well prepared and ready for their career choice and to meet federal requirements.
- Developed individual plans of study for students to begin planning for the courses they need to follow for a career choice, these plans will be filled

out by students in the 8th grade and be revisited each year to provide focus and direction in their career planning process.

- Continue to work with the BND to provide Choices, a computer based career planning tool to all schools and now parents in the state. We provide the training and technical assistance so counselors, teachers and students can use this planning tool through their school years and beyond.
- Provided Innovation grants to schools and institutions from the \$70,000 that was provided last year which went towards programs in robotics, pre-engineering, and engineering.
- Supported the expansion of the Emerging Technology cooperatives which now include seven cooperatives and 91 schools, up from 77 schools. Emerging Technology rotates modules of technical equipment between schools within a consortium. These modules range from robotics to CNC Mills and Bio-tech/DNA to laser and fiber optics. This project introduces basic technological literacy standards and skills to students in the participating districts. We have a management team with representatives from school administrators, business, and workforce development to provide guidance for the program.
- Implemented a Math-in-CTE project which paired math teachers and CTE teachers in a professional development training program. Our intent was to positively affect the math scores of students in CTE courses. Through this scientifically conducted study we were able to positively increase math scores by 5% to 10 % over the course on one semester using the

embedded math concepts in the CTE course. We are continuing this project and rolling it out to more CTE discipline areas.

- Initiated the process to combine our data collection process with the DPI to combine our data needs with their news STARS system so that schools only have to enter student information once.

These were some of the highlights of what we were able to do with the funding that you provided to us last session.

This brings us to our budget request for the 2009–2011 biennium. This budget request reflects both the Governor’s recommended increases and our additional requests that are needed to expand and enhance CTE to meet the needs of students, schools, businesses, and communities across the state.

What we are asking for

If you look at the white budget sheet, it reflects where we have been and what we are asking your consideration for, in the 2009-11 biennium. On the back side is a short description for each request, in priority order, which was established by our board. If you would turn your attention to the budget page, the first column reflects where we are at right now. Line 7 is our salaries, line 10 is our operating and line 21 is our total grants to schools, about \$24 million in state and federal funds. Line 24 is Adult Farm Management at \$549,802 which is followed by Workforce Training at \$3,000,000 and Postsecondary grants of \$357,452 for a total agency budget of \$32.8 million in state and federal funds.

At the bottom of that column it shows our source of funding which is about a 66% state and 34% federal funding split. State funds go to schools based on the programs that they offer, while federal funding is allocated based on Title I census data.

The second column reflects our Board's priority ranking for each of our requests, the third column are those budget requests, the fourth column is the Governor's recommended increases, the fifth column reflects the Senate actions and the sixth column, which is highlighted in grey, is our additional requests over and above the Senate's recommendations.

I will go through our budget by priority ranking. Line 13 "Cost to Continue New Centers" is our top priority. We are asking for \$1.2 million. Earlier I spoke about the three new Virtual Area Centers that we were able to establish. For those Centers we received \$1.2 million which was for the second year of the biennium, only one year of the biennium, or only half of what we need to fund these centers for an entire biennium. In the next two columns on line 13 you will see that the Governors and Senate budget recommended \$800,000 which is \$400,000 less than needed which would mean that we would potentially have to reduce or eliminate funding for one of the centers. These pilot Area Centers have brought CTE programs to schools that did not have access before. If we are to continue these new centers at full funding we will need the additional \$400,000.

On line 14 is our request for \$3 million additional funding for schools which is the second priority. This funding would go towards increasing funds to schools, including increasing the reimbursement rates, up to an additional five percent. That would increase our base rate from 25% to 30% - which is still less than the 35% it was in the mid-nineties.

This funding will also go towards existing, new, and expanding CTE programming in schools. CTE is a high cost program – more equipment, larger facilities, and smaller teacher to student ratios. It will expand Emerging Technology, which I previously talked about, to more schools by creating more consortiums and provide funding for technical assessments which are new federal requirement for schools. These industry based assessments would be given to students who concentrate in a CTE program of study, say in welding or computer programming. The exam would be an industry based test and would provide to the student, both motivation to do well and a certification that they could hand to an employer to document that they have the skills, or to a postsecondary institution to facilitate articulation of courses. In addition to the benefits to the student and employer, the new federal Perkins legislation requires us to use nationally recognized skills testing as one of our performance measures, which we as a department are evaluated on annually, much like NCLB. We traditionally have 3,000 concentrators in CTE every year and at an average cost of \$40 per assessment, the \$250,000 is needed to help us meet this need. We have done some limited pilot testing in welding and marketing and the reports back from teachers has been favorable.

Staying on Line 14, in the next column you can see that the Governor's and Senate's budget included \$1.55 million and an additional \$250,000 on line 15 for technical assessments for a total of \$1.8 million.

In the sixth column is our additional request of \$1.2 million which would enable us to fully fund that initiative. You have heard of the need to promote and enhance CTE. This funding will move us in the right direction and make more funding available for more CTE courses to more students and create awareness that CTE does provide career

opportunities. More students enrolled in CTE programs at the secondary level will mean more students in CTE programs at the postsecondary level and more students entering technical careers.

The third priority is on Line 3, \$100,000 as an equity increase for program staff in our agency. It would be an across the board \$250 per month increase for 16 program staff. We continue to have difficulties filling openings with the largest reason being the salary compared to what they would receive as a teacher. When we compared the salaries between our staff and the Bismarck school district we were on average \$3,000 lower. This funding would make our agency more competitive in attracting and hiring top individuals. The Governor's and Senate's budget included \$46,463.

Our next priority is on line 16 "Career Planning Initiative", the career planning initiative came out of the Joint Boards which are CTE, DPI, NDUS, and ESPB. All four agencies meet to discuss and plan ways to coordinate the educational system and delivery in our state. The CTE portion of the initiative is reflected in line 16. We are asking for \$1.6 million dollars to fund up to 16 Career Resource Coordinators across the state. This funding would go out as grants and combine with the federal funds that support the four current Career Resource Coordinators that I spoke about earlier. These individuals assist schools, teachers, counselors and work with business and industry to provide professional development and resources for the career planning process that is so much the focus for all ages of students. The Governors' and Senate's recommendation was for \$400,000 leaving \$1.2 million of that request unfunded.

In a similar yet distinctly different initiative you will notice in the Governor's and Senate's budget columns on line 4, \$150,000 for a new FTE for a Career Advisor

Supervisor and in line 9 Training and Certification expenses of \$240,000 for a total of \$390,000. This recommendation comes out of the Governor's Education Commission and their recognition of the need for more school counseling and career development staffing in schools. This FTE and the operating funds will provide leadership and the training necessary for 50 Career Advisors. These individuals came about through the recommendation that the ratio of counselor to students required for school accreditation be reduced from 1 to 450 to 1 to 300. Career Advisors will be one way that schools and their counseling programs can meet that requirement. Requirements to be a Career Advisors will be a bachelor's degree, five years of work experience, and obtain a national Career Development Facilitator credential. They will be able to fill one third of a school counseling program's staffing needs. While this was not in our original budget request, it will fit into our mission and complement what we already do in Career Development.

The distinction between a Career Resource Coordinator and a Career Advisor is who their target is. Career Resource Coordinators work with schools, counselors and teachers, providing professional development and resources, while the Career Advisors are school based and work with students in a school.

The fifth priority on line 24 is to increase the funding by \$250,000 for Adult Farm Management programs so that all programs are funded at the same level. Currently there are programs based in secondary schools, Area Centers, and in two year campuses. Through the years the programs at the two year campuses have only been funded half as much as the others. This funding will equalize that funding at 64% for all programs no matter where they are located. The Governor and Senate budgets recommended \$200,000.

The sixth priority on line 27 is for cost to continue funding for the Workforce Training Regions. Originally the Governor's budget included \$305,000, which would have enabled the regions to provide 5% pay increases for their staff and cover increases in operating, such as travel. The Senate eliminated that line item. We would ask you consider replacing \$206,000 of this amount which would cover only the increases for those staff that are paid with state funds. Again of the 44.2 staff positions, 26.5 are funded with state dollars. I know there are others here today that could also speak to workforce training.

Our seventh priority on line 17 "Two New Virtual Centers" is for \$1.2 million, the same as it was to start two Centers last biennium. Some of the initial applicants have gone back to their groups and are working on a stronger and more viable plan and we have had inquiries from other groups of schools that want more information on how to establish an Area Center to provide CTE opportunities to their students. You will see in the next column that the Governor's recommendation did not include any funding for new centers but again, if we want to spread out the availability of CTE courses and programs to more students, this is one way that it can be done.

Mr. Chairman and members of the committee, we know we are asking for a substantial increase in our funding ... above and beyond the Governor's and Senate's recommendations and we take the responsibility very seriously. We, our Board and entire staff, believe in Career and Technical Education and what it can do for students. Through the efforts of our staff and our Board, ND offers some of the best quality CTE programming in the country. We pride ourselves in the assistance and leadership we provide to schools in this state, which in turn again translates into quality programming

for students. We involve business and industry and tie our programs to industry standards. This could not be accomplished without a staff of dedicated people in the Department of Career and Technical Education who operate with a deep sense of passion for what they do.

We need to make CTE – secondary and postsecondary – more accessible to students all across the state. Secondary CTE is a foundation for postsecondary CTE and if we want to grow the availability of skilled workers we need to provide opportunities. We need to help students, parents, administrators, counselors, and teachers understand that CTE offers career opportunities. I believe that the budget request before you will help us get there.

Mr. Chairman, thank you for the opportunity to talk about CTE and I would be glad to answer any questions that you may have.

SB#2019 Department 270 Department of Career and Technical Education

CTE provides technical skills, knowledge, attitude necessary for success in a globally competitive workplace for over 39,000 Middle School, Secondary, & Postsecondary students. We ask that you approve amendment .0203 to engrossed Senate bill # 2019. The first section relates to counselor position requirements; to provide an effective date of July 1st 2010 which is necessary due to a problem with HB#1400 which reduces the counselor requirements from 450 to 300 in the first year of the biennium but does not include funding for these positions in this first year and knows schools will not be able to fill these positions until the second year.

Pg. 1 line 12 reducing the salaries & wage line by the equity funding of \$48,786. This removes number 1 on the green sheet. This amendment adds \$200,000 to number 2 on the green sheet for the three virtual area centers which increases the total funding by 1,000,000. Remember we only included funding for these new programs for one year of the last biennium. We removed \$200,000 from number 7 on the green sheet which reduced grant funding to increase the number of career coordinators from four to eight to pay for the increase in funding for the virtual area centers over the Senate budget. We increased funding in #3 for program reimbursement rates for the centers by \$200,000 to a total of \$2,000,000. We used the remaining \$200,000 from #7 to cover this increase over the senate budget. This increase covers the area centers which include 74 schools. This totally removes #7 on the green sheet. #4 on the green sheet increased the adult farm management program by \$200,000. This provides the same percentage of the state share of the program which we have now. #5 provides funding for the workforce training grants and changes the Senate recommendation by restoring \$206,000 of the \$305,000 which the Senate removed. There are 44 FTE's in this area and 26 are state funded and the additional dollars are needed to cover the increase for our state funded FTE's. #6 includes the funding for an additional FTE Career Advisor Training position and relating operating expenses for a total increase of \$404,312. This is the person that will be responsible for the training of the additional 50 Career Advisor's which are requested in #HB# 1400. These positions will be in schools throughout the state and will be the responsibility of the local school districts. #8 on page two increases funding for innovation grants by \$70,000. These are the grants which covered programs in robotics, pre-engineering, and engineering. This amendment also allow the agency to accept federal fiscal stimulus funds upon Emergency Commission and Budget Section Approval. Major related legislation is HB#1230 which relates to an additional virtual center with a combination of stimulus and special funds and HB#1475 which provides additional funding of \$50,000 for innovation grants.

The total budget for CTE with this amendment is \$36,780,992. General fund portion is \$26,018,110 and expected income is \$10,762,882. This is an increase of about 19% over last year. FTE's are increased by one.

Mr. Chairman, I move amendment # .0203.


I move SB#2019 as amended.

Same
slides
given to
House
2-26-09

North Dakota
cte
Career and Technical
Education


**Department of
Career and Technical
Education**

Biennium Budget Presentation
Senate Appropriation
January 22, 2009




Mission

to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.



CTE Enrollment

- ▶ Secondary (9-12) - 19,843
 - Duplicate count - 27,060
 - Middle school - 12,500
- ▶ Postsecondary - 6,771



740 Approved Programs

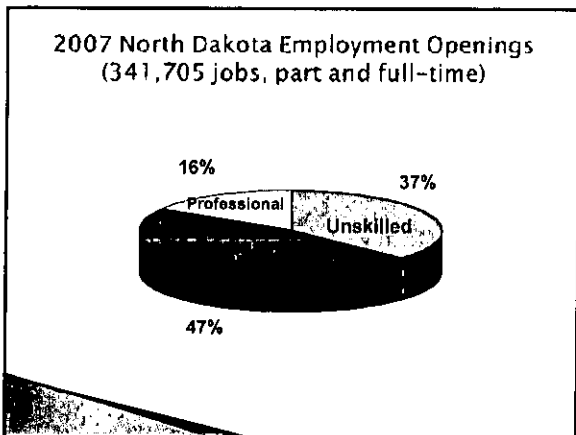
Agriculture Education
Business and Office Technology
Family and Consumer Sciences
Technology Education
Marketing Education
Information Technology
Career Development
Trade, Technical and Health Careers

Secondary Trade, Technical & Health (T&I)

- › Auto Collision
- › Auto Technology
- › Aviation Technology
- › Commercial Art
- › Const. Technology
- › Culinary Arts
- › Drafting
- › Electronics
- › Facilities Maintenance
- › Graphic Arts
- › Health Careers
- › Machine Tooling
- › Recreational Engines
- › Welding Technology

High School Graduation

- › Students who take 2 or more sequential credits in a CTE program area;
 - 95% graduation rate ...compared to 87% for all students
 - 91% graduation rate for Native Americans compared to 65% statewide

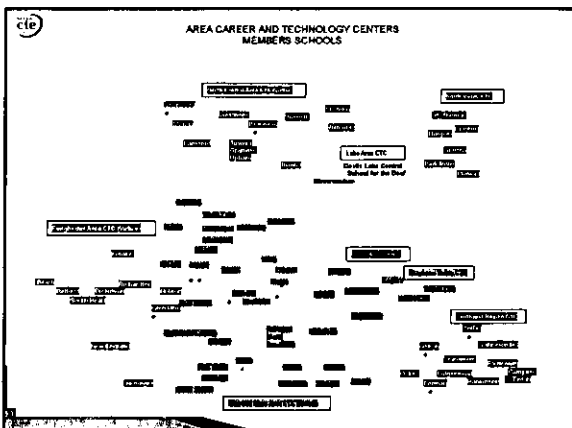


- 2006 - 2016 projected Top 22 occupations**
- | | |
|-------------------------------------------------|-----------------------------------|
| › Registered Nurses | › Team Assemblers |
| › Retail Salespersons | › General and Operations Managers |
| › Customer Service Reps | › Nursing Aides |
| › Truck Drivers | › Child Care Workers |
| › Janitors and Cleaners | › Carpenters |
| › Personal and Home Care Aides | › Truck Drivers |
| › Combined Food Preparation and Serving Workers | › Receptionists |
| › Waiters and Waitresses | › Elementary School Teachers |
| › Office Clerks, General | › Maintenance and Repair |
| › Sales Representatives | › Electricians |
| › Accountants and Auditors | › Welders |
- These represent 14,918 openings and 29,137 replacement openings

- Funding to Schools**
- › CTE Reimburses
 - 25% on CTE teacher salary
 - 30% on program travel
 - Professional development
 - Student organization
 - 35% on Career Development Counselor
 - 38% at Area Centers

New & Established Area Centers - 74 schools

- › Roughrider ACTC (New)
- › North Central ACTC (New)
- › Missouri River ACTC (New)
- › North Valley ACTC - Grafton
- › Sheyenne Valley ACTC - Valley City
- › Lake Area CTC - Devils Lake
- › James Valley ACTC - Jamestown
- › SE Regional CTC - Wahpeton and Oakes



Roughrider ACTC

- › Members
 - Belfield, Beach, Dickinson, Glen Ullin, Hebron, Hettinger, South Heart, New England, Killdeer, Richardton-Taylor
- › CTE Programs
 - Health Careers, Business and Office, Marketing, Agriculture, Information Technology, Welding in 2nd year

RACTC Employer Survey Skills Needed (134) (Partial listing)

- › Use Computer Technology tools* - 134
- › Customer Service* - 106
- › Sales and Marketing* - 101
- › Work individually on problem solving- 99
- › Work in groups/teams- 79
- › Cement Masons and finishers- 70
- › Basic finance skills* - 59
- › Certified Nurse Assistant(CNA)* - 51
- › Math and science applications to engineering 47
- › Welders** - 45
- › Engineering technology - 40
- › Heavy Equipment safety and use - 37
- › Construction Technology(14)- 34
- › Computer Aided Drafting/design(15) - 31
- › Nurses (18)* - 28
- › Carpentry (20) - 26
- › Diesel Technology(23) 24

RACTC Employer Needs 134 Responses (Partial listing)

Industry	Retirement	Turn-over	Expansion	Total
Oil & Gas	69	627	353	1049
Manufacturing	63	595	305	963
Health Care	92	744	116	952
Building Construction	57	320	126	503
Road Construction	34	100	15	149
Auto/truck repair	35	60	47	142
Banking & Finance	27	56	50	133
Sales	16	81	29	126
Agriculture	28	59	21	108
Engineering/Surveying	14	28	16	58
Government	32	15	7	54
Telecommunications	13	15	21	49
Tourism	21	11	13	45

North Central ACTC

- › Members
 - › Bottineau, Dunseith, Mohall-Lansford-Sherwood, Rugby, St John, Towner-Granville-Upham, and Westhope
- › CTE Programs
 - › Health Careers, Electronics, Information Technology, Marketing, Business and Office, Construction, Welding

NCACTC Community Survey 1 to 5 Scale (Partial listing)

Health Care*	4.0
Business and Office Technology*	3.8
Construction*	3.6
Electronics*	3.6
Information Technology*	3.6
Welding	3.6
Technology Education	3.6
Agriculture*	3.5
Diesel Technology	3.4
Marketing*	3.4

2007 - 2009 Highlights

- › Project Lead The Way into Technology Education programs
- › End of course assessments
- › Individual Plans of Study to improve the career planning process for students
- › Choices - an online career planning tool
- › Innovation grants for robotics and pre-engineering

2007 - 2009 Highlights

- › Emerging Technology to 91 schools
- › Math-in-CTE project to increase math scores
- › Combined our data collection with DPI to eliminate duplicate requests of schools

2009 - 2011 Budget Request

Line	Description	Request	Governor's Budget	Additional Request
12	Virtual Centers	\$1,200,000	\$800,000	\$400,000
13	Funding to Schools	\$3,000,000	\$1,800,000	\$1,200,000
3	Salary Equity	\$100,000	\$46,463	\$53,537
15	Career Planning	\$1,600,000	\$400,000	\$1,200,000
4	Career Advisor	0	\$390,000	0
21	Farm Management	\$250,000	\$200,000	\$50,000
23	Workforce Training	\$305,000	\$305,000	0
16	New Virtual Centers	\$1,200,000	0	\$1,200,000
	Total	\$7,655,000	\$4,089,110	\$4,103,537

North Dakota
cte
 Career and Technical
 Education

State Board for Career and Technical Education

2009-2011 Biennium Budget

LINE ITEMS	2007-2009 Budget	Priority Rank	Agency Request	Governor Recommended Increases	2009-2011 Executive Budget Recommendation	Additional Agency Request	Agency Requested Total Budget
Salaries							
Equity Increase		3	100,000	46,463		53,537	
1 new FTE Career Advisor			0	150,000			
General salary increase				446,661			
Total Salaries and Wages	3,575,692			643,124	4,218,816	53,537	4,272,353
Operating Expenses	986,606		0	240,000	1,226,606		1,226,606
Grants							
Cost to Continue New Centers		1	1,200,000	800,000		400,000	
Increase Funding to Schools		2	3,000,000	1,550,000		1,200,000	
Technical Assessments		2		250,000			
Career Planning Initiative		4	1,600,000	400,000		1,200,000	
Two New Virtual Centers		7	1,200,000	0		1,200,000	
less: expired grant and transfers				(299,014)			
Total Grants to Schools	24,370,116		7,000,000	2,700,986	27,071,102	4,000,000	31,071,102
Adult Farm Management	549,802	5	250,000	200,000	749,802	50,000	799,802
Workforce Training	3,000,000	6	305,000	305,000	3,305,000		3,305,000
Postsecondary Grants	357,452		0	0	357,452		357,452
Total Line Items	32,839,668		7,655,000	4,089,110	36,928,778	4,103,537	41,032,315
FUNDING SOURCE							
General Fund	21,804,036		7,655,000	4,361,860	26,165,896	4,103,537	30,269,433
Special Funds	204,974				204,974		204,974
Federal Funds	10,830,658			(272,750)	10,557,908		10,557,908
Total Funding Source	32,839,668		7,655,000	4,089,110	36,928,778	4,103,537	41,032,315
FTE	27.5		0	1	28.5		28.5

**State Board for Career and Technical Education
2009-2011 Biennium
Priority Budget**

1) Cost to continue newly established virtual area centers – \$1,200,000

- Roughrider Area Career and Technology Center
- North Central Area Career and Technology Center
- Missouri River Area Career and Technology Center

2) Increase funding to CTE programs statewide - \$3,000,000

- Increase funding for current CTE programs
 - A 1% increase in reimbursement rates is approximately \$400,000 a biennium (Current base rate is 25% in 1993 it was 35%)
 - Review reimbursement levels between programs
- Start new/expanded programs
 - Incentives to schools
 - Expand STEM programming in school
 - Tied to documented industry needs
 - Emerging Technology
 - Two new consortiums (100+ schools)
- End of program, technical assessments
 - 4,300 secondary and 3,000 postsecondary

3) Career planning/development – \$1.6 million

- Deploy a total of 16 CRC's across the state by population and geography
 - Objective to train trainers at local schools
 - Obtain a Career Development Facilitator (CDF) credential
 - For all schools – (through REA, CTE Centers, or 2-yr Campus model)
 - \$50,000 for each FTE(16) = \$1.6 million

4) Adult Farm Mgmt – \$250,000

- Balance reimbursement between secondary and postsecondary based programs

5) Workforce Training system - \$305,000

- Cost to continue at current levels and maintain levels of service

6) Two New Virtual Area Centers - \$1.2 million

- Make grants available for two new Virtual Area Centers
- Second year of 2009 - 2011 Biennium



AREA CAREER & TECHNOLOGY CENTERS MEMBERS SCHOOLS

North Valley CTC

St. Thomas
Hoople
Drayton
Grafton
Park River
Midway

North Central Area CTC (Virtual)

Sherwood
Westhope
Dunseith
Belcourt
Lake Area CTC
Devils Lake Central School for the Deaf
Minnewaukan
Rugby

Roughrider Area CTC (Virtual)

Killdeer
Beach
Belfield
South Heart
Richardton
Dickinson
New Salem
Glen Ullin

Garrison

Turtle Lake
Underwood
Washburn
Stanton
Center
Wilton

Goodrich

McClusky

Wing

Wing

Center

Wilton

Steele

Mandan

Bismarck

Elgin-New Leipzig

Flasher

Fort Yates

Selfridge

White Shield

Solen

Linton

Strasburg

Zeeland

Missouri River Area CTC (Virtual)

James Valley CTC

Platte

Rogers

James town

Medina

Montpelier

Napoleon

Hazelton

Moffit

Braddock

Wishek

Ashley

Shenenne Valley CTC

Tower City

Valley City

Southeast Region CTC

Colfax

New England

Elison

Wyndmere

Fairmount

Hankinson

Oakes

Lidgerwood

Wahpeton HS

Campbell

Tintal

Hettinger

Area Career and Technology Centers
Member Schools

Lake Area Career & Technology Center -Devils Lake

Devils Lake Central, Minnewaukan, School for the Deaf

North Valley Area Career & Tech Center- Grafton

Grafton, Hoople-Crystal (Valley), Inkster (Midway), Park River, St. Thomas, Drayton

James Valley Area Career & Tech Center - Jamestown

Jamestown, Medina, Montpelier, Pingree-Buchanan

Sheyenne Valley Area Career and Technology Center – Valley City

Maple Valley-Tower City, Rogers-North Central of Barnes, Valley City

Southeast Region Career & Technology Center - Wahpeton and Oakes

Fairmount, Hankinson, Richland/Colfax, Wahpeton, Wyndmere, Oakes, Sargent Central, Lisbon, Lidgerwood, Cambell/Tintah

Roughrider Area Career and Technology Center (Virtual)

Beach, Belfield, Dickinson, Glen Ullin, Hebron, Hettinger, Killdeer, New England, Richardton/Taylor, South Heart

North Central Area CTC (Virtual)

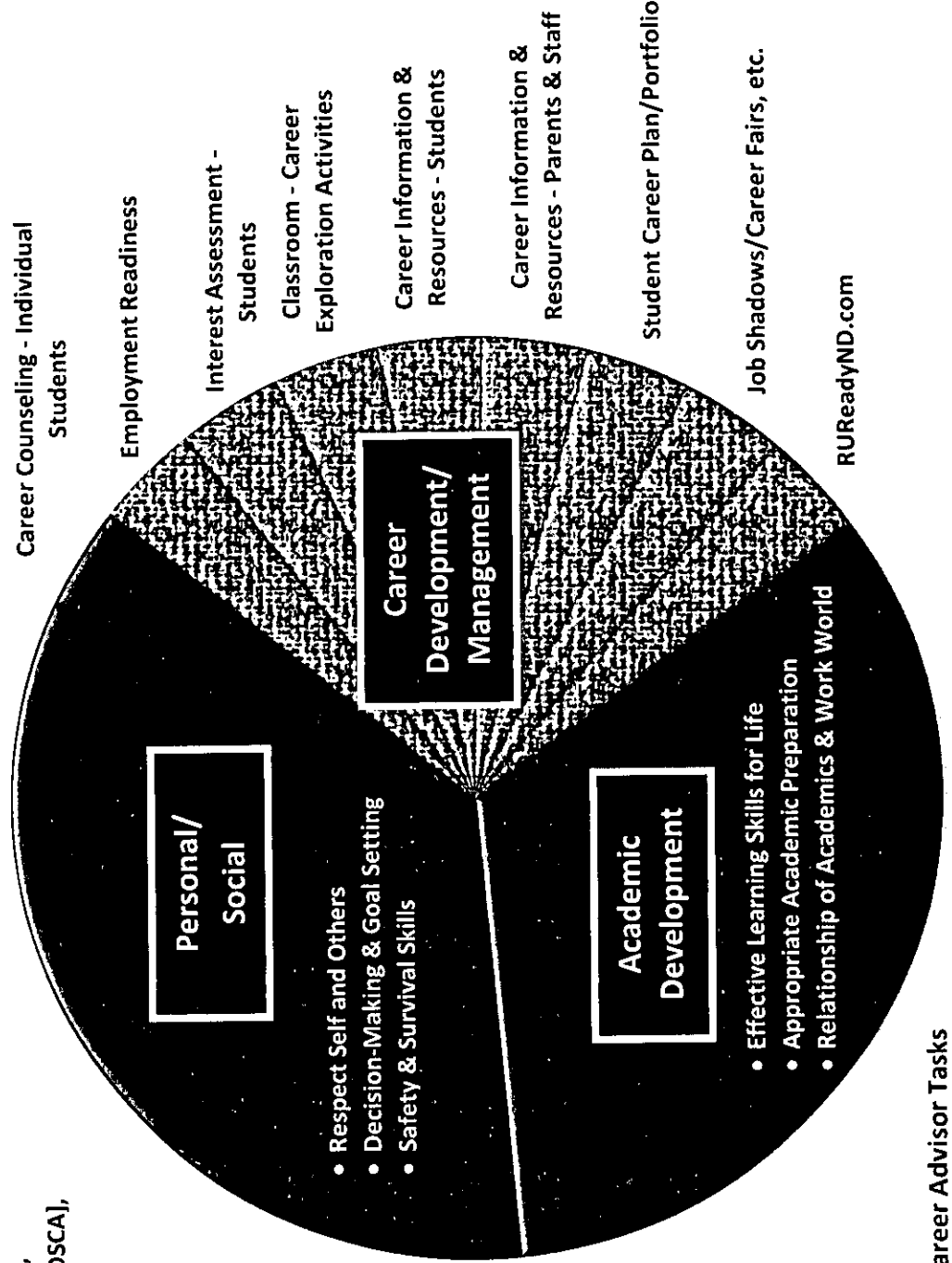
Bottineau, Dunseith, MLS – (Mohall, Lansford, Sherwood), Rugby, St John
TGU – (Towner-Granville-Upham), Westhope

Missouri River Area CTC (virtual)

Ashley, Beulah, Bismarck, Center-Stanton, Elgin-New Leipzig, Flasher, Garrison, Goodrich, Hazen, HMB – Hazelton, Moffit, Braddock, Kidder County, Linton, Mandan, McClusky, Napoleon, New Salem, Selfridge, Solen-Cannonball, Standing Rock, Strasburg, Turtle Lake-Mercer, Underwood, Washburn, Wilton, Wing, White Shield, Wishek, Zeeland

Three Domains Addressed by School Counseling Programs

School counseling programs and services are designed to meet student needs in the following three domains (i.e. American School Counselor Association [ASCA], ND School Counselor Association [NDSCA], ND Career Development [NDCD]):



School Counselor Tasks

School Counselor and/or Career Advisor Tasks

RURReadyND.com

Clarification of roles:

School Counselors – Career Development Counselors

Career Advisors

Career Resource Coordinators

School Counselors and Career Development Counselors:

Perform the same function in schools – fill the same roles in a school counseling program

In addition Career Development Counselors:

1. Have completed or met additional educational and work experience requirements to earn a Career Development Credential issued by CTE.
2. File annual Programs of Work and file annual end-of-year reports.
3. Receive technical support and professional development opportunities to emphasize the “Career” domain.
4. Schools receive 35% salary reimbursement funding from CTE.

Career Advisors:

Career Advisors would work under the supervision of a credentialed school counselor; primarily in the career development domain. They would expand the scope of services by working closely with school and career counselors in a variety of contexts, including:

1. Disseminating career and labor market information to student, parent, and/or teacher groups,
2. Assisting counselors in providing “real world” career exploration experiences for students and educators (i.e. career fairs, job shadows, information interviews, practice job interviews, job seeking skill information, externships, cooperative work experiences, and student internships, etc.)
3. Assisting counselors and teachers with RUPrepareND.com (formerly Choices) usage with students, career exploration or research, postsecondary research, scholarship and financial aid research and application, interest assessment, etc.

Career Advisors would receive global career facilitator training and additional training planned and delivered by ND CTE. Career Advisors would develop and submit a program of work based on a common statewide set of program standards, and would be supervised by ND CTE.

Career Resource Coordinators: (currently 4 in the state)

1. Deliver training to teachers and counselors in the use of career planning resources such as the career information delivery system, RUPrepareND.com (formerly Choices, which includes electronic portfolios, state and national occupation information and postsecondary programs, educational and career plans of study) and testGEAR (an ACT preparation tool), the Career Outlook publication, and the career planning resources available on the CTE website.
2. Regionally based – each coordinator works with about 45 schools.
3. Establish resources to connect businesses, educators, parents, and students to specific career opportunities within their regions in order to facilitate job shadows, internships, work experiences, and career fairs.

08-09 NORTH DAKOTA CAREER DEVELOPMENT COUNSELING PROGRAMS

71 Career Development Counselors (48 FTE's) in 114 Secondary Schools - Providing services for 18,891 students
 3 Career Development Counselors (2.2 FTE's) in 3 Postsecondary Institutions - Providing services for 4626 students
 Ratios: Secondary Career Development Counselor/student ratio of - 1/266
 (FTE) Secondary Career Development Counselor/student ratio of - 1/393
 Postsecondary Career Development Counselor/student ratio of - 1/1542
 (FTE) Postsecondary Career Development Counselor/student ratio of - 1/2102



• Indicates Postsecondary

Claire Fitzgerald
 cfitzgerald@nd.gov
 Career Development and Tech Prep Supervisor
 Phone: 701-328-3196, Fax: 701-328-1255
 CTE Web Address: <http://www.nd.gov/cte>

Addie Lea
 Administrative Assistant
 Phone: 701-328-2288
 alea@nd.gov

North Dakota University System
SB 2019 – Senate Appropriations Committee
January 22, 2009
Deanette Piesik, Director

Mr. Chairman, Senators of the Appropriations Committee.

Good morning. For the record, my name is Deanette Piesik, TrainND Chair for 2009, Director for the Northwest region located at Williston State College.

As detailed in “A Plan for Developing a World-Class Workforce Training System in North Dakota,” November 23, 1998, the primary focus of Workforce Training is to meet the training needs of business and industry, providing employees with training paid for by employers. HB 1443 provided the legislation and funding mechanism to create four workforce training regions in the state and assigned primary responsibility for workforce training to Williston State College (WSC), Lake Region State College (LRSC), North Dakota State College of Science (NDSCS) and Bismarck State College (BSC).

North Dakota Workforce Training begins its 10th year with a new brand, a new name and a new website. The statewide organization is now TrainND, a more direct clear descriptor of our services. TrainND enhances businesses’ abilities to compete globally.

TrainND provides training anywhere, anytime. Our training includes technical, soft skills, organizational development and computer. TrainND is powered by Bismarck State College, Lake Region State College, North Dakota State School of Science and Williston State College.

One of the companies I would like to highlight today is Halliburton Energy Services. In 2003, the Northwest region developed a 40-Hour New Hire Training for Halliburton. Since 2005, over 750 employees have participated in that training program. In 2006, Halliburton partnered with TrainND and the Center for Transportation Safety to provide their Commercial Drivers License Training Program in Williston. This new training program allowed the Northwest region to offer CDL training to Halliburton and to other trucking companies, as well as to individuals who were interested in a career as a truck driver. Since 2006, over 195 employees and individuals have participated in this program. Halliburton has requested the Northwest region to deliver the SMART Program in Williston. This five day training program will start next week. The cost savings to the company is in the thousands, not only for training fees but also in travel expenses. As you can see, TrainND has a significant impact on the businesses in North Dakota.

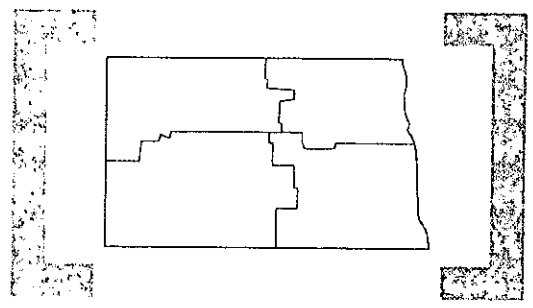
TrainND requests an increase of \$305,000. Total requested amount for the 2009-2011 Biennium is **\$3,305,000**. The most important thing North Dakota can do is invest in human capital. Through increased utilization of TrainND, business and industry will further ‘close the skill gaps’ and increase their profitability. TrainND exists to ensure that the businesses of the state can access the training their employees need. Thank you for your support of TrainND.

It’s a competitive world. Train for it!



Powered by: Bismarck State College, Lake Region State College, Williston State College and North Dakota State College of Science.

Why is TrainND important to North Dakota? TrainND is the state's most comprehensive and inclusive training network. Our training services for business and industry help North Dakota businesses compete on a global level, and they are tailored to support their efforts to capitalize on growth potential.



What business leaders are saying

When asked to describe TrainND in one or two words, business leaders, legislators and North Dakota employees at a Statewide Advisory Board Strategic Planning Retreat used words such as: Positive, Responsive, Effective, Affordable, Vital, Value-added, Customized and Flexible.

"Every service employee we hire receives training from TrainND before beginning duties in the field. This has helped create a safer environment for all of us as we move forward in the energy industry. Whenever we have needed specific training, they have been very helpful and accommodating."
Todd Beard
Nabors Well Service • Williston

"We saw the results of [coaching and communications] training through improved employee relations and greater consistency in the applications of rules and regulations at our Grand Forks plant."
Dan Gordon
LM Glasfiber • Grand Forks

"The southeast TrainND Region understands our need for flexible training in both specialized and general skills — small groups and company-wide. I congratulate any manager with the wisdom to make this connection."
Kim Lunde
Cherrington Enterprises, Inc.
Jamestown

"The southwest TrainND instructor works with our maintenance staff to develop a training outline, detailed test plans and coordinates the training schedule. Very positive feedback has been received with respect to the professional nature of training and the mobile facility."
Mark Thompson
Leland Olds Station • Bismarck

TrainND by the numbers

- 211,607** total training hours
- 1,345** businesses served
- 743** businesses returned for additional training
- 53%** of our business is repeat business
- 17,380** total registrations
- 11,990** unduplicated registrations
- 99%** client satisfaction
- 98%** employee satisfaction

Fiscal Year 2008



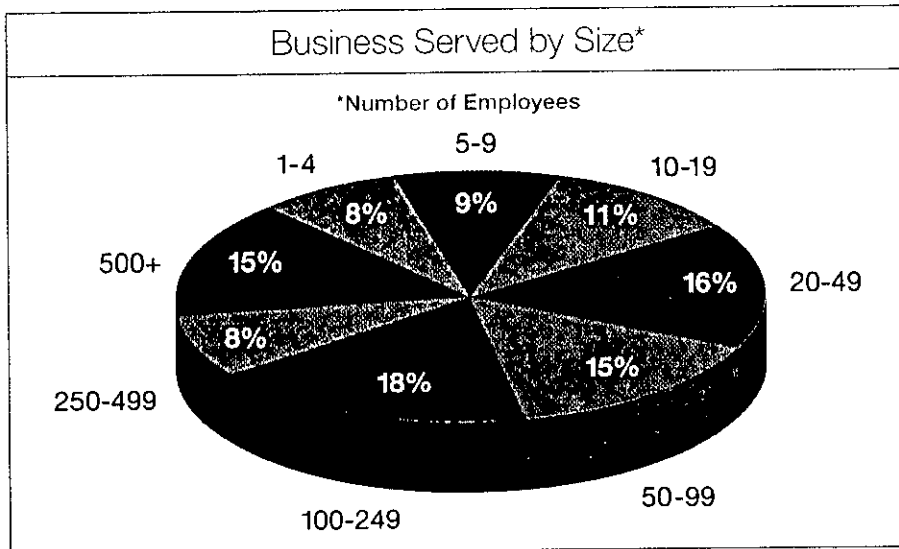
A good investment

The overall revenue generated from training this year is up 16% from last year. Training increases employee retention, productivity, competitiveness, quality and customer satisfaction.

Current efforts and goals of TrainND:

- Continue to inform policy makers
- Increase the consultative relationship with our clients
- Identify, clarify and communicate what workforce training is — and what it can do for North Dakota business
- Deliver training to clients anytime, anywhere
- Increase participation in events such as the Governor's Workforce Summit and HR Conference
- Collaborate and deliver programs across the state for welding, machining, manufacturing, oil and gas, commercial drivers license training and more

In 1999, after the legislative enactment of the workforce training system, the State Board of Higher Education charged Career and Technical Education plus regional training advisory boards with successful implementation of the new training system. In the 2007 Legislative Session, HB 1019 provided funding for new initiatives, salaries, operations and awareness. To address awareness-building goals, the regions collaborated to develop our brand, our new name (TrainND) and our new look. www.TrainND.com





**Written Testimony of Dave MacIver
North Dakota Chamber of Commerce President
In Support of SB 2019
January 22, 2009**

The North Dakota Chamber of Commerce would like to voice its support for the proposed increase to the North Dakota Workforce Training System funding in SB 2019. This increase, from \$3 million to \$3.3 million, will help to sustain the investments made into our state's growing workforce.

The North Dakota Chamber of Commerce was a driving force in the creation of the Workforce Training System. We recognized then, and still believe today, a trained workforce is an important key for creating business growth. Our support of this system continues because of the system's role in providing skilled workers that are essential to the growth, maintenance, and success of every North Dakota business.

The increase in Workforce Training funding will provide for recommended salary increases and operating costs of the program. It will also provide businesses with continued training opportunities, access to outreach personnel, and partnerships with the private sector related to training. If this funding is not provided, the program will have to cut back on its services to provide for the salary increases and operating costs covered by this bill. The funding allocated for the Workforce Training System in SB 2019 will allow the program to continue to work at its current level of success.

SB 2019, MacIver, Page 1

THE VOICE OF NORTH DAKOTA BUSINESS

While the program maintains excellent results, we believe North Dakota needs to continue to investment in its strong human capitol. By strengthening our state`s workforce, we are investing in the future of North Dakota businesses. The Chamber also supports increased funding for career and technology education across the state. By educating and training our residents in the careers available in North Dakota, we can keep our one of our most valuable resources in state.

The North Dakota Chamber of Commerce appreciates your past investments in workforce training and encourages you to increase the funding for the North Dakota Workforce Training System to \$3.3 million.

SAVIT
February 26, 2009
attachment 5

North Dakota University System
SB 2019
House Appropriations Committee, Education and Environment Division
February 26, 2009

Dr. Marsha Krotseng, Vice Chancellor for Strategic Planning, NDUS

Good afternoon, Mr. Chairman and members of the Committee.

On behalf of the North Dakota University System, I appreciate this opportunity to offer support for the funding SB 2019 provides for North Dakota's workforce training system - trainND.

For our businesses to be competitive in the 21st century, they must continually adapt to advances in technology and processes. To keep up with all this new information and maintain high skill levels, it is imperative that we continue learning throughout our lives, becoming lifelong learners. That's where workforce training – trainND – plays a crucial role with North Dakota's business and industry to ensure that employees' skills remain high and their companies competitive.

Developing North Dakota's workforce takes several forms. We most often think about the for-credit academic programs that lead to a formal degree or certificate. Workforce training is more short-term, customized instruction tailored to the needs of a particular employer. The training is delivered when and where it is needed to current workers to enhance or upgrade their skills. With workforce training, our **customers are private sector employers** and our students are the employees of those companies. With enhanced skills, these individuals become even more valuable assets to their respective companies and contribute to making their employers more competitive, nationally and internationally. Companies contract with trainND for this customized training, and it is delivered to clients anytime, anywhere.

TrainND consists of the four community colleges designated as the lead institutions within their respective regions of the state: Bismarck State College (Southwest region), Lake Region State College (Northeast region), the North Dakota State College of Science (Southeast region), and Williston State College (Northwest region). The regions work collaboratively. If one region cannot provide a particular type of training, it will refer the company to one of the other regions for assistance.

Some examples of the types of training available through trainND include:

- Technical skills training: electrical, welding, machinist, home health care provider, OSHA regulations, and commercial driver's license.
- Computer and technology skills: computer hardware and software, network, e-commerce.
- Employee and organization development skills: team building, customer service, time management, project management, grant writing.

How is trainND funded? The majority of funding for trainND comes from direct training revenues. In FY 2008, these revenues totaled \$3.5 million (69%). State appropriations accounted for 28% of the revenues in FY 2008. The remaining 3% came from grants and other sources.

Who are the clients served by trainND? TrainND touches employees throughout the state in a wide range of industries: energy, utilities, health care, manufacturing, transportation, finance, and service. These training efforts have benefited our cities as well as the rural areas of the state; they have enhanced skills of workers in major companies as well as in medium-sized and small businesses. A list of recent clients includes familiar names such as Altru Health, Basin Electric, Caterpillar, LM Glasfiber, MDU, and Western State Bank, to name just a few. However, 44% of the businesses served by trainND employ fewer than 50 workers.

How successful is trainND in meeting employer needs? The attached pages from the *Accountability Measures* report produced by the North Dakota University System address this question. Attachment 1 indicates that trainND served 1,345 businesses and 11,990 individual participants during FY 2008. To add further perspective, some of these nearly 12,000 individuals were registered for multiple training sessions. If we count the multiple instances, altogether there were over 17,000 total registrations for workforce training sessions. These 17,000 registrations translate into 211,607 total training hours provided last year alone.

The sheer numbers of businesses and individuals served are significant and they offer essential insights into the performance of trainND. However, an even more crucial question to ask is: **How satisfied are the clients and workers with the training they received?**

As Attachment 2 indicates, 98.7% of clients were either "satisfied" or "very satisfied" with the training provided. Additional evidence of satisfaction is the fact that 53% of the 1,345 businesses contracted for additional training. Comments by a representative group of employers reference the professionalism of the training, the visible difference they witnessed in their employees following training, flexibility of the training system in working with them, and the positive feedback they received from their employees. The second graph on that attachment quantifies this statement; it reveals that 98% of employees were either "satisfied" or "very satisfied" with their training.

These are very positive indicators, and they demonstrate the significant results your investment in trainND produced during the current biennium. These outcomes would not be possible without your assistance, and on behalf of the trainND directors, I thank you for your support.

The trainND directors are passionate, enthusiastic, and hard-working individuals. They are continually striving to excel. Their clients express high levels of satisfaction with their work, but the directors themselves are never fully satisfied and are constantly seeking to improve. One way they do this is to consult their local advisory boards – businessmen and women from their local communities who offer guidance and recommendations as they develop strategic plans for their regions.

In closing, I thank each of you for your continuing support and assure you that trainND strives to exceed - not just to meet - your expectations in serving North Dakota's ever-changing workforce training needs

Mr. Chairman, Thank you very much for your consideration. I will be pleased to answer any questions.

DRAFT

Study of Workforce Training Regions

Before July 1, 2010, the state board of higher education shall conduct a study of the status of the training activities provided by the four institutions of higher education assigned primary responsibility for workforce training in the state, including

- a. effectiveness in meeting training needs of business and industry in the respective regions;
- b. responsiveness, results achieved, and other performance measures; and
- c. review of an appropriate funding mechanism

The study shall involve representatives of the legislative assembly, higher education institutions, career and technical education, the workforce training boards established pursuant to NDCC chapter 52-08, and other representatives of business and industry. The findings of the study shall be reported to the interim workforce committee which shall report the findings and its recommendations, together with any legislation required to implement the recommendations, to the 63rd legislative assembly.

Workforce Training

Measure ED3

(Legis 2.c.)

Number of businesses and employees in the region receiving training

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

The number of businesses using North Dakota's workforce training system to provide training for their employees increased 250 percent between FY 2000 and FY 2005. The number decreased between FY 2005 and FY 2006 as a result of completing a major training contract. In FY 2008, 1,345 businesses were served, and the number of employees trained increased to 11,990.

About this Measure

Workforce training system performance results are available for FY 2000 through FY 2008. These results demonstrate responsiveness by the workforce training system to a strong demand for workforce training in the state.

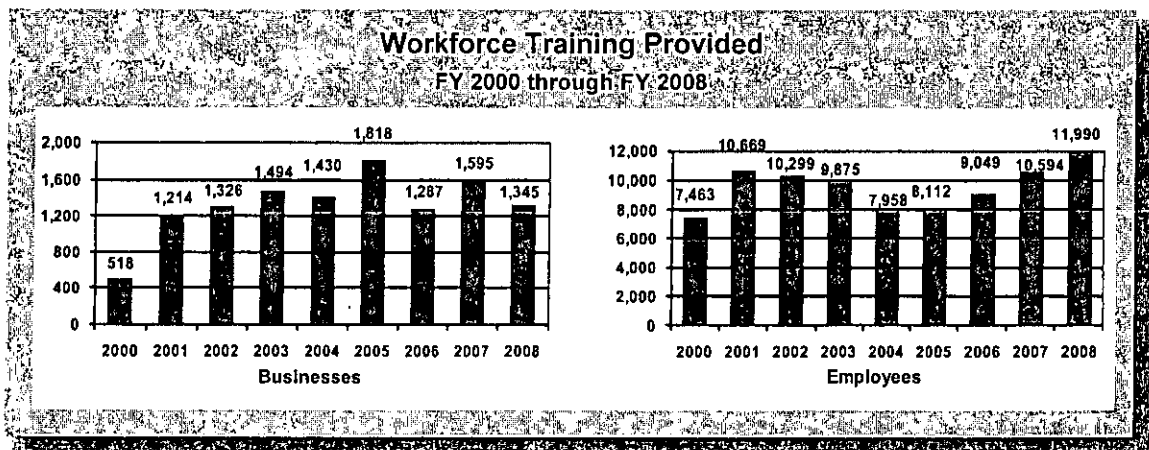
For example, 518 businesses received training through this system in FY 2000. The number rose to 1,818 in FY 2005. The unusually high number of businesses served in 2005 was due to a major one-year contract that required training to be provided to several hundred businesses. The number of businesses served has returned to more normal levels since that time.

The number of employees who received training increased from 7,463 in FY 2000 to 10,669 in FY 2001. The number declined to 7,958 in FY 2004, but has increased steadily since 2005. These fluctuations in the number of businesses served and employees trained are related to the size and location of the businesses. For example, when training is extended to more rural areas of the state, smaller businesses that have fewer employees may be served. Much of the increase for FY 2008 can be attributed to training provided for oilfield workers.

Workforce training client satisfaction levels are presented in Measure ED5 on Page 7.

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 for North Dakota.

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



Workforce Training Satisfaction

Measure ED5

(SBHE-1)

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

What is the level of satisfaction with training?
 Businesses reported a 98.7 percent workforce training satisfaction level for FY 2008.
 Employees reported a satisfaction level of 98 percent during the same period.

About This Measure

Both businesses and employees continue to report very high levels of satisfaction with training received through the workforce training system. Through an evaluation of each training event, businesses that contracted for training have consistently reported satisfaction levels above 95 percent, including a 98.7 percent satisfaction level in FY 2008.

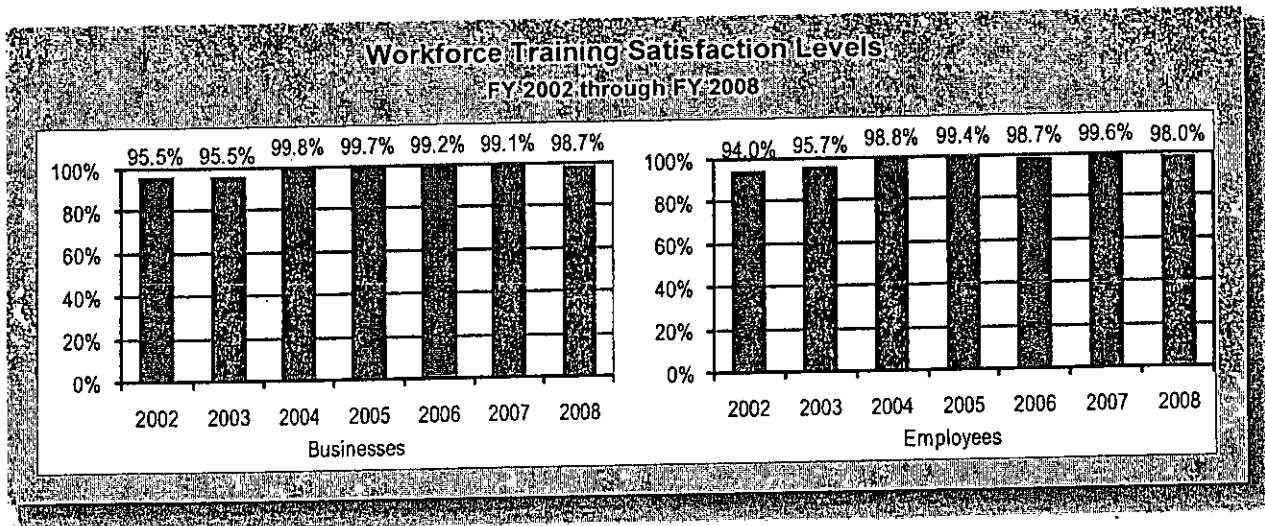
Satisfaction of employees also continues to be high. Beginning at 94 percent in 2000, the FY 2008 satisfaction level was 98 percent. These numbers include employees who received training through the

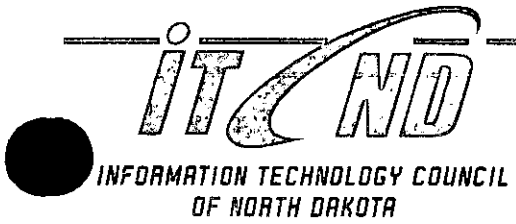
North Dakota workforce training system by way of contracts with businesses. The numbers also include other individuals who received training through open enrollment, a term used to describe training events not directly financed by business.

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

Business and various economic development specialists.

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 North Dakota Chamber of Commerce (formerly the Greater North Dakota Association) and resulted in recommendations for the NDUS and the Legislative Assembly.





PO Box 2599 • Bismarck, ND 58502
U.S. Toll Free 1-877-311-1648 • (701) 355-4458 • (701) 223-4645 (Fax)
office@itcnd.org • www.itcnd.org

Testimony of Gary Inman
Echelon Corporation
In Support of SB 2019
January 22, 2009

Chairman Holmberg and members of the Senate Appropriations Committee:

My name is Gary Inman, and I am the director of customer support and services at Echelon Corporation in Fargo. I currently serve as the president of the Information Technology Council of North Dakota (ITCND). It is on ITCND's behalf that I am voicing support of SB 2019.

ITCND was created in 2000 by North Dakota business, government and university leaders who recognized the need to strengthen the state's information technology infrastructure and reposition the state as a national leader in IT. ITCND has nearly 90 member organizations, with representatives from both the public and private sector.

We support this bill as many of its components will strengthen North Dakota's IT education, thus helping our members secure a workforce in the future. The 2008 IT Workforce Needs Assessment, commissioned as part of the development phase of ITCND's IT Career Awareness Program, indicated a need for more than 2,500 new and replacement IT employees over the next 10 years in just the core IT industries. The development of a high-quality workforce is vital to the future growth of North Dakota's IT industry. This bill will help promote the IT cluster through the addition of career resource coordinators and career advisors. ITCND plans to work closely with these individuals through its IT career awareness program.

We would also ask for your consideration in providing a \$1.2 million increase (of which the Governor recommended \$800,000) for the virtual area career and technical education centers. These centers are offering IT courses to students who previously did not have access to them. Each center is required to offer at least two credits of IT coursework to all students in their member schools. This is important as the 2008 IT Workforce Needs Assessment reported that only 10 percent of the state's IT workers are employed in the core IT industry. Roughly 90 percent are employed in the state's other industries including agriculture, health care, energy, manufacturing and financial services. This indicates the importance of IT to all career paths. It is essential that students have access to IT classes.

Your support is also encouraged for the \$3 million (of which the Governor recommended \$1.8 million) requested from the Department of Career and Technical Education to increase funding for schools. Career and technical education, including IT, is expensive both in terms of

equipment and the staffing due to the smaller class requirements for lab settings. The increased funding would provide an incentive for additional schools to add career and technical education courses, including IT, to their curriculum.

The Department of Career and Technical Education has been a strong partner with the state's IT industry in working to provide IT education to meet the current and future needs of industry. The addition of career resource coordinators and career advisors; and increased funding for virtual career and educational centers and for school assistance to assist with the costs associated with career and technical education courses are essential to meeting the future needs of industry.

We thank you for your support of IT educational opportunities in the past and urge your support of SB 2019.

Inman testimony in support of SB 2019.



SB 2019
February 26, 2009
attachment #4

PO Box 2599 • Bismarck, ND 58502
U.S. Toll Free 1-877-311-1648 • (701) 355-4458 • (701) 223-4645 (Fax)
office@itcnd.org • www.itcnd.org

Testimony of Deana Wiese

Executive Director, Information Technology Council of North Dakota
In Support of SB 2019
February 26, 2009

Chairman Skarphol and members of the House Appropriations – Education and Environment Division Committee:

For the record, my name is Deana Wiese, and I am the executive director of the Information Technology Council of North Dakota (ITCND). On behalf of ITCND, I would like to encourage your support of SB 2019.

ITCND was created in 2000 by North Dakota business, government and university leaders who recognized the need to strengthen the state's information technology infrastructure and reposition the state as a national leader in IT. ITCND has nearly 90 member organizations, with representatives from both the public and private sector.

We support this bill as many of its components will strengthen North Dakota's IT education, thus helping our members secure a workforce in the future. The 2008 *IT Workforce Needs Assessment*, commissioned as part of the development phase of ITCND's IT Career Awareness Program, indicated a need for more than 2,500 new and replacement IT employees over the next 10 years in just the core IT industries. The development of a high-quality workforce is vital to the future growth of North Dakota's IT industry. This bill will help promote the IT cluster through the addition of career resource coordinators and career advisors. ITCND plans to work closely with these individuals through its IT Career Awareness Program.

We would also ask for your consideration in providing a \$1.2 million increase (of which the Governor recommended \$800,000) for the virtual area career and technical education centers. These centers are offering IT courses to students who previously did not have access to them. Each center is required to offer at least two credits of IT coursework to all students in their member schools. This is important, as the 2008 *IT Workforce Needs Assessment* reported that only 10 percent of the state's IT workers are employed in the core IT industry. Roughly 90 percent are employed in the state's other industries including agriculture, health care, energy, manufacturing and financial services. This indicates the importance of IT to all career paths. It is essential that students have access to IT classes.

Your support is also encouraged for the \$3 million (of which the Governor recommended \$1.8 million) requested from the Department of Career and Technical Education to increase funding for schools. Career and technical education, including IT, is expensive both in terms of equipment and staffing due to the smaller class requirements for lab settings. This increased funding would provide an incentive for additional schools to add career and technical education courses, including IT, to their curriculum.

The Department of Career and Technical Education has been a strong partner with the state's IT industry in working to provide IT education to meet the current and future needs of industry. The addition of career resource coordinators and career advisors; and increased funding for virtual career and educational centers and for school assistance to assist with the costs associated with career and technical education courses are essential to meeting the future needs of industry.

We thank you for your support of IT educational opportunities in the past and urge your support of SB 2019.

Wiese testimony in support of SB 2019.