

2009 SENATE EDUCATION

SB 2226

# 2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2226

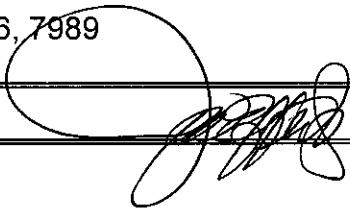
Senate Education Committee

Check here for Conference Committee

Hearing Date: January 28, 2009

Recorder Job Number: 7986, 7989

Committee Clerk Signature



Minutes:

Chairman Freborg opened the hearing on SB 2226. All members were present.

Lt. Governor Jack Dalrymple testified in favor of the bill. This is part of the new policy to separate policy language from spending initiatives. Although it says at the request of the governor at the top of the bill, he can assure us it is not at the request of the governor. Section 1 is \$3 million for technical education grants and section 2 is \$40 million for needs based financial aid.

Funding for needs based financial aid is now at \$6 million and grants are offered for up to \$800. It has been at that level for quite some time now. We can no longer say that any North Dakota high school graduate can attend college if they so desire. He is very concerned that we can no longer provide that assurance. The Board of Higher Education operates on formula when considering grant applications that determines unmet need. A students total annual cost of education is determined, then other sources of funding are deducted, including Pell grants, Stafford loans to arrive at unmet need. It is a process that has been used for some time and it is a reasonable approach. \$800 doesn't go too far anymore to fill unmet needs.

Section 2 is the largest part of the bill. Under the bill, grants can be up to \$2000 per recipient per year. Under current law the maximum grant is \$1000, in practice it has been \$800. This

would increase to 11,400 the number of eligible students. It is estimated the average grant amount would be \$1800. Some students are deciding they can't go to college because they can't afford it which is why this bill is so important. It is estimated with an unmet need of \$6000 or more, the grant would be \$2000, for an unmet need of \$4000 - \$6000, the grant would be \$1500 and for an unmet need of \$2000 - \$4000, the grant would be \$1000. In comparing North Dakota to other states, on a grant per full time student basis, North Dakota ranks 45<sup>th</sup>, on a grants per population age 18 – 24, North Dakota ranks 45<sup>th</sup>, in grant dollars per capita, North Dakota ranks 45<sup>th</sup>. With the additional \$40 million in this bill, North Dakota would rank 14<sup>th</sup>, right with Minnesota. It is important to keep up with the other states, especially with Minnesota. Students look at where they can get the best educational deal and we need to stay in the game. The Senate Education Committee is being asked to evaluate the value of the proposal, not the \$40 million.

Section 1 addresses retention of our most promising high school graduates. Many of our best and brightest are leaving North Dakota when they finish high school. There are many proposals to help retain these young people, including an initiated measure tax credit which failed. One reason for failure is these other programs are not specifically targeted at the students we want to retain. This bill targets our most promising students who will fill high paying jobs in fields where we expect to have jobs. It incents them to stay in the state for several years. The STEM (Science, Technology, Engineering, Math) will do it in North Dakota schools. They can earn a \$10,000 buy down in student loans and is a true incentive. This is where job growth will occur. He distributed a list of jobs that would qualify (attached).

Senator Flakoll asked for an explanation of the handout.

Lt. Governor Dalrymple said table 1 (which he did not distribute) lists programs in the STEM area. Table 2 lists occupations in approved areas.

Senator Flakoll confirmed that all occupations on the list are in areas of high growth and are the occupations of the future.

Lt. Governor Dalrymple said all of the occupations on the list show what the Department of Commerce shows as targets.

Senator Flakoll asked about the occupations of food cooking machine operator and farmers and ranchers.

Lt. Governor Dalrymple said the program is competitive and has a fixed appropriation so the most qualified would be funded. Yes, some of those areas are more high tech than we might think. Some food preparation software and equipment is quite complex.

Senator Flakoll asked about the emergency clause in section 3.

Lt. Governor Dalrymple said the emergency clause applies to section 2 and Laura Glatt may be able to provide a better answer. It is to provide a time frame for dealing with the upcoming round of grant applications.

Senator Taylor asked why the executive budget contained \$39 million and this fiscal note is for \$45 million.

Laura Glatt, North Dakota University System, said the fiscal note assumed all students would get the maximum available grant, in practice, they would get \$1800.

Senator Taylor confirmed it was unlikely all students would receive \$2000.

Lt. Governor Dalrymple said that is correct.

Laura Glatt, North Dakota University System, testified in favor of the bill. See written testimony.

Last year, 33,580 students applied for the grants, 20,350 were eligible, 4,152 (20%) received grants. Historically, 15 - 20% of the eligible students received grants. This programs supports

students at public, private and tribal schools. Regarding the emergency clause, they want to begin the grant progress although the dollars won't be spent until after July 1.

Senator Flakoll said now there is about \$6000 per student in unmet need. If this passes, what does that roll down to? What is the governor's office's intent with the \$40 million, would it cover most students' unmet need?

Laura Glatt said that depends on the income level of the incoming students and also depends on federal financial aid.

Senator Flakoll said for 11,000 students with a \$2000 cap, how does that fit together.

Laura Glatt said unfortunately the person in their office that works with this is on medical leave.

When Peggy returns, she can visit with her. The cohort population changes every year.

Federal aid is deducted from unmet needs before grants are awarded.

Senator Flakoll asked if there is \$5964 in unmet needs for all 3 categories of students - public, private and tribal institutions.

Laura Glatt said yes.

Senator Bakke asked if we hope to go from funding 20% of eligible students to 100%.

Laura Glatt said not every student that applies has an unmet need of \$2000. The lowest grant is \$500 and some students have unmet need of less than \$500. She can't say they would fund 100%. (Note: Laura Glatt later sent an email to Senator Bakke regarding this answer and that email is attached.)

Rob Backman, University of Mary and Jamestown College, testified in favor of the bill. See written testimony.

Senator Flakoll said with the increased funding level, would he anticipate the private college students' percentage of dollars received would go up or down?

Rob Backman said he hasn't thought about it but his initial reaction is it would stay the same.

The unmet need of private college students is higher than public school students due to the higher tuition.

Deana Wiese, Executive Director of the Information Technology Council of North Dakota, testified in favor of the bill. Workforce is one of their biggest issues. These incentives will move people in the STEM fields.

Senator Tony Grindberg testified against the bill. He has some comments as chairman of the Interim Workforce Committee and also some comments from his address to the North Dakota Student Association before the session. The bottom line is when we come out of this session with a package for students, it is long overdue. He wants to provide some differing opinions on the approaches and what we are creating here in North Dakota. A lot of what he is saying is based on what they learned through the Interim Workforce process and to date from the testimony they have received in appropriations. He distributed copies of the Technology Occupations Student Loan Forgiveness Program (attached) that is currently provided. It has become apparent to many on appropriations that the program has become very broad. In every industry sector, not just IT or health care or manufacturing, every occupation is experiencing shortages. When defining technology and looking at the program, he thinks it has become very broad. Is this what we expected when we set up loan forgiveness for technology fields? We need to compare it to the front end investments we will be making and from a public policy standpoint, what is the long term return on investment for taxpayers? It's a fairness issue. If we have \$3 million now proposed for student loan forgiveness, how many students are not going to be aware of the opportunity or are going to be left short of the opportunity. He has made a requests to legislative council and will provide it to the Senate Education Committee when he receives it, on the STEM and virtual education bills that have been introduced this session. It makes more sense to fund STEM initiatives for K – 12 education for teachers so the pipeline of students coming out would then experience STEM fields in college. It's a policy issue that we have to deal with this session. It has been

apparent in all the appropriations hearings and a comment was made today, Commerce has a set of high demand occupation fields that is different from the Career and Technical Education standards and are different from North Dakota Job Service. We are fragmented in our approach. When we take a look at the robust times in our state, he isn't sure we are thinking through what is the best long term plan for taxpayer resources for these programs. We are going to have to figure that out. That is one of the goals with the Commerce Department and the Workforce Development Council that oversees these agencies. We are watching the stimulus package, there could be a significant increase in Pell grants. He has been told North Dakota University System originally requested \$20 million, not \$40 million.

Senator Flakoll asked if he meant \$20 million total or \$20 million increase.

Senator Grindberg said he was told \$20 million, \$14 million plus \$6 million and Laura Glatt is nodding her head.

Senator Taylor said in terms of focusing more closely on core areas, are they still needs based?

Senator Grindberg said both, the Hathaway program is based on need and merit.

We need to think in the long term and not one biennium.

Chairman Freborg closed the hearing on SB 2226.

The Senate Education Committee reconvened in the afternoon for committee work.

Senator Bakke moved a do pass on SB 2226, seconded by Senator Taylor. The motion failed 3 – 2.

Senator Flakoll said he was interested in the committee's thoughts about changing the formula used by Higher Ed to compute the needs based grants so the private institutions don't have a formula advantage as they do now. Are we discouraging students from using North Dakota schools of higher education.

Senator Taylor said we have touched on this every session he has been here. Have we tried equating the number of students with the amounts of grant money received, on a percentage basis, if a school's students are 9% of North Dakota college students, they would receive 9% of the grant money, they are now receiving 14% of the grant money. Now that we are dealing with a much larger sum, that would meet with some resistance. It does seem like a fair alternative. It's unrealistic for us to think we can leave them out entirely.

Senator Flakoll said it would have to be worded in a "may not exceed" format. Constitutionally we are not able to say it "must be at least". Something was worded this way once before and was deemed to be unconstitutional. Yesterday, we had a bill that they supported that takes a statewide average for the institutions and uses that in the formula for 2062. It's the formula advantage that bothers him the most.

Senator Bakke said the formula is not in the bill, the formula is in policy and how they administer it. Are you suggesting an amendment to put the formula in the bill?

Senator Flakoll said yes, we should think about it. He referred to the reference point in SB 2062.

Senator Lee said if we are focusing on the private colleges and their percentage, if we look at the tribal colleges, is that going to make them much larger recipients in terms of the number of students they have. They are lower cost and their students have a lot of need so that puts them higher on the percentage scale when compared to private or public students.

Senator Flakoll said that is a good point. He believes they are in the \$5000 range based on recent testimony HB 1394. We could say the lesser amount of their actual tuition or the statewide average for 4 year institutions. He gave a hypothetical example. (8:00) These things aren't as important when we are dealing with lesser amounts of money. There is a proposal that we are looking at for close to \$45 million potentially. We now have three pots of



money – the money in the needs based grant, the money existing about \$6 million, we have an additional \$33.5 million and now in this bill we have another \$6 million in the event we were to fully fund everyone at \$2000. This is real money. It is important to look at the formula.

Senator Bakke said on line 18, it says "or a lesser amount established by rule adopted by the Board of Higher Education". Do we know what that rule is?

Senator Flakoll said whatever they want to make it on that day. The numbers that were thrown out today were "if they want to". Not so long ago, we were at \$400 per student, then it went up to \$600 then \$1000 in the course of the past 10 years. They are by rule able to make it whatever they want. They can make it a flat, uniform level, now that there is a larger eligibility, they use more of a varying threshold, so in this case, some would be \$2000, some would get \$1500, some could get \$500.

Senator Bakke asked if we can put a formula in Century Code.

Senator Freborg said we can do anything we want.

Senator Bakke said she can visit with Anita Thomas about some amendments.

Senator Freborg asked her to work with Senator Flakoll on amendments.

Senator Flakoll said that sounds good.

Senator Freborg asked if we can agree on a formula will we be ready with the bill?

Senator Flakoll said in section 1, it should be less squishy. What qualifies as technology and needs is very subjective. He wishes it wasn't such a moving target. He is concerned with the sheet passed out during the hearing, there are 229 areas. He will have some discussion outside the committee as to what qualifies. We may have to work with it through the session.

Chairman Freborg closed the discussion on SB 2226.

# 2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2226

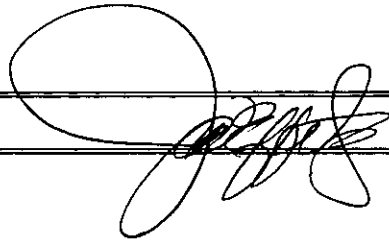
Senate Education Committee

Check here for Conference Committee

Hearing Date: February 2, 2009

Recorder Job Number: 8400

Committee Clerk Signature



Minutes:

Chairman Freborg opened the discussion on SB 2226. All members were present except Senator Taylor who was snowed in and could not get to Bismarck.

Senator Bakke said she and Senator Flakoll worked with Anita on some amendments. She distributed amendment 90806.0101. It bases tuition amount that is used to compute unmet need on the average of the tuition at 4 year North Dakota University System schools or the actual tuition, whichever is less.

Senator Flakoll said the amendment should be changed in 3b by removing "four-year" to allow for the two year schools.

Senator Bakke said she has no problem with that change.

Senator Bakke moved amendment .0101 and withdrew her motion.

Senator Bakke moved amendment 90806.0101 with the correction to the amendment, overstriking "four-year" in 3b, seconded by Senator Flakoll.

Senator Lee asked if the intent was to equalize all the institutions in term of their payments.

Senator Flakoll said the amendments would equalize for the purposes of the formula, if a student attended a non university system institution, so all of those campuses would be the same for purposes of tuition.

Senator Lee asked if someone attends a private or for profit institution, their tuition, for purposes of determining unmet need, would be at the rate of a four year institution.

Senator Flakoll said it would be at the state average of the four year institutions under the control of the North Dakota University System so that if they were at a campus with a tuition rate of \$25,000 vs. UND with tuition of \$6000, there would be more system equity.

Senator Bakke said we also talked about the tribal colleges which would fall under part B so their actual tuition charged would be considered. If they were attending a college with tuition less than the state average, actual tuition would be considered in the formula. If they were attending a college with tuition above the 4 year institution average, the 4 year institution average would be considered in the formula.

The motion passed 4 – 0 – 1.

Senator Lee asked if the amendment changes the fiscal note.

Senator Flakoll said no.

Senator Bakke moved a Do Pass As Amended and Rerefer to Appropriations then withdrew the motion.

There was discussion among the committee about concern that the fiscal note on the bill is more than \$40 million although the appropriation in SB 2003 is \$40 million. The committee wanted to assure no more than \$40 million was used in the next biennium for needs based grants. There was discussion about the best way to word and place such an amendment.

Anita Thomas could not be reached. (Anita Thomas later changed the style of the amendment but not the intention of the amendment.) (10:00)

Senator Flakoll moved the Flakoll amendment (attached), seconded by Senator Lee. The motion passed 4 – 0 – 1.

Senator Flakoll moved a Do Pass As Amended on SB 2226 and rerefer to Appropriations, second by Senator Bakke. The motion passed 5 – 0. Senator Flakoll will carry the bill.

(Senator Freborg offered Senator Taylor the opportunity to vote when he returned and he cast a yes vote.

**FISCAL NOTE**  
**Requested by Legislative Council**  
02/05/2009

Amendment to: SB 2226

1A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2007-2009 Biennium		2009-2011 Biennium		2011-2013 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$48,490,000		\$50,354,000	
Appropriations			\$6,000,000		\$1,864,000	

1B. **County, city, and school district fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

2007-2009 Biennium			2009-2011 Biennium			2011-2013 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

2A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

Increase technology occupations loan forgiveness maximum from \$1,000 to \$2,000 and from 3 to 5 years. And, increase maximum needs-based financial aid state grant award from \$1,000 to \$2,000.

B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

Both sections 1 and 2 of the bill have a fiscal impact, if the current level of loan forgiveness or grant is increased beyond the current loan/grant level, up to the maximum called for in the bill. While the amendment does not impact the level of expenditures, it does shift funds away from students attending private institutions to those attending public institutions.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

Section 1. An increase from current \$1,000 to \$2,000 for all new (250 in 09-10 and 275 in 10-11) and returning tech. occupations applicants would result in expenditures of \$2.89 million, an increase of \$2.194 million over 07-09. Expenditures would increase another \$1.864 million in 2011-13 to fund students for five years at \$2,000 each assuming 275 new funded applicants per year.

Section 2. Fully funding each student at the maximum level of \$2,000 per student, would results in expenditures of \$45.6 million (\$2,000 x 11,400 students per year=\$45.6 million); however, it is the intent to provide an across-the-board grant of \$2,000 to all students, grants would likely range from \$500-\$2,000 depending on the level of unmet need.

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

Section 1. Increasing the tech. occupations loan forgiveness from \$1,000 to \$2,000 and funding new applicants of 250 in 09-10 and 275 in 10-11 would require a 09-11 biennial appropriation of \$2.89 million, which is included in the executive recommendation and in SB2003, thus there would be no additional appropriation required beyond SB2003. General fund appropriation would need to increase another \$1.864 million to sustain the program in 2011-13 under the provisions of the bill.

Section 2. The Executive Budget (SB2003) includes \$39.6 million to support the Governor's proposed ACT-ND program, to provide needs-based grants of between \$500-\$2,000 to approximately 11, 400 students per year, requiring increased funding of \$33.1 million over 07-09. In order to fully fund students at the maximum of \$2,000 each, an additional \$6 million (\$45.6 less 39.6 million) would be required above and beyond the Executive Budget; however, it is unlikely that all students would receive the maximum \$2,000 annual grant amount. Expenditure levels would not increase in 2011-13, since there are no legal commitments to sustain the grant on a year-to-year basis once a student is initially funded.

<b>Name:</b>	Laura Glatt	<b>Agency:</b>	NDUS
<b>Phone Number:</b>	328-4116	<b>Date Prepared:</b>	02/09/2009

**FISCAL NOTE**  
**Requested by Legislative Council**  
01/15/2009

Bill/Resolution No.: SB 2226

1A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2007-2009 Biennium		2009-2011 Biennium		2011-2013 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
<b>Revenues</b>						
<b>Expenditures</b>			\$48,490,000		\$50,354,000	
<b>Appropriations</b>			\$6,000,000		\$1,864,000	

1B. **County, city, and school district fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

2007-2009 Biennium			2009-2011 Biennium			2011-2013 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

2A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

Increase technology occupations loan forgiveness maximum from \$1,000 to \$2,000 and from 3 to 5 years. And, increase maximum needs-based financial aid state grant award from \$1,000 to \$2,000.

B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

Both sections 1 and 2 of the bill have a fiscal impact, if the current level of loan forgiveness or grant is increased beyond the current loan/grant level, up to the maximum called for in the bill.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

Section 1. An increase from current \$1,000 to \$2,000 for all new (250 in 09-10 and 275 in 10-11) and returning tech. occupations applicants would result in expenditures of \$2.89 million, an increase of \$2.194 million over 07-09. Expenditures would increase another \$1.864 million in 2011-13 to fund students for five years at \$2,000 each assuming 275 new funded applicants per year.

Section 2. Fully funding each student at the maximum level of \$2,000 per student, would results in expenditures of \$45.6 million (\$2,000 x 11,400 students per year=\$45.6 million); however, not all 11,400 students may have unmet need of \$2,000, nor is the intent to provide an across-the-board grant of \$2,000 to all students.

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

Section 1. Increasing the tech. occupations loan forgiveness from \$1,000 to \$2,000 and funding new applicants of

250 in 09-10 and 275 in 10-11 would require a 09-11 biennial appropriation of \$2.89 million, which is included in the executive recommendation and in SB2003, thus there would be no additional appropriation required beyond SB2003. General fund appropriation would need to increase another \$1.864 million to sustain the program in 2011-13 under the provisions of the bill.

Section 2. The Executive Budget (SB2003) includes \$39.6 million to support the Governor's proposed ACT-ND program, to provide needs-based grants of between \$500-\$2,000 to approximately 11,400 students per year, requiring increased funding of \$33.1 million over 07-09. In order to fully fund students at the maximum of \$2,000 each, an additional \$6 million (\$45.6 less 39.6 million) would be required above and beyond the Executive Budget. Expenditure levels would not increase in 2011-13, since there are no legal commitments to sustain the grant on a year-to-year basis once a student is initially funded.

<b>Name:</b>	Laura Glatt	<b>Agency:</b>	NDUS
<b>Phone Number:</b>	328-4116	<b>Date Prepared:</b>	01/20/2009



Date: 1/28/09 :  
 Roll Call Vote #: 1 :

**2009 SENATE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. 2226**

Senate Education Committee

Check here for Conference Committee

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

Action Taken Do Pass

Motion Made By Sen. Bakke Seconded By Sen. Taylor

Senators	Yes	No	Senators	Yes	No
Senator Freborg		✓	Senator Taylor	✓	
Senator Gary Lee		✓	Senator Bakke	✓	
Senator Flakoll		✓			

Total (Yes) 2 No 3

Absent \_\_\_\_\_

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

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

Failed

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

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES  
 BILL/RESOLUTION NO. 2226

Senate Education Committee

Check here for Conference Committee

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

Action Taken Amendment .0101 with overstrike of 4 years

Motion Made By Sen. Bakke Seconded By \_\_\_\_\_

Senators	Yes	No	Senators	Yes	No
Senator Freborg			Senator Taylor		
Senator Gary Lee			Senator Bakke		
Senator Flakoll					

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

Absent \_\_\_\_\_

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

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

with draw

PROPOSED AMENDMENTS TO SENATE BILL NO. 2226

Page 1, line 2, remove "subsection 2 of"

Page 1, line 20, replace "Subsection 2 of section" with "Section"

Page 1, replace lines 22 through 24 with:

**"15-62.2-02. State board of higher education - Powers and duties.** The state board of higher education shall:

1. Administer the North Dakota student financial assistance program and the North Dakota scholars program and adopt functional rules regarding the eligibility and selection of grant and scholarship recipients.
2. Determine the amount of individual grants, ~~but which may not to exceed one two~~ two thousand dollars per recipient per academic year, under the North Dakota student financial assistance program.
3. ~~Adopt for~~ For the North Dakota student financial assistance program, adopt criteria for substantial need, based upon the ability of the parents or guardian to contribute toward the applicant's educational expenses. In determining educational expenses for an applicant attending a four-year institution of higher education other than an institution under the control of the state board of higher education, the board shall use the lesser of:
  - a. The statewide average tuition charged that year at four-year institutions of higher education under the control of the state board of higher education; or
  - b. The actual tuition charged that year by the ~~four-year~~ institution in which the applicant is enrolled.
4. Establish the appropriate procedures for fiscal control, fund accounting, and necessary reports.
5. Apply for, receive, expend, and administer granted moneys from federal or private sources."

Renumber accordingly

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

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES  
 BILL/RESOLUTION NO. 8826

Senate Education Committee

Check here for Conference Committee

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

Action Taken Move 90806.0101 Amendment with correction

Motion Made By Sen. Bakke Seconded By Sen. Flakoll

Senators	Yes	No	Senators	Yes	No
Senator Freborg	✓		Senator Taylor A		
Senator Gary Lee	✓		Senator Bakke	✓	
Senator Flakoll	✓				

Total (Yes) 4 No 0

Absent 1

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

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

*3b overstrike "4 year"*

Date: 2/2/09  
Roll Call Vote #: 3

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 2226

Senate Education Committee

Check here for Conference Committee

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

Action Taken No Pass As Amended + Rerefer to Appropriates

Motion Made By Sen. Bakke Seconded By Sen. Flakoll

Senators	Yes	No	Senators	Yes	No
Senator Freborg			Senator Taylor		
Senator Gary Lee			Senator Bakke		
Senator Flakoll					

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

Absent \_\_\_\_\_

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

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

Withdrawn

PROPOSED AMENDMENTS TO SENATE BILL NO. 2226

Page 1, after line 24, insert

"6. Student financial assistance grants may not exceed forty million dollars."

Renumber accordingly

2/2 Flatroll Amendment

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

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 2226

Senate Education Committee

Check here for Conference Committee

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

Action Taken Move "Flakoll" Amendment

Motion Made By Sen. Flakoll Seconded By Sen. Lee

Senators	Yes	No	Senators	Yes	No
Senator Freborg	✓		Senator Taylor A		
Senator Gary Lee	✓		Senator Bakke	✓	
Senator Flakoll	✓				

Total (Yes) 4 No 0

Absent 1

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

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

*not to exceed \$40 million  
for needs based grants*

Date: 2/2/09  
Roll Call Vote #: 5

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 2226

Senate Education Committee

Check here for Conference Committee

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

Action Taken Do Pass As Amended + Refer to Appropriations

Motion Made By Sen. Flakoll Seconded By Sen. Bakke

Senators	Yes	No	Senators	Yes	No
Senator Freborg	✓		Senator Taylor	✓	
Senator Gary Lee	✓		Senator Bakke	✓	
Senator Flakoll	✓				

Total (Yes) 5 No 0

Absent 0

Floor Assignment Sen. Flakoll

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



**REPORT OF STANDING COMMITTEE**

**SB 2226: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS and BE REREFERRED to the Appropriations Committee (5 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2226 was placed on the Sixth order on the calendar.**

Page 1, line 2, remove "subsection 2 of"

Page 1, line 20, replace "Subsection 2 of section" with "Section"

Page 1, replace lines 22 through 24 with:

**"15-62.2-02. State board of higher education - Powers and duties.**

1. The state board of higher education shall:
  - 1- a. Administer the North Dakota student financial assistance program and the North Dakota scholars program and adopt functional rules regarding the eligibility and selection of grant and scholarship recipients.
  - 2- b. Determine the amount of individual grants, ~~but which may not to exceed one~~ two thousand dollars per recipient per academic year, under the North Dakota student financial assistance program.
  - 3- c. ~~Adopt for~~ For the North Dakota student financial assistance program, adopt criteria for substantial need, based upon the ability of the parents or guardian to contribute toward the applicant's educational expenses. In determining educational expenses for an applicant attending an institution of higher education other than an institution under the control of the state board of higher education, the board shall use the lesser of:
    - (1) The statewide average tuition charged that year at four-year institutions of higher education under the control of the state board of higher education; or
    - (2) The actual tuition charged that year by the institution in which the applicant is enrolled.
  - 4- d. Establish the appropriate procedures for fiscal control, fund accounting, and necessary reports.
  - 5- e. Apply for, receive, expend, and administer granted moneys from federal or private sources.
2. The state board of higher education may not expend in excess of forty million dollars for student financial assistance grants during the 2009-11 biennium."

Renumber accordingly

2009 SENATE APPROPRIATIONS

SB 2226

# 2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2226

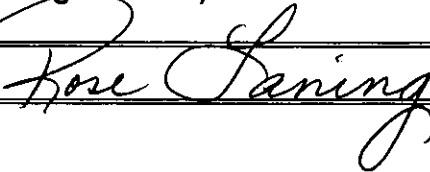
Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: February 9, 2009

Recorder Job Number: **9040 (starting at 12:20)**

Committee Clerk Signature



Minutes:

**Chairman Holmberg** called the committee hearing to order on SB 2226 relating to student financial assistance grants and technology grants; and to declare an emergency.

**Lt. Governor Dalrymple** SB 2226 is an important feature of the governor's budget proposal because it proposes a very significant pay increase for the student aid available to students based on financial need. We currently have about 6M available; this proposal will increase that appropriation to 40M dollars and cover a much larger amount of students. The max grant would rise from \$800 to \$2000 per students. And the average grant would increase from \$800 to approximately \$1800, an increase of 121% each year. The needs test is based on a formula that has been used by the board office for a number of years and it combines a number of tests for financial need and then gives a grant based on the unmet need. Why is the governor so enthusiastic about this large increase? We have discovered that if you look at the rising cost of tuition and the cost of going to college itself, we find that we can no longer make the statement that every high school student can go to college in ND. We have serious reason to question if our colleges are still affordable. Statistics show that we were 45<sup>th</sup> in nation based on distribution of grant money: this proposal would bring ND closer to the national average. Other states have substantial amounts of financial aid available. The bill was amended in Senate education committee. In section 2, it speaks to the state aid program itself. The amount of

individual grants may not exceed \$2000 which used to be a limit of \$1000. Page 2 of the bill has an amendment added that makes the amount of grants available to private institution students equivalent or comparable to the amount given to state institutions. We also added a firm limit of \$40M dollars. There are many things going on with scholarships and loan forgiveness. There is a scholarship being proposed in another bill to be offered to any high school graduate that receives a 3.0 which encourages students to stay in ND and go to school here. The governor's office would say that the priority should be on the needs based scholarship program. There is nothing that comes close to the importance of the student aid program for the financially needy. These are kids who might not go to college if it wasn't for the scholarship. The stimulus package has an increase in the PELL grant. It would lower the amount of unmet need. That would reduce need for state assistance, but we do not want to be too hasty, a part of unmet need is still unresolved. Spoke about the PELL grant program at NDSU and NDU, discussed how finaid is calculated and continuing problem of unmet need. The other part of the bill, section 1, is related to the STEM program which deals with students in the science, technology, engineering and mathematics fields. These are the fields that the Department of Commerce has targeted as the occupations that will lead to higher paying jobs in the future. They are all related to technology. We are recommending that STEM be expanded so that we can offer more each year to students and increase grants from \$1000 a year to \$2000. The loan forgiveness program would be extended to be available for 5 years and lead to a total possible debt forgiveness of \$10,000. That is the kind of incentive that we feel would help college graduates to make the decision to stay here in ND rather than leave. This is a focused way to keep students in ND. I know that you need to sort out these different scholarship ideas and maybe make them fit within some kind of total cost target. We ask you to strongly consider needs based finaid and loan forgiveness as a top priority.

**Senator Warner** Line 9 on the 1<sup>st</sup> page details the requirements to fit STEM regulations; must a student fulfill all three of the requirements or just some to receive the loan forgiveness?

**Dalrymple** It is all three: the program is designed to encourage students to study and participate in internships in the field but by far the biggest qualifier is that the students remain in the state after graduation.

**V. Chair Grindberg** I testified in opposition to this bill in the education committee. Part of my concern was the information we received during higher education hearings, it was a 3-4 page documentation on how broad the loan forgiveness program had become with technology occupations. What research/vetting has been done to show that this is an economic policy that makes sense? Certain lending institutions will tell you that this does not make sense economically if we are going to prime the pump with need based funding and other programs to help college students on the front end. One could believe that the loan forgiveness program will just continue to escalate particularly with regard to the strength of the ND economy. So what research has been done?

**Dalrymple** This is an existing program of the state of ND and it has a track record and is administered well by the board office. The program has been utilized to the extent of our anticipated appropriation in the past. We think that the program does everything well but is not generous enough. We question whether we are putting enough forward in order to get a change of decision in terms of kids taking their first job. Part of the evidence is that the same job in Minneapolis will probably pay about 10,000 more. It is a competitive environment and we want to retain our high skill graduates.

**Senator Mathern** It seems like the grant program for students of need across the board has no incentive or view of keeping people in ND like the STEM program does. We educate them, why incentivize in one area and not the other?

**Dalrymple** Our first priority is to provide financial aid. We want our high school students to go to college in ND. What you do after graduation to retain that graduate is a separate question.

**Senator Kilzer** Is this available to both in and out of state students?

**Dalrymple** We are talking about ND high school graduates going to an institution of higher learning in ND, public or private. If they are coming from MN school this would not apply.

**Senator Christmann** I would like to see the list of programs that are going to be classified as hot jobs.

**Dalrymple** This is one of the area where the administration of the program will make some of those determinations. Explained the process to some degree

**Senator Warner** It seems like we have two things here. We have declared majors in STEM and then a graduation curve that doesn't necessarily cover occupation. Spoke about the need to sort out how aid is classified and awarded.

**Dalrymple** It is difficult to determine classifications but that has to be up to the administration. Discussed some different options.

**Chairman Holmberg** When you were talking about the financial assistance grants and the programs that we do have for example for students who do well on the ACT and we are discussing the balance of merit and need based aid; what happens to the students who qualify according to need and merit? The largest institutions will make you a presidential scholar and wave your tuition but what about others?

**Dalrymple** The way it is done is that the board requires you to take off any other grant you may be receiving and they would be taken into account when creating your finaid package.

**Laura Glatt** ND University System. Testified in favor of SB 2226 and defined the changes to the bill. See attachment # 1

**Jacob Holm** Student Lobbyist. Testified in favor of SB 2226. See attachment #2.

**Brady Pelton** Student at UND. Submitted written testimony in favor of SB 2226. See attachment # 3

**Chairman Holmberg** Does your organization have any position on the tuition in the governor's budget at the present time? If we are faced with the question, do we put 39 M here or put some of it here to hold down tuition for all students—does your organization have a position?

**Holm** We haven't discussed and compared the two. If it is fully funded, we would like to see the 4% cap.

**Chairman Holmberg** It is something you may want to discuss before the end of the session.

**Senator Mathern** I know there are some scientific organizations that recruit people like you with non science degrees and then train them to do highly technical jobs. Do you think this program still applies—should loan forgiveness apply to you?

**Holm** My understanding is that you have to have degree in the field and then apply it in the workforce for this to be applicable, so no, this would not apply to me.

**Rod Backman** University of Mary and Jamestown College. Testified in favor of SB 2226.

We do not receive direct funds from the state, there are very few programs where we do get benefits. We are here to advocate for students. We are concerned about the amendment. What I've been told is that when these programs merged, private schools had their own program, part of the terms of the merger was that private schools were going to be able to retain their higher tuition, to defray the costs of some programs. With 5,600 students with unmet need in private institutions, they are going to be amended out. We would urge you to seriously reconsider the amendment to use the formula that has been used since the programs merged. It is hard to asses needed based aid when the cost of tuition is not taken into account.

**Chairman Holmberg** Committee is always slow/reluctant to make change to bills of a policy nature. Also, we have done it in the past but that will be a committee decision

**Deanna Wiese** Information Technology Council of ND. Testified in favor of SB 2226. See attachment # 4

**Jeb Oehlke** Economic Development Association of North Dakota. Testified in favor of SB 2226. See attachment #5.

**Chairman Holmberg** closed the hearing on SB 2226.

We are going to turn this bill over to the workforce subcommittee.



# 2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2226

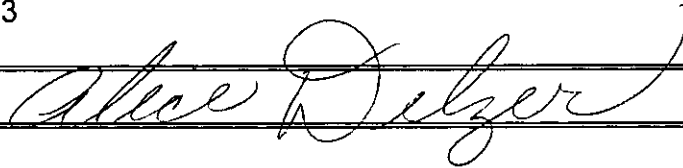
Senate Appropriations Committee

Check here for Conference Committee

Hearing Date: 02-18-09

Recorder Job Number: 9663

Committee Clerk Signature



Minutes:

**Chairman Holmberg** called the committee to order on SB 2226.

**V. Chair Grindberg moved Do Not Pass. Seconded by Senator Fischer**

**A roll call vote was taken. 14 yeas, 0 nays, 0 absent. Chairman Holmberg will carry the bill.**

The hearing was closed on SB 2226.

Date:  
Roll Call Vote #:

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 2226

Senate Senate Appropriations 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 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 14 No 0

Absent 0

Floor Assignment Holmberg

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

REPORT OF STANDING COMMITTEE (410)  
February 18, 2009 5:11 p.m.

Module No: SR-32-3371  
Carrier: Holmberg  
Insert LC: . Title: .

**REPORT OF STANDING COMMITTEE**

SB 2226, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman) recommends **DO NOT PASS** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2226 was placed on the Eleventh order on the calendar.

2009 TESTIMONY

SB 2226

# North Dakota University System - Table 2 technology Job Occupations and Codes

## A degree from Table 1 is required for Table 2 occupations to qualify

(Derived from <http://online.onetcenter.org/crosswalk/>)

<u>SOC</u>	<u>Occupation</u>	<u>SOC</u>	<u>Occupation</u>	<u>SOC</u>	<u>Occupation</u>
11-3011	Administrative Services Managers	17-2041	Chemical Engineers	19-1023	Zoologists and Wildlife Biologists
11-3021	Computer and Information Systems Managers	17-2051	Civil Engineers	19-1029	Biological Scientists, All Other
11-3071	Transportation Managers	17-2061	Computer Hardware Engineers	19-1030	Conservation Scientists and Foresters
11-3071	Storage and Distribution Managers	17-2071	Electrical Engineers	19-1031	Range Managers
11-9011	Nursery and Greenhouse Managers	17-2072	Electronics Engineers, Except Computer	19-1031	Soil and Water Conservationists
11-9011	Crop and Livestock Managers	17-2081	Environmental Engineers	19-1031	Conservation Scientists
11-9012	Farmers and Ranchers	17-2111	Fire-Prevention and Protection Engineers	19-1031	Park Naturalists
11-9021	Construction Managers	17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	19-1032	Foresters
11-9041	Engineering Managers	17-2111	Industrial Safety and Health Engineers	19-1041	Epidemiologists
11-9121	Natural Sciences Managers	17-2111	Product Safety Engineers	19-1042	Medical Scientists, Except Epidemiologists
11-9199	Managers, All Other	17-2112	Industrial Engineers	19-1099	Life Scientists, All Other
13-1051	Cost Estimators	17-2121	Marine Engineers and Naval Architects	19-2011	Astronomers
13-1081	Logisticians	17-2131	Materials Engineers	19-2012	Physicists
15-0000	Computer and Mathematical Science Occupations	17-2141	Mechanical Engineers	19-2021	Atmospheric and Space Scientists
15-1011	Computer and Information Scientists, Research	17-2151	Mining and Geological Engineers, Including Mining Safety Engineers	19-2031	Chemists
15-1021	Computer Programmers	17-2161	Nuclear Engineers	19-2032	Material Scientists
15-1021	Computer Science Teachers, Postsecondary	17-2171	Petroleum Engineers	19-2041	Environmental Scientists and Specialists, Including Health and Geographers
15-1031	Computer Software Engineers, Applications	17-2199	Engineers, All Other	19-2042	Geoscientists, Except Hydrologists and Hydrologists
15-1032	Computer Software Engineers, Systems Software	17-3021	Aerospace Engineering and Operations Technicians	19-2043	Hydrologists
15-1041	Computer Support Specialists	17-3022	Civil Engineering Technicians	19-2099	Physical Scientists, All Other
15-1051	Computer Systems Analysts	17-3023	Electrical and Electronic Engineering Technicians	19-3099	Social Scientists and Related Workers, All Other
15-1061	Database Administrators	17-3023	Electronics Engineering Technicians	19-4011	Agricultural Technicians
15-1071	Computer Security Specialists	17-3024	Electro-Mechanical Technicians	19-4011	Food Science Technicians
15-1071	Network and Computer Systems Administrators	17-3025	Environmental Engineering Technicians	19-4011	Agricultural and Food Science Technicians
15-1081	Network Systems and Data Communications Analysts	17-3026	Industrial Engineering Technicians	19-4031	Chemical Technicians
15-1099	Computer Specialists, All Other	17-3027	Mechanical Engineering Technicians	19-4041	Geological and Petroleum Technicians
15-2011	Actuaries	17-3029	Engineering Technicians, Except Drafters, All Other	19-4051	Nuclear Equipment Operation Technicians
15-2021	Mathematicians	17-3031	Drafters, All Other	19-4051	Nuclear Monitoring Technicians
15-2031	Operations Research Analysts	17-3031	Mapping Technicians	19-4091	Environmental Science and Protection Technicians, Including Health
15-2041	Statisticians	17-3031	Surveying Technicians	19-4093	Forest and Conservation Technicians
15-2091	Mathematical Technicians	19-1011	Animal Scientists	19-4099	Life, Physical, and Social Science Technicians, All Other
15-2099	Mathematical Science Occupations, All Other	19-1012	Food Scientists and Technologists	25-1021	Computer Science Teachers, Postsecondary
17-1021	Cartographers and Photogrammetrists	19-1013	Soil and Plant Scientists	25-1022	Mathematical Science Teachers, Postsecondary
17-1022	Surveyors	19-1020	Biologists	25-1032	Engineering Teachers, Postsecondary
17-2011	Aerospace Engineers	19-1021	Biochemists and Biophysicists		
17-2021	Agricultural Engineers	19-1022	Microbiologists		
17-2031	Biomedical Engineers				

*Jack Dalrymple*  
*2026 1/28/09*

SOC      Occupation

SOC      Occupation

SOC      Occupation

SOC      Occupation

29-2055	Respiratory Therapy Technicians	49-9044	Millwrights	51-4191	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic
29-2055	Surgical Technologists	49-9045	Refractory Materials Repairers, Except Brickmasons	51-4192	Lay-Out Workers, Metal and Plastic
29-9011	Occupational Health and Safety Specialists	49-9051	Electrical Power-Line Installers and Repairers	51-4199	Metal Workers and Plastic Workers, All Other
29-9012	Occupational Health and Safety Technicians	49-9062	Medical Equipment Repairers	51-6062	Textile Cutting Machine Setters, Operators, and Tenders
33-3031	Fish and Game Wardens	49-9091	Coin, Vending, and Amusement Machine Servicers and Repairers	51-6063	Textile Knitting and Weaving Machine Setters, Operators, and Tenders
43-9011	Computer Operators	49-9098	Helpers—Installation, Maintenance, and Repair Workers	51-6064	Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders
43-9031	Desktop Publishers	51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	51-7041	Sawing Machine Setters, Operators, and Tenders, Wood
45-1011	First-Line Supervisors/Managers of Agricultural Crop and Horticultural Workers	51-2022	Electrical and Electronic Equipment Assemblers	51-7042	Woodworking Machine Setters, Operators, and Tenders, Except Sawing
45-1011	First-Line Supervisors/Managers of Animal Husbandry and Animal Care Workers	51-2023	Electromechanical Equipment Assemblers	51-8011	Nuclear Power Reactor Operators
45-2011	Agricultural Inspectors	51-2031	Engine and Other Machine Assemblers	51-8012	Power Distributors and Dispatchers
45-2021	Animal Breeders	51-3091	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	51-8013	Power Plant Operators
45-4011	Forest and Conservation Workers	51-3092	Food Batchmakers	51-8031	Water and Liquid Waste Treatment Plant and System Operators
47-1011	First-Line Supervisors/Managers of Construction Trades and Extraction Workers	51-3093	Food Cooking Machine Operators and Tenders	51-8093	Petroleum Pump System Operators, Refinery Operators, and Gaugers
47-4011	Construction and Building Inspectors	51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	51-9011	Chemical Equipment Operators and Tenders
47-4021	Elevator Installers and Repairers	51-4012	Numerical Tool and Process Control Programmers	51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders
49-2011	Computer, Automated Teller, and Office Machine Repairers	51-4021	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	51-9023	Mixing and Blending Machine Setters, Operators, and Tenders
49-2091	Avionics Technicians	51-4023	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	51-9032	Cutting and Slicing Machine Setters, Operators, and Tenders
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	51-9041	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-9121	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
49-2095	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-9141	Semiconductor Processors
49-2096	Electronic Equipment Installers and Repairers, Motor Vehicles	51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-9196	Paper Goods Machine Setters, Operators, and Tenders
49-3011	Aircraft Mechanics and Service Technicians	51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	53-1011	Aircraft Cargo Handling Supervisors
49-3023	Automotive Master Mechanics	51-4041	Machinists	53-2011	Airline Pilots, Copilots, and Flight Engineers
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	51-4111	Tool and Die Makers	53-2012	Commercial Pilots
49-3041	Farm Equipment Mechanics	51-4121	Solderers and Brazers	53-2021	Air Traffic Controllers
49-3051	Motorboat Mechanics	51-4121	Welders, Cutters, and Welder Fitters	53-2022	Airfield Operations Specialists
49-3053	Outdoor Power Equipment and Other Small Engine Mechanics	51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	53-3011	Ambulance Drivers and Attendants, Except Emergency Medical Technicians
49-3092	Recreational Vehicle Service Technicians				
49-9011	Mechanical Door Repairers				
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers				
49-9041	Industrial Machinery Mechanics				
49-9043	Maintenance Workers, Machinery				

## North Dakota University System – SB2226

### Testimony to Senate Education on January 28, 2009 by Laura Glatt

SB2226 proposes two separate and unrelated changes as follows:

- Section 1 expands the technology occupations loan forgiveness program to include STEM (science, technology, engineering and mathematics) fields and increases the maximum annual loan forgiveness from \$1,000 to \$2,000 and, the total from \$5,000 to \$10,000. These changes were proposed as part of the executive budget recommendation which added \$2 million to this program. This increased funding would allow funding of \$2,000 per year for 250-275 new applicants per year, plus continuation of existing applicants.
- Section 2 increases the state grant award maximum from \$1,000 to \$2,000 per year. This change was proposed by the SBHE and, also as part of the executive budget recommendation which includes a total of \$40 million in 2009-11, an increase of about \$33 million. The Governor's proposed ACT-ND program is intended to provide grants to approximately 11,400 students per year ranging from \$500 to \$2,000, based on the level of the student's unmet need.

Section 1: Page 2 of my testimony outlines the existing technology occupations loan forgiveness program.

Section 2: The current grant amount is \$800 per year. This grant is given to students who attend ND's public, private and tribal colleges and have the most significant demonstrated unmet financial need. Page 3 of my testimony provides more details on the state grant program.

The change proposed in section 2 would permit the SBHE to increase the amount of the grant up to \$2,000. Before making any changes to the grant amount, the SBHE would first consult with the statutorily-created State Grant Advisory Board, which is comprised of three financial aid directors, one college president, one secondary school counselor, and a student, including representation from the public, private and tribal colleges.

On behalf of the SBHE, I ask that you support this legislation.

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*Same numbers given to Senate Approv.*

# Access - General

December 2008

## State Grant Program

The North Dakota Student Financial Assistance Program (State Grant) provides \$800 non-repayable grants each year to North Dakota residents pursuing undergraduate degrees at North Dakota's public, private (not-for-profit) and tribal colleges. The purpose of these need-based grants is to assist students with the cost of attending North Dakota postsecondary institutions. A State Grant also reduces the amount of money a student needs to borrow for his or her education.

- More than 33,580 North Dakota students applied for a state grant in 2007-08. The State Grant Program was able to fund 4,152 needy students or about 12 percent of the eligible students (20,350) For 2007-08, the greatest unmet need of a State Grant Program recipient was \$14,988. Unmet need for this program is calculated as follows: cost of education minus parent/student expected contribution, minus the Federal Pell Grant, minus other resources (such as veterans' benefits) equals unmet need. For academic year 2007-08, State Grant dollars were exhausted at an unmet need figure of \$5,964. In other words, those students demonstrating an unmet need of \$5,963 or less did not receive State Grant support. Historically, of the over 30,000 students who apply for the State Grant program each year, over 20,000 students exhibit some type of unmet financial aid need.

State funding to support the State Grant Program is equivalent to 1.7 percent of annual tuition collections.

Students Receiving State Grants Awarded by Institution Type				
	Public Institution	Private Non-Profit 4-Year Colleges & Hospital School of Nursing	Native American Community Colleges	Total
<b>2008-2009 School Year (est.)</b>				
<b># Applying 30,325</b>				
# of Students Receiving Awards	3,536	581	100	4,217
\$ Awarded	\$2,828,800	\$464,800	\$80,000	\$3,373,600
% of Total \$ Awarded	84%	14%	2%	100%
% of all ND Students Attending College	87%	9%	4%	100%
<b>2007-2008 School Year</b>				
<b># Applying 33,580</b>				
# of Students Receiving Awards	3,484	565	103	4,152
\$ Awarded	\$2,596,400	\$430,798	\$75,200	\$3,102,398
% of Total \$ Awarded	84%	14%	2%	100%
% of all ND Students Attending College	87%	9%	4%	100%

FOR MORE INFORMATION CONTACT:

**Peggy Wipf**, Director of Financial Aid and Federal Relations Coordinator  
701.328.4114 [Peggy.Wipf@ndus.edu](mailto:Peggy.Wipf@ndus.edu)



*Same  
handout  
given to Senate  
Approps.*

# Access - General

December 2008

## Technology Occupations Student Loan Forgiveness Program

The 2001 North Dakota Legislature appropriated \$400,000 for the North Dakota University System (NDUS) to administer a technology occupations student loan forgiveness program. The intent of this program is to reduce student loan indebtedness for individuals who have: (1) graduated in technology-related fields and (2) been employed in technology occupations in the state for one year.

Recipients are eligible to receive \$1,000 in loan forgiveness each year they are employed in approved technology occupations in North Dakota, up to a maximum of three years or \$3,000. The Bank of North Dakota is responsible for applying and/or forwarding loan forgiveness payments. To be eligible, a recipient must have a student loan from the Bank of North Dakota or other participating lender. Individuals must apply annually for new or continued funding.

- For academic year 2007-08, 342 new and continued-funding applications were received. Of the 342 applicants, 291 were funded.
- The average student loan indebtedness of funded applicants, as reported on their applications, was \$10,391.

A breakdown of funded 2007-08 applicants by program area follows:

Program Areas of Funded Applications for 2007-08	# of Applicants Funded
Agricultural/Biological Engineering and Bioengineering	9
Animal Sciences, General	1
Architectural Engineering Technology/Technician	4
Atmospheric Sciences and Meteorology, General	2
Biology/Biological Sciences, General	2
Chemical Engineering	1
Civil Engineering Technology/Technician	4
Civil Engineering, General	11
Clinical Laboratory Science/Medical Technology/Technologist	8
Computer and Information Sciences and Support Services, Other	1
Computer and Information Sciences, General	57
Computer Engineering, General	2
Computer Programming/Programmer, General	1
Computer Science	10
Computer Systems Analysis/Analyst	5
Computer Systems Networking and Telecommunications	10
Construction Engineering	1

**FOR MORE INFORMATION CONTACT:**

**Peggy Wipf**, Director of Financial Aid and Federal Relations Coordinator  
701.328.4114 [Peggy.Wipf@ndus.edu](mailto:Peggy.Wipf@ndus.edu)

# Technology Occupations (cont.)

Program Areas of Funded Applications for 2007-08	# of Applicants Funded
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	3
Diesel Mechanics Technology/Technician	5
Electrical and Electronic Engineering Technologies/Technicians	8
Electrical, Electronic and Communications Engineering Technology/Technician	7
Electrical, Electronics and Communications Engineering	13
Emergency Medical Technology/ Technician (EMT Paramedic)	3
Engineering, General	1
Industrial Engineering	7
Industrial Production Technologies/ Technicians, Other	1
Industrial Technology/Technician	5
Lineworker	1
Machine Tool Technology/Machinist	1
Management Information Systems and Services, Other (some qualify)	2
Management Information Systems, General	28
Manufacturing Engineering	1
Mathematics Teacher Education	2
Mathematics, General	2
Mechanical Engineering	35
Medical Radiologic Technology/Science - Radiation Therapist	15
Medical Radiologic Technology/Science-Radiographer	1
Respiratory Care Therapy/Therapist	8
Small Engine Mechanics and Repair Technology/Technician	1
Surgical Technology/Technologist	2
System, Networking, and LAN/WAN Management/Manger	4
Technology Teacher Education/ Industrial Arts Teacher Education	4
Web Page, Digital/Multimedia and Information Resources Design	1
Welding Technology/Welder	1
<b>TOTAL</b>	<b>291</b>

- A breakdown of funded 2007-08 applicants by technology job occupations follows:

Technology Job Occupations of Funded Applicants for 2007-08	# of Applicants Funded
Agricultural Engineers	4
Bus and Truck Mechanics and Diesel Engine Specialists	2
Civil Engineering Technicians	4
Civil Engineers	11
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	1
Computer and Information Systems Managers	2
Computer and Mathematical Science Occupations	1
Computer Operators	2
Computer Programmers/Computer Science Teachers, Postsecondary	24
Computer Software Engineers, Applications	17
Computer Specialists, All Other	10

FOR MORE INFORMATION CONTACT:

**Peggy Wipf**, Director of Financial Aid and Federal Relations Coordinator  
701.328.4114 [Peggy.Wipf@ndus.edu](mailto:Peggy.Wipf@ndus.edu)

# Technology Occupations (cont.)

Technology Job Occupations of Funded Applicants for 2007-08	# of Applicants Funded
Computer Support Specialists	28
Computer Systems Analysts	17
Conservation Scientists, Park Naturalists, Range Managers, Soil & Water Conservationists	1
Cost Estimators	1
Database Administrators	1
Diagnostic Medical Sonographers	5
Education, Training, and Library Workers, All Other	2
Electrical and Electronics Engineering Technicians	3
Electrical and Electronics Installers and Repairers, Transportation Equipment	1
Electrical and Electronics Repairers, Commercial and Industrial Equipment	5
Electrical Engineers	7
Electrical Power-Line Installers and Repairers	1
Electro-Mechanical Technicians	1
Electronics Engineers, Except Computer	5
Emergency Medical Technicians and Paramedics	3
Engineering Managers	2
Engineering Technicians, Except Drafters, All Other	2
Engineers, All Other	11
Farm Equipment Mechanics	2
Hydrologists	1
Industrial Engineers	3
Industrial Machinery Mechanics	1
Mathematical Science Occupations, All Other	1
Mathematical Science Teachers, Postsecondary	1
Mechanical Engineers	38
Medical and Clinical Laboratory Technologists	8
Middle School Teachers, Except Special and Vocational Education	1
Mixing and Blending Machine Setters, Operators, and Tenders	1
Network and Computer Systems Administrators/Computer Security Specialists	20
Network Systems and Data Communications Analysts	1
Outdoor Power Equipment and Other Small Engine Mechanics	1
Radiologic Technologists and Technicians	14
Respiratory Therapists	6
Respiratory Therapy Technicians	2
Secondary School Teachers, Except Special and Vocational Education	1
Surgical Technologists	2
Telecommunications Equipment Installers and Repairers, Except Line Installers	8
Vocational Education Teachers, Middle School	1
Vocational Education Teachers, Postsecondary	2
Vocational Education Teachers, Secondary School	1
Welders, Cutters, and Welder Fitters/Solderers & Brazers	1
<b>TOTAL</b>	<b>291</b>

FOR MORE INFORMATION CONTACT:

**Peggy Wipf**, Director of Financial Aid and Federal Relations Coordinator  
701.328.4114 [Peggy.Wipf@ndus.edu](mailto:Peggy.Wipf@ndus.edu)



Senate Education Committee


January 28, 2009

SB 2226

Testimony by Rod Backman


University of Mary & Jamestown College

Chairman Freborg & members of the committee my name is Rod Backman, I am here today representing Jamestown College and The University of Mary, to speak in favor of SB 2226.



The private schools in North Dakota have long been a part of the State Grant program. Across the nation these programs have become established as viable means of addressing affordability of higher education. The statistics I have seen, show that raising the cap to \$2,000 and funding at the level the Governor has proposed will move North Dakota from 45<sup>th</sup> in the nation to 14<sup>th</sup>.

Our schools do not receive state funding, so we are here to advocate for our students. We believe funding for higher education in North Dakota should focus on funding students who are residents of North Dakota, and who attend a North Dakota college. Because the State Grant Program matches that philosophy we encourage your support of this bill.





INFORMATION TECHNOLOGY COUNCIL  
OF NORTH DAKOTA

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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

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**Testimony of Deana Wiese**  
Executive Director, Information Technology Council of North Dakota  
In Support of SB 2226  
January 28, 2009

Chairman Freborg and members of the Committee:

For the record, my name is Deana Wiese, and I am the executive director of the Information Technology Council of North Dakota (ITCND).

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

ITCND supports SB 2226 as the board and membership have identified workforce recruitment as one of the IT industries biggest challenges. The 2008 IT Workforce Needs Assessment indicated a need of 2,500 new and replacement IT workers over the next 10 years.

The expansion of the current technology occupations loan forgiveness program to include the fields of science, technology, engineering and math and the increase in the maximum amount and duration of loan forgiveness will incentivize more students in STEM fields, including IT, to remain and work in North Dakota post-graduation.

I would encourage your support of SB 2226.

Thanks for your time and consideration.

*Submitted 1/29/09 by email*

**Bakke, JoNell A.**

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**From:** Laura Glatt [laura.glatt@ndus.edu]  
**Sent:** Wednesday, January 28, 2009 11:36 AM  
**To:** Bakke, JoNell A.  
**Cc:** Deis, Sandy K.  
**Subject:** SB2226

Sen. Bakke: After having some time to reflect on the hearing this morning on increasing the state grant program maximum amount to \$2,000, I realize I may have not adequately answered your question. If all students were potentially provided the maximum grant of \$2,000, this would not cover their full unmet need. As the Lt. Gov. suggested one model might be to provide a grant of \$2,000 to students who have unmet need of over \$6,000. This means that those students would still have remaining unmet need, that would likely need to be filled with loans, of at least \$4,000. Likewise, if students with unmet need of between \$4,000-6,000 are provided a grant, for example, of \$1,500, they would still have remaining unmet need of \$2,500-\$4,500. With the level of proposed funding--even at \$40 million--we will not be able to fund all of a student's unmet need, but we will certainly be able to help more students with a larger share of their unmet need.

Please feel free to share this with other committee members as you deliberate the bill further. Laura

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*The North Dakota University System  
is the Vital Link to a Brighter Future*

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Vice Chancellor for Administrative Affairs  
North Dakota University System  
100 East Boulevard Avenue, #215  
Bismarck, ND 58505-0230  
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1

# North Dakota University System ~~SB2226~~ Testimony to Senate Appropriations on February 9, 2009 by Laura Glatt

SB2226 proposes two separate and unrelated changes as follows:

- Section 1 expands the technology occupations loan forgiveness program to include STEM (science, technology, engineering and mathematics) fields and increases the maximum annual loan forgiveness from \$1,000 to \$2,000 and, the total from \$5,000 to \$10,000. These changes were proposed as part of the executive budget recommendation which added \$2 million to this program. This increased funding would allow funding of \$2,000 per year for 250-275 new applicants per year, plus continuation of existing applicants.
- Section 2 increases the state grant award maximum from \$1,000 to \$2,000 per year. This change was proposed by the SBHE and, also as part of the executive budget recommendation which includes a total of \$40 million in 2009-11, an increase of about \$33 million. The Governor's proposed ACT-ND program is intended to provide grants to approximately 11,400 students per year ranging from \$500 to \$2,000, based on the level of the student's unmet need.

Section 1: Pages 3-12 provides additional background information on the existing technology occupations loan forgiveness program.

Section 2: The current grant amount is \$800 per year. This grant is given to students who attend ND's public, private and tribal colleges and have the most significant demonstrated unmet financial need. Page 13 provides more details on the state grant program.

The change proposed in section 2 would permit the SBHE to increase the amount of the grant up to \$2,000. Before making any changes to the grant amount, the SBHE would first consult with the statutorily-created State Grant Advisory Board, which is comprised of three financial aid directors, one college president, one secondary school counselor, and a student, including representation from the public, private and tribal colleges.

The amendment adopted by Senate Education in Section 2, c., to limit tuition, as part of the cost of education, at all non-public institutions to the lesser of the average rate of the public four-year campuses or the actual rate at the institution attended would:

- Shift grants away from students attending private institutions to those attending public institutions, primarily to UND and NDSU students. The amendment would reduce the "cost of education" budget for the private institutions between \$5,500 - \$6,500. Historically, the SBHE has permitted a higher "cost of education" for the private institutions to: 1.) recognize the higher cost of attendance; and, 2.) recognize that, many years ago, the separate private and public needs-based financial aid grant programs were merged into one program.

The shift this amendment would have created in 2008-09 data would have been as outlined in the chart below.

2008-09 Estimate	Public	Private	Native American	Total
<b>Current</b>				
# of stdnts receiving awards	3,536	581	100	4,217
\$ amt of awards	\$2,828,800	\$464,800	\$80,000	\$3,373,600
% of total \$ awarded	84%	14%	2%	100%
% of all stdnts attending college	87%	9%	4%	100%
<b>Amended 1/</b>				
# of stdnts receiving awards	3,730	387	100	4,217
\$ amt of awards	\$2,984,000	\$309,600	\$80,000	\$3,373,600
% of total \$ awarded	88%	9%	2%	100%
% of all stdnts attending college	87%	9%	4%	100%

1/ amended to limit tuition for non-public campuses to be the lesser of the public four-year rate or the actual rate at the campus attended.

- Potentially puts biennial federal funding of about \$350,000 at risk, by establishing an "arbitrary" cost of education for the private institutions. The state can't use different formulas for students in different institutional categories. Funding of \$350,000 a biennium assists approximately 220 students per year at \$800 each.
- Cause a significant change in the administration of the program and re-programming efforts. Historically, four "cost of education" budgets have been used in determining unmet need as follows ( 08-09 figures): private \$20,000; UND/NDSU \$15,100; four-year \$13,500; and, \$11,200 two-year. This would, at a minimum, create at least twelve different "cost of education" budgets.
- Separates tuition from combined tuition and fees, which could lead to shifts in cost between tuition and fees, and unintended consequences.

On behalf of the SBHE, I ask that you support this legislation, but strongly re- consider the amendments adopted by Senate Education.

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# NORTH DAKOTA UNIVERSITY SYSTEM

**The Vital Link to a Brighter Future**

## Application for Technology Occupations Student Loan Forgiveness Program

Application year: May 1 - June 30, 2008

- Follow instructions carefully
- Print or type
- Disclosure of your Social Security number is voluntary. Social Security numbers are used as an individual ID number for record keeping and administrative purposes. If you do not disclose your Social Security number, an individual ID number will be assigned. Failure to provide a social security number may cause delays in administrative services such as financial aid processing.
- Questions about the program or procedures for making application should be directed to Peggy Wipf at 701.328.4114.

<b>General Information</b>		
Name (Last, First, Middle Initial)	Social Security No.	Daytime Phone No.
Present Mailing Address	City	State/Zip Code
Permanent Mailing Address (if different)	City	State/Zip Code

**Education**

Did you graduate from a campus technology related major as defined in Table 1?  Yes  No

• If yes, the Program CIP Code for that major is: \_\_\_\_\_

List Technology Job Occupation Code (Reference Table 2): \_\_\_\_\_

A degree from Table 1 is required for Table 2 occupations to qualify.

Did you have a cumulative grade point average of at least 2.5 on a 4.0 scale in your college studies?  
 Yes  No (Attach copy of final college transcript)

**Loan Information**

Do you have an outstanding student loan obtained through the Bank of North Dakota as a lender or other participating lender?  Yes  No

• If yes, indicate which loan you wish to have reduced under this program: (check only one)

<input type="checkbox"/> FFEL Stafford (subsidized) <input type="checkbox"/> FFEL Stafford (unsubsidized) <input type="checkbox"/> FFEL Consolidated Loan <input type="checkbox"/> Dakota Educational Alternative Loan (DEAL)	<input type="checkbox"/> William D. Ford Federal Direct Loan (subsidized) <input type="checkbox"/> William D. Ford Federal Direct Loan (unsubsidized) <input type="checkbox"/> William D. Ford Federal Direct Consolidated Loan <input type="checkbox"/> Federal Perkins Loan
--	--

Amount owed on this loan: \_\_\_\_\_ as of: (Date) \_\_\_\_\_

*If approved, I wish to have my loan forgiveness payment sent to the following holder of my student loan:*

Name of Financial Institution	Phone No.
Address	City
State/Zip Code	

### Statement of Certification an Authorization to be Completed by Applicant

I hereby certify that the information contained on this application is true and correct. I understand that I have the specific responsibility for applying for the Technology Occupations Student Loan Program each year. I also give my employer permission to release to the North Dakota University System any information that may be needed to verify the contents of my application, and for the North Dakota University System to share this information with the Bank of North Dakota or other participating lender to process payment of my outstanding loan.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

### Statement of Certification by Personnel Director and/or CEO of Company

I hereby certify that \_\_\_\_\_ (name of applicant) with social security number of \_\_\_\_\_ was employed full time with \_\_\_\_\_ (name and location of company in North Dakota) during the period of \_\_\_\_\_ (list complete dates of employment, e.g. June 1, 2006 - May 30, 2007) in an occupation which can be classified as a technology job occupation SOC code number \_\_\_\_ - \_\_\_\_ as defined in Table 2.

\_\_\_\_\_  
Printed name and title of authorized official

\_\_\_\_\_  
Daytime Phone Number

\_\_\_\_\_  
Signature of authorized official

\_\_\_\_\_  
Date

Return application, certifications, and transcript to:

Technology Occupations Loan Forgiveness  
North Dakota University System  
600 E Boulevard Ave Dept 215  
Bismarck ND 58505-0230

# North Dakota University System - Table 1 Technology Program Areas and Codes

## List of Active Programs 2007

(Derived from 2000 Draft CIP's, United States Department of Education)

CIP	Program Areas	CIP	Program Areas	CIP	Program Areas
01.0201	Agricultural Mechanization, General • Agricultural Systems Management – NDSU	11.0801	Web Page, Digital/Multimedia and Information Resources Design • Desktop & Web publishing – MISU • Web Page Development and Design – BSC	13.1316	Science Teacher Education/General Science Teacher Education • Composite Science Education – VCSU • Comprehensive Science Education – NDSU • Earth Science Education – MISU, NDSU • Physical Science Education – MISU • Science Education – MISU, UND • Science Teacher Education – DSU
01.0401	Agricultural and Food Products Processing • Cereal Science – NDSU	11.0901	Computer Systems Networking and Telecommunications • Computer Applications – CCCC • Computer Support Specialist – BSC • Information Technology - Network Engineering – MISU-B	13.1322	Biology Teacher Education • Biological Education – NDSU • Biology Education – DSU, MISU • Biology Teacher Education – JC, UM • Composite Biology Education – MaSU, VCSU
01.0901	Animal Sciences, General • Animal and Range Sciences – NDSU	11.1002	System, Networking, and LAN/WAN Management/Manger • Computer Systems Specialist – WSC	13.1323	Chemistry Teacher Education • Chemistry Education – DSU, JC, MISU, NDSU • Composite Chemistry Education – MaSU, VCSU
01.1001	Food Science • Food Protection – NDSU • Food Science – NDSU	11.1004	Web/Multimedia Management and Webmaster • Information Technology - Web Master – MISU-B	13.1329	Physics Teacher Education • Composite Physical Science – MaSU • Physical Science Education – MaSU • Physics Education – MISU, NDSU
01.1102	Agronomy and Crop Science • Plant Sciences – NDSU	11.9999	Computer and Information Sciences and Support Services, Other • Computer Information System (BAS) – MaSU • Information Technology - Web Design – MISU-B	14.0101	Engineering, General • Engineering – NDSU
01.1103	Horticultural Science • Horticulture – NDSU	13.0501	Educational/Instructional Media Design • Instructional Design & Technology – UND	14.0301	Agricultural/Biological Engineering and Bioengineering • Agricultural & Biosystems Engineering – NDSU • Chemical Engineering – UND • Chemical Engineering – UND
01.1105	Plant Protection and Integrated Pest Management • Plant Protection – NDSU	13.1309	Technology Teacher Education/Industrial Arts Teacher Education • Education – VCSU • Technology Education – DSU, UND, VCSU	14.0801	Civil Engineering, General • Civil Engineering – NDSU, UND
03.0101	Natural Resources/Conservation, General • Environmental Technology-Natural Resource Management – MISU-B	13.1311	Mathematics Teacher Education • Elementary Education/Mathematics – UND • Math Teacher Education – UM • Mathematics Education – DSU, JC, MaSU, MISU, NDSU, VCSU	14.0899	Civil Engineering, Other • Materials & Nanotechnology – NDSU
03.0103	Environmental Studies • Earth System Science and Policy – UND				
03.0201	Natural Resources Management and Policy • Natural Resources Management – CCCC, NDSU				
03.0508	Urban Forestry • Urban Forestry Technology – MISU-B				
03.0601	Wildlife and Wildlands Science and Management • Fisheries and Wildlife Sciences – VCSU				

• Indicates programs known to exist in North Dakota. Students graduating from comparable programs in other states are eligible when students meet North Dakota residency and other requirements.

Acronyms: BSC = Bismarck State College, DSU = Dickinson State University, FBCC = Fort Berthold Community College, JC = Jamestown College, LRSC = Lake Region State College, MaSU = Mayville State University, MISU = Minot State University, MISU-LBC = Minot State University-Bottineau Campus, NDSCS = North Dakota State College of Science, NDSU = North Dakota State University, TMCC = Turtle Mountain Community College, UM = University of Mary, Urric = United Tribes Technical College, UND = University of North Dakota, VCSU = Valley City State University, WSC = Williston State College

CIP Program Areas

- 14.0901 Computer Engineering, General
- Computer Engineering – NDSU
- 14.0903 Computer Software Engineering
  - Software Engr – NDSU
- 14.1001 Electrical, Electronics and Communications Engineering
  - Electrical & Comp Engr – NDSU
  - Electrical Engineering – NDSU, UND
- 14.1401 Environmental/Environmental Health Engineering
  - Environmental Engineering – NDSU
  - Environmental Geoscience – UND
- 14.1901 Mechanical Engineering
  - Mechanical Engineering – NDSU, UND
- 14.3301 Construction Engineering
  - Construction Engineering – NDSU
- 14.3501 Industrial Engineering
  - Industrial & Manufacturing Engr – NDSU
  - Industrial Engineering & Management – NDSU
- 14.3601 Manufacturing Engineering
  - Manufacturing Engineering – NDSU
- 14.3801 Surveying Engineering
  - Environmental Technology-Geographic Information Systems – MISU-B

CIP Program Areas

- 15.0303 Electrical, Electronic and Communications Engineering Technology/Technician
  - Electric Power Technology – BSC
  - Electrical Transmission Systems Technology – BSC
  - Electronics/Telecommunications Technology – BSC
- 15.0399 Electrical and Electronic Engineering Technologies/Technicians
  - Electrical Technology – NDSCS
  - Electronic Technology – NDSCS
- 15.0501 Heating, Air Conditioning and Refrigeration Technology/Technician (ACH/ACR/ACHR/HRAC/HVAC/AC Technology)
  - Heating, Ventilating, Air Conditioning & Refrigeration Technology – NDSCS
  - Refrigeration & Air Conditioning Technology – NDSCS
- 15.0506 Water Quality and Wastewater Treatment Management and Recycling Technology/Technician
  - Environmental Technology - Water Management – MISU-B
  - Water Quality Technology – MISU-B
- 15.0507 Environmental Engineering Technology/Environmental Technology & Field Technician – MISU-B
- 15.0612 Industrial Technology/Technician
  - Industrial Technology – UND
  - Process Plant Technology – BSC
- 15.0513 Manufacturing Technology/Technician
  - Automated Manufacturing Technician – NDSCS
- 15.0699 Industrial Production Technologies/Technicians, Other
  - Power Plant Technology – BSC
- 15.0701 Occupational Safety and Health Technology/Technician
  - Occupational Safety & Environmental Health – UND

Program Areas

- 15.1102 Surveying Technology/Surveying Technician – BSC
- Geographic Information System Technician – BSC
- 15.1401 Nuclear Engineering Technology/Technician
  - Nuclear Power Technology – BSC
- 15.9999 Engineering Technologies/Technicians, Other
  - Energy Technology – FBCC
  - Nanoscience Technology – NDSCS
- 26.0101 Biology/Biological Sciences, General
  - Biological Sciences – NDSU
  - Biology – DSU, JC, MaSU, MISU, NDSU, UM, VCSU
  - Biology/Pre-Health – UND
- 26.0202 Biochemistry
  - Biochemistry – JC, NDSU, UND
- 26.0210 Biochemistry/Biophysics and Molecular Biology
  - Biochemistry & Molecular Biology – NDSU
  - Botany/Plant Biology
  - Botany – NDSU
- 26.0305 Plant Pathology/Phytopathology
  - Plant Pathology – NDSU
- 26.0403 Anatomy
  - Anatomy – UND
- 26.0406 Cell/Cellular and Molecular Biology
  - Cellular & Molecular Biology – NDSU
- 26.0502 Microbiology, General
  - Microbiology – NDSU
- 26.0503 Medical Microbiology and Bacteriology
  - Microbiology – UND
- 26.0701 Zoology/Animal Biology
  - Zoology – NDSU
- 26.0702 Entomology
  - Entomology – NDSU
- 26.0708 Wildlife Biology
  - Fisheries & Wildlife Biology – UND

CIP Program Areas

- 26.0801 Genetics, General
  - Genomics and Bioinformatics – NDSU
- 26.0910 Pathology/Experimental Pathology
  - Molecular Pathogenesis – NDSU
- 26.1001 Pharmacology
  - Pharmacology, Physiology and Therapeutics – UND
- 26.1201 Biotechnology
  - Biotechnology – NDSU
- 26.1305 Environmental Biology
  - Environmental & Conservation Sciences – NDSU
- 26.9999 Biological and Biomedical Sciences, Other
  - Science – FBCC
  - Tribal Environmental Science – UTTC
- 27.0101 Mathematics, General
  - Mathematics – DSU, FBCC, JC, MaSU, MISU, NDSU, UM, UND, VCSU
- 27.0301 Applied Mathematics
  - Applied Math, General – JC
- 27.0501 Statistics, General
  - Applied Statistics – NDSU
  - Statistics – NDSU
- 30.0101 Biological and Physical Sciences
  - Math/Science Composite – UM
- 30.1101 Multi/Interdisciplinary Studies
  - Gerontology – NDSU
- 40.0101 Physical Sciences
  - Physical Science – MISU, UND
- 40.0401 Atmospheric Sciences and Meteorology, General
  - Atmospheric Sciences – UND
  - Atmospheric Studies – UND
- 40.0501 Chemistry, General
  - Chemistry – DSU, JC, MaSU, MISU, NDSU, UND, VCSU
- 40.0507 Polymer Chemistry
  - Coatings & Polymeric Materials – NDSU

• Indicates programs known to exist in North Dakota. Students graduating from comparable programs in other states are eligible when students meet North Dakota residency and other requirements.

Acronyms: BSC = Bismarck State College, DSU = Dickinson State University, FBCC = Fort Berthold Community College, JC = Jamestown College, LRSC = Lake Region State College, MaSU = Mayville State University, MISU = Minot State University, MISU-BC = Minot State University-Bottineau Campus, NDSCS = North Dakota State College of Science, NDSU = North Dakota State University, TMCC = Turtle Mountain Community College, UM = University of Mary, UTTC = United Tribes Technical College, UND = University of North Dakota, VCSU = Valley City State University, WSC = Williston State University, WCC = Williston State College

CIP      Program Areas

CIP      Program Areas

CIP      Program Areas

CIP      Program Areas

- 40.0601 Geology/Earth Science, General
  - Geology – MISU, NDSU, UND
- 40.0801 Physics, General
  - Physics – MISU, NDSU, UND
- 41.9999 Science Technologies/Technicians, Other
  - Bio-fuels Technology – NDSCS
  - Nanoscience Technology – NDSCS
- 46.0303 Lineworker
  - Lineworker, Electrical – BSC
- 47.0104 Computer Installation and Repair Technology/Technician
  - Simulator Maintenance Technician – LRSC
- 47.0303 Industrial Mechanics and Maintenance Technology
  - Mechanical Maintenance Technology – BSC
- 47.0604 Automobile/Automotive Mechanics Technology/Technician
  - Automotive Service Technology – UTTC
  - Automotive Technology – BSC, CCCC, LRSC, NDSCS, WSC
- 47.0605 Diesel Mechanics Technology/Technician
  - Caterpillar Dealer Service Technician – NDSCS
  - Diesel Technology – LRSC, NDSCS, WSC
- 47.0606 Small Engine Mechanics and Repair Technology/Technician
  - Recreational Engines Technology – NDSCS
- 47.0699 Vehicle Maintenance and Repair Technologies, Other (some qualify)
  - Automotive & Diesel Master Technician – NDSCS
- 48.0501 Machine Tool Technology/Machinist
  - Machinist and Toolmaker – NDSCS
- 48.0508 Welding Technology/Welder
  - Welding – BSC
  - Welding & Basic Machining – LRSC
  - Welding Technology – NDSCS
- 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General
  - Aeronautical Studies – UND
  - Aviation – UND
- 49.0102 Airline/Commercial/Professional Pilot and Flight Crew
  - Commercial Aviation – UND
- 49.0104 Aviation/Airway Management and Operations
  - Airport Management – UND
  - Aviation Management – UND
  - Aviation Systems Management – UND
- 49.0105 Air Traffic Controller
  - Air Traffic Control – UND
- 49.0108 Flight Instructor
  - Flight Education – UND
- 49.0199 Air Transportation, Other (some qualify)
  - Space Studies – UND
- 51.0904 Emergency Medical Technology/Technician (EMT Paramedic)
  - EMT Paramedic Technology – BSC
- 51.0907 Medical Radiologic Technology/Therapist
  - Radiologic Technology – JC, MISU, UM
- 51.0908 Respiratory Care Therapy/Therapist
  - Respiratory Care – NDSU, UM
- 51.0909 Surgical Technology/Technologist
  - Surgical Technology – BSC
- 51.0910 Diagnostic Medical Sonography/Sonographer and Ultrasound Technician
  - –
- 51.0911 Radiologic Technology/Science-Radiographer
  - Radiologic Sciences – NDSU
- 51.1002 Cytotechnology/Cytotechnologist
  - Cytotechnology – UND
- 51.1004 Clinical/Medical Laboratory Technician
  - Clinical Laboratory Technician – BSC
- 51.1005 Clinical Laboratory Science/Medical Technology/Technologist
  - Clinical Laboratory Science – JC, MISU, NDSU, UM, UND
  - Clinical Laboratory Science Management – UND
  - CLS Clinical Chemistry/Urinalysis – UND
  - CLS Hematology/Homeostasis – UND
  - CLS Immunohematology – UND
  - CLS Microbiology – UND
  - Medical Technology – JC
- 51.1099 Clinical/Medical Laboratory Science and Allied Professions, Other
  - Phlebotomy Technician – BSC
- 52.0209 Transportation/Transportation Management
  - Transportation & Logistics – NDSU
  - Transportation and Supply Chain Mgmt – BSC
- 52.1201 Management Information Systems, General
  - Information Systems – MISU
  - Information Technologies – LRSC
  - Management Information Science – JC
  - Management Information Systems – MISU, NDSU
- 52.1299 Management Information Systems and Services, Other (some qualify)
  - Applied Business Information Technology – MISU
  - Knowledge Management – MISU

• Indicates programs known to exist in North Dakota. Students graduating from comparable programs in other states are eligible when students meet North Dakota residency and other requirements.

Acronyms: BSC = Bismarck State College, DSU = Dickinson State University, FBCC = Fort Berthold Community College, JC = Jamestown College, LRSC = Lake Region State College, MaSU = Mayville State University, MISU = Minot State University, MISU-BC = Minot State University-Bozeman Campus, NDSCS = North Dakota State College of Science, NDSU = North Dakota State University, TMCC = Turtle Mountain Community College, UM = University of Mary, UTTC = United Tribes Technical College, VCSU = Valley City State University, WSC = Williston State College

## A degree from Table 1 is required for Table 2 occupations to qualify

(Derived from <http://online.onetcenter.org/crosswalk/>)

SOC	Occupation	SOC	Occupation	SOC	Occupation
11-3011	Administrative Services Managers	17-2041	Chemical Engineers	19-1023	Zoologists and Wildlife Biologists
11-3021	Computer and Information Systems Managers	17-2051	Civil Engineers	19-1029	Biological Scientists, All Other
11-3071	Transportation Managers	17-2061	Computer Hardware Engineers	19-1030	Conservation Scientists and Foresters
11-3071	Storage and Distribution Managers	17-2071	Electrical Engineers	19-1031	Range Managers
11-9011	Nursery and Greenhouse Managers	17-2072	Electronics Engineers, Except Computer	19-1031	Soil and Water Conservationists
11-9011	Crop and Livestock Managers	17-2081	Environmental Engineers	19-1031	Conservation Scientists
11-9012	Farmers and Ranchers	17-2111	Fire-Prevention and Protection Engineers	19-1031	Park Naturalists
11-9021	Construction Managers	17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	19-1032	Foresters
11-9041	Engineering Managers	17-2111	Industrial Safety and Health Engineers	19-1041	Epidemiologists
11-9121	Natural Sciences Managers	17-2111	Product Safety Engineers	19-1042	Medical Scientists, Except Epidemiologists
11-9199	Managers, All Other	17-2111	Industrial Engineers	19-1099	Life Scientists, All Other
13-1051	Cost Estimators	17-2111	Marine Engineers and Naval Architects	19-2011	Astronomers
13-1081	Logisticians	17-2121	Materials Engineers	19-2012	Physicists
15-0000	Computer and Mathematical Science Occupations	17-2131	Mechanical Engineers	19-2021	Atmospheric and Space Scientists
15-1011	Computer and Information Scientists, Research	17-2141	Mining and Geological Engineers, Including Mining Safety Engineers	19-2031	Chemists
15-1021	Computer Programmers	17-2151	Nuclear Engineers	19-2032	Material Scientists
15-1021	Computer Science Teachers, Postsecondary	17-2161	Petroleum Engineers	19-2041	Environmental Scientists and Specialists, Including Health
15-1031	Computer Software Engineers, Applications	17-2171	Engineers, All Other	19-2042	Geoscientists, Except Hydrologists and Geographers
15-1032	Computer Software Engineers, Systems Software	17-2199	Aerospace Engineering and Operations Technicians	19-2043	Hydrologists
15-1041	Computer Support Specialists	17-3021	Civil Engineering Technicians	19-2099	Physical Scientists, All Other
15-1051	Computer Systems Analysts	17-3022	Electrical and Electronic Engineering Technicians	19-3099	Social Scientists and Related Workers, All Other
15-1061	Database Administrators	17-3023	Electronics Engineering Technicians	19-4011	Agricultural Technicians
15-1071	Computer Security Specialists	17-3023	Electro-Mechanical Technicians	19-4011	Food Science Technicians
15-1071	Network and Computer Systems Administrators	17-3024	Environmental Engineering Technicians	19-4031	Chemical Technicians
15-1081	Network Systems and Data Communications Analysts	17-3025	Industrial Engineering Technicians	19-4041	Geological and Petroleum Technicians
15-1099	Computer Specialists, All Other	17-3026	Mechanical Engineering Technicians	19-4051	Nuclear Equipment Operation Technicians
15-2011	Actuaries	17-3027	Engineering Technicians, Except Drafters, All Other	19-4051	Nuclear Monitoring Technicians
15-2031	Operations Research Analysts	17-3029	Drafters, All Other	19-4051	Nuclear Technicians
15-2041	Statisticians	17-3031	Mapping Technicians	19-4091	Environmental Science and Protection Technicians, Including Health
15-2091	Mathematical Technicians	18-1011	Surveying Technicians	19-4093	Forest and Conservation Technicians
15-2099	Mathematical Science Occupations, All Other	19-1011	Animal Scientists	19-4099	Life, Physical, and Social Science Technicians, All Other
17-1021	Cartographers and Photogrammetrists	19-1012	Food Scientists and Technologists	25-1021	Computer Science Teachers, Postsecondary
17-1022	Surveyors	19-1013	Soil and Plant Scientists	25-1022	Mathematical Science Teachers, Postsecondary
17-2011	Aerospace Engineers	19-1020	Biologists	25-1032	Engineering Teachers, Postsecondary
17-2021	Agricultural Engineers	19-1021	Biochemists and Biophysicists		
17-2031	Biomedical Engineers	19-1022	Microbiologists		
25-1041	Agricultural Sciences Teachers, Postsecondary				
25-1042	Biological Science Teachers, Postsecondary				
25-1043	Forestry and Conservation Science Teachers, Postsecondary				
25-1051	Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary				
25-1052	Chemistry Teachers, Postsecondary				
25-1053	Environmental Science Teachers, Postsecondary				
25-1054	Physics Teachers, Postsecondary				
25-1071	Health Specialties Teachers, Postsecondary				
25-1081	Education Teachers, Postsecondary				
25-1194	Vocational Education Teachers, Postsecondary				
25-2022	Middle School Teachers, Except Special and Vocational Education				
25-2023	Vocational Education Teachers, Middle School				
25-2031	Secondary School Teachers, Except Special and Vocational Education				
25-2032	Vocational Education Teachers, Secondary School				
25-9011	Audio-Visual Collections Specialists				
25-9031	Instructional Coordinators				
25-9099	Education, Training, and Library Workers, All Other				
27-1014	Multi-Media Artists and Animators				
27-1024	Graphic Designers				
29-1124	Radiation Therapists				
29-1126	Respiratory Therapists				
29-2011	Medical and Clinical Laboratory Technologists				
29-2012	Medical and Clinical Laboratory Technicians				
29-2031	Cardiovascular Technologists and Technicians				
29-2032	Diagnostic Medical Sonographers				
29-2033	Nuclear Medicine Technologists				
29-2034	Radiologic Technologists				
29-2034	Radiologic Technologists and Technicians				
29-2034	Radiologic Technicians				
29-2041	Emergency Medical Technicians and Paramedics				
29-2052	Pharmacy Technicians				
29-2053	Psychiatric Technicians				

SOC Occupation

SOC Occupation

SOC Occupation

SOC Occupation

29-2054	Respiratory Therapy Technicians	49-9044	Milwrights	51-4191	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic
29-2055	Surgical Technologists	49-9045	Refractory Materials Repairers, Except Brickmasons	51-4192	Lay-Out Workers, Metal and Plastic
29-9011	Occupational Health and Safety Specialists	49-9051	Electrical Power-Line Installers and Repairers	51-4199	Metal Workers and Plastic Workers, All Other
29-9012	Occupational Health and Safety Technicians	49-9062	Medical Equipment Repairers	51-6062	Textile Cutting Machine Setters, Operators, and Tenders
33-3031	Fish and Game Wardens	49-9081	Coin, Vending, and Amusement Machine Servicers and Repairers	51-6063	Textile Knitting and Weaving Machine Setters, Operators, and Tenders
43-9011	Computer Operators	49-9098	Helpers—Installation, Maintenance, and Repair Workers	51-6064	Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders
43-9031	Desktop Publishers	51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	51-7041	Sawing Machine Setters, Operators, and Tenders, Wood
45-1011	First-Line Supervisors/Managers of Agricultural Crop and Horticultural Workers	51-2022	Electrical and Electronic Equipment Assemblers	51-7042	Woodworking Machine Setters, Operators, and Tenders, Except Sawing
45-1011	First-Line Supervisors/Managers of Animal Husbandry and Animal Care Workers	51-2023	Electromechanical Equipment Assemblers	51-8011	Nuclear Power Reactor Operators
45-2011	Agricultural Inspectors	51-2031	Engine and Other Machine Assemblers	51-8012	Power Distributors and Dispatchers
45-2021	Animal Breeders	51-3091	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	51-8013	Power Plant Operators
45-4011	Forest and Conservation Workers	51-3092	Food Batchmakers	51-8031	Water and Liquid Waste Treatment Plant and System Operators
47-1011	First-Line Supervisors/Managers of Construction Trades and Extraction Workers	51-3093	Food Cooking Machine Operators and Tenders	51-8093	Petroleum Pump System Operators, Refinery Operators, and Gaugers
47-4011	Construction and Building Inspectors	51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	51-9011	Chemical Equipment Operators and Tenders
47-4021	Elevator Installers and Repairers	51-4012	Numerical Tool and Process Control Programmers	51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders
49-2011	Computer, Automated Teller, and Office Machine Repairers	51-4021	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	51-9023	Mixing and Blending Machine Setters, Operators, and Tenders
49-2091	Avionics Technicians	51-4023	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	51-9032	Cutting and Slicing Machine Setters, Operators, and Tenders
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	51-9041	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-9121	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
49-2095	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-9141	Semiconductor Processors
49-2096	Electronic Equipment Installers and Repairers, Motor Vehicles	51-4034	Laths and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-9196	Paper Goods Machine Setters, Operators, and Tenders
49-3011	Aircraft Mechanics and Service Technicians	51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	53-1011	Aircraft Cargo Handling Supervisors
49-3023	Automotive Master Mechanics	51-4041	Machinists	53-2011	Airline Pilots, Copilots, and Flight Engineers
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	51-4111	Tool and Die Makers	53-2012	Commercial Pilots
49-3041	Farm Equipment Mechanics	51-4121	Solderers and Brazers	53-2021	Air Traffic Controllers
49-3051	Motorboat Mechanics	51-4121	Welders, Cutters, and Welder Filters	53-2022	Airfield Operations Specialists
49-3053	Outdoor Power Equipment and Other Small Engine Mechanics	51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	53-3011	Ambulance Drivers and Attendants, Except Emergency Medical Technicians
49-3092	Recreational Vehicle Service Technicians				
49-9011	Mechanical Door Repairers				
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers				
49-9041	Industrial Machinery Mechanics				
49-9043	Maintenance Workers, Machinery				

Testimony by Jacob Holm  
Senate Appropriations Committee  
2-10-09

Chairman Holmberg and Appropriation Committee members,

My name is Jacob Holm and I am a sophomore within the University System majoring in History Education and Sociology. Although I am a student I am here today speaking on behalf of all the students of North Dakota as the North Dakota Student Association Student's Lobbyist. As you may know the North Dakota Student Association, also know as NDSA, is a cooperative effort between all the eleven state universities and colleges in North Dakota. Our common goal is to provide an affordable and a quality education to all our students. We achieve this goal by working with entities within the state, such as the North Dakota Legislature, the University System, and the Board of Higher Education. Every student within the North Dakota University System is a paying member to NDSA and every college or university has voting delegates when it comes to final decisions. This is by no means an effort of a one or two campuses or a handful of students.

I am here today on behalf of the 43,000 plus students within the North Dakota University System expressing their support for Senate Bill 2226. As we all know science, technology, engineering, and mathematics are all vital professional degrees which will only become more needed in the future. Graduates from these areas are already in high demand and the need for them is only going to continue to increase.

According to a Congressional Research Service provide by the Federation of American Scientists the U.S. ranks 20<sup>th</sup> among all nations in the proportion of 24-year-olds who earn degrees in natural science or engineering<sup>1</sup>. This means that there is a lot that needs to be done to insure that America is producing an adequate number of quality students who hold degrees in the areas outlined in the S.T.E.M. grant. We the students, more so then anyone else, best understand the effects of high college costs. Providing grant opportunities for earning a degree in science, technology, engineering, and mathematics will provide an added enactive for students to study in these areas. Furthermore, these grants will help lower students' college debt which allows them to stay in North Dakota rather then leaving for a higher salary position to pay off their college debt. This is an opportunity not just to help students pay for a degree; this is our chance to keep students here in North Dakota. On behalf of the all the students within your University System I ask you to support Senate Bill 2226 and help our youth stay in state.

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<sup>1</sup> CRS Report for Congress. Available at <http://www.fas.org/sgp/crs/misc/RL33434.pdf>



**Testimony by Brady Pelton**  
**Senate Appropriations Committee**  
**February 9, 2009**

Chairman Holmberg and Appropriation Committee members,

Thank you for allowing me the privilege of speaking here today in support of Senate Bill 2226. My name is Brady Pelton, and I am currently a fourth year student at the University of North Dakota in Grand Forks.

In my current position as Governmental Affairs Commissioner for UND Student Government, I come into constant contact with fellow students who share concerns over the affordability of attending college. Through involvement in the State Higher Education Roundtable, I have also come to recognize the importance of providing for the replenishment of North Dakota's workforce, particularly in the science, technology, engineering and mathematics fields. Although these dilemmas are prevalent nationwide, the State of North Dakota is in a unique position to help ease these strains.

Senate Bill 2226 seeks to relieve the issue of college affordability on two fronts, while addressing workforce needs in the state. First, by providing for and increasing student loan grants aimed at college students in the Science, Technology, Engineering, and Mathematics occupations, a powerful incentive is created that will encourage more students to choose occupations in those fields. This will lead to more college graduates ready to fill the vacancies left by today's retirees.

In addition, Senate Bill 2226 seeks to double the current amount of individual state grants available for those North Dakota students demonstrating financial need. The benefits of this increase are substantial. Students who would otherwise feel the strain of funding their education would be relieved of some of the burden, thereby making it

possible to concentrate on studies and campus involvement as opposed to working two to three part-time jobs. An affordable college education is also a key to keeping our high school graduates in North Dakota. By ensuring that those potential students showing financial need have the opportunity to attend an institute of higher learning in this state, today's high school graduates are more likely to choose to stay in North Dakota to pursue their post-secondary educations.

This bill is a step toward solving the issue of workforce replenishment and college affordability in North Dakota. With that I would like to thank you for your time and consideration of this bill, and urge a do pass recommendation on Senate Bill 2226.



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**Testimony of Deana Wiese**  
Executive Director, Information Technology Council of North Dakota  
In Support of SB 2226  
February 9, 2009

Chairman Holmberg and members of the Appropriations 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 2226.

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

ITCND supports SB 2226 because the board and membership have identified workforce recruitment as one of the IT industry's biggest challenges. The 2008 IT Workforce Needs Assessment indicated a need of 2,500 new and replacement IT workers in the state over the next 10 years.

The expansion of the current technology occupations loan forgiveness program to include the fields of science, technology, engineering and math and the increase in the maximum amount and duration of loan forgiveness will be an incentive for more students in STEM fields, including IT, to remain and work in North Dakota following their graduation from college.

I urge you to give SB 2226 a do pass recommendation.

Thanks for your time and consideration.



**Testimony of Jeb Oehlke**  
**Economic Development Association of North Dakota**  
**SB 2226**  
**February 9, 2009**

Mr. Chairman and committee members my name is Jeb Oehlke. I represent the Economic Development Association of North Dakota (EDND).

EDND is the voice of the state's economic development community and provides networking for its 80 members, which include development organizations, communities, businesses and state agencies. Our mission is to increase economic opportunities for residents of the state by supporting primary sector growth, professionalism among economic development practitioners and cooperation among development organizations. We are asking that you support SB 2060 and thus, North Dakota's economic growth.

Our state has seen a decline in the number of students pursuing education in the science, technology, engineering, and mathematics (STEM) programs as a whole. If this trend continues the state will soon experience a severe shortage of available candidates for jobs in these fields. In order to maintain the robust economic growth North Dakota has achieved in recent years we must continue to educate our students to become innovators.

The tuition grants proposed in SB 2226 will help to encourage North Dakota college students to pursue these courses of study and help us maintain the competitive advantage we have acquired over the past several years.

EDND supports SB 2226 and encourages the committee to give this bill a favorable recommendation. I am happy to answer any questions.